VILLANOVA
UNIVERSITY

Graduate Liberal Arts and Sciences

Handbook of Degree and Certificate Requirements
2024 - 2025

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Academic Calendar: 2024-2025

Academic Calendars +

+All dates listed in the Academic Calendar are subject to change due to circumstances beyond the control of the Office of Graduate Studies and every effort will be made to communicate those changes as soon as possible via email, the Office of Graduate Studies web pages, and the Office of Graduate Studies Newsletter, GRAD CLAS Notes.

Summer I 2024 - Campus Programs+

Mar. 13 Registration Begins at 12:01 am

May 29 Classes Begin

May 31 Last day for changes in registration status (drops, adds). Refer to Refund policy.

Jun. 1 Withdrawal period begins (75% refund)

Jun. 11 Last day for 75% refund (No refund after this date)

Jun. 15 September Graduation Deadline - Last day to apply in the myNOVA portal for September graduation. Late fee applies after this date.

Jun. 18 Last Day for Authorized Withdrawal without Academic Penalty (WX). Refer to Refund policy.

Jun. 19 Juneteenth Holiday (No Classes)

Jun. 26 Last Day of Classes

Jul. 1 Grades due (Faculty)

Jul. 4 4th of July Holiday (No Classes)

Jul. 29 Thesis/Dissertation due. Instructions for title and approval pages and upload to Proquest can be found at **this link**.

Sep. 6 Last day for submission of work to remove incomplete ("N") grade

Sep. 9 Last day for "N" grade conversion of final grade. Grade change forms must be submitted to registrar before 5 p.m.

Summer II 2024 - Campus Programs+

Mar. 13 Registration Begins at 12:01 am

Jun. 15 September Graduation Deadline - Last day to apply in the myNOVA portal for September graduation. Late fee applies after this date.

Jul. 01 Classes begin

Jul. 03 Last day for changes in registration status (drops, adds). Refer to Refund policy.

Jul. 04 4th of July Holiday (No Classes)

Jul. 04 Withdrawal period begins (75% refund)

Jul. 12 Last day for 75% refund (No refund after this date)

Jul. 22 Last Day for Authorized Withdrawal without Academic Penalty (WX). Refer to Refund policy.

Jul. 29 Thesis/Dissertation due. Instructions for title and approval pages and upload to Proquest can be found at **this link**.

Jul. 29 Last Day of Classes

Aug. 01 Grades due (Faculty)

Sep. 06 Last day for submission of work to remove incomplete ("N") grade

Sep. 09 Last day for "N" grade conversion of final grade. Grade change forms must be submitted to registrar before 5 p.m.

Summer III 2024 - Campus Programs+

Mar. 13 Registration Begins at 12:01 am

May. 29 Classes begin

Jun. 04 Last day for changes in registration status (drops, adds). Refer to Refund policy.

Jun. 05 Withdrawal period begins (75% refund)

Jun. 11 Last day for 75% refund (No refund after this date)

Jun. 15 September Graduation Deadline - Last day to apply in the myNOVA portal for September graduation. Late fee applies after this date.

Jun. 19 Juneteenth Holiday (No Classes)

Jul. 04 4th of July Holiday (No Classes)

Jul. 29 Thesis/Dissertation due. Instructions for title and approval pages and upload to Proquest can be found at **this link**.

Jul. 09 Last Day for Authorized Withdrawal without Academic Penalty (WX). Refer to Refund policy.

Jul. 29 Last Day of Classes

Aug. 01 Grades due (Faculty)

Sep. 06 Last day for submission of work to remove incomplete ("N") grade

Sep. 09 Last day for "N" grade conversion of final grade. Grade change forms must be submitted to registrar before 5 p.m.

Fall 2024 - Campus Programs+

Apr. 8 Registration Begins for Fall 2024 semester at 9:30 a.m.

Aug. 26 Classes begin (except HRD and MPA multi-modality)

Aug. 30 Last day for application for Language Examination, made at office of the Department of Romance Languages and Literatures, 303 St. Augustine Center

Sep. 1 Last day for changes in registration status (drops, adds). **Refer to Refund policy.**

Sep. 1 Last day for application for comprehensive examination made at the office of the graduate program director.

Sep. 2 Labor Day - No Classes

Sep. 13 Language Examination, 1 p.m.

Sep. 15 **December Graduation Deadline** – Last day to apply in the myNOVA portal for December graduation. Late fee applies **after** this date.

Oct. 14 Fall recess begins.

Oct. 21 Classes resume after fall recess.

Nov. 9 Recommended date for written comprehensive examination; hours and place determined by program.

Nov. 11 Registration Begins for Spring 2025 semester at 9:30 a.m.

Nov. 13 Last Day for Authorized Withdrawal without Academic Penalty (WX). **Refer to Refund policy.**

Nov. 26 Thanksgiving Recess begins after last class

Dec. 1 Thesis/Dissertation due. Instructions for title and approval pages and upload to Proquest.

Dec. 2 Classes resume after Thanksgiving Recess.

Dec. 12 Final Day of Classes

Dec. 14-20 Final Examinations

Jan. 6, 2025 Final Grades Due Fall 2024 Semester (12 p.m.)

Jan. 31, 2025 Last day for submission of work to remove incomplete ("N") grade

Feb. 14, 2025 Last day for "N" grade conversion of final grade (Fall 2024 semester). Grade change forms must be received by Registrar BEFORE 5 p.m.

Spring 2025 - Campus Programs+

Nov. 11, 2024 Registration Begins for Spring 2025 semester at 9:30 a.m.

Jan. 13 Classes Begin

Jan. 17 Last day for application for Language Examination, made at office of the Department of Romance Languages and Literatures, 303 St. Augustine Center

Jan. 19 Last day for changes in registration status (drops, adds). **Refer to Refund policy.**

Jan. 20 Last day for application for comprehensive examination made at the office of the department chairperson

Jan. 20 Martin Luther King Day (No Classes)

Jan. 31 **May Graduation Deadline** - Last day to apply in the myNOVA portal for May graduation. Late fee applies **after** this date.

Feb. 1 Language examination, 1 p.m.

Mar. 3 Semester Recess

Mar. 10 Classes Resume

TBD Registration begins for Summer 2025.

Mar. 15 Recommended date for written comprehensive examination; hours and place determined by program.

Apr. 2 Last Day for Authorized Withdrawal without Academic Penalty (WX). **Refer to Refund policy.**

Apr. 16 Easter Recess Begins after last class (Wednesday)

Apr. 22 Classes Resume

TBD Registration begins for Fall 2025 at 9:30 a.m.

Apr. 25 Thesis/Dissertation due. Instructions for title and approval pages and upload to Proquest.

May 1 Final Day of Classes

May 3-9 Final Examinations

May 12 Final Grades Due Spring 2025 Semester at 12 p.m.

May 16-17 Baccalaureate and Commencement

June 27 Last day for submission of work to remove incomplete ("N") grade.

July 11 Last day for "N" grade conversion of final grade (Spring 2025 semester). Grade change forms must be received by Registrar BEFORE 5 p.m.

Academic Calendar (Human Resource Development)+

+All dates listed in the Academic Calendar are subject to change due to circumstances beyond the control of the Office of Graduate Studies and every effort will be made to communicate those changes as soon as possible via email, the Office of Graduate Studies web pages, and the Office of Graduate Studies Newsletter, GRAD CLAS Notes.

Summer I 2024 - Human Resource Development+

Mar. 13 Registration begins, 12:01 a.m.

May 13 Classes begin

May 19 Last day for changes in registration status (drops, adds). Refer to Refund policy.

May 20 Withdrawal period begins (75% refund)

May 24 Last day for 75% refund (No refund after this date)

Jun. 01 Comprehensive examination applications due to the department

Jun. 15 September Graduation Deadline - Last day to apply in the myNOVA portal for September graduation. Late fee applies after this date.

Jun. 18 Last Day for Authorized Withdrawal without Academic Penalty (WX). Refer to Refund policy.

Jun. 19 Juneteenth Holiday (No Classes)

Jun. 30 Last day of classes

Jul. 03	Grades due (Faculty)
Jul. 04	4th of July Holiday (No Classes)
Jul. 13	Written Comprehensive Exam (Recommended)
Sep. 06	Last day for submission of work to remove incomplete ("N") grade
Sep. 09	Last day for "N" grade conversion of final grade. Grade change forms must be submitted to registrar before 5 p.m.

Summer II 2024 - Human Resource Development+

Mar. 13	Registration begins, 12:01 a.m.
Jun. 01	Comprehensive examination applications due to the department
Jun. 15	September Graduation Deadline - Last day to apply in the myNOVA portal for September graduation. Late fee applies after this date.
Jun. 19	Juneteenth Holiday (No Classes)
Jul. 01	Classes begin
Jul. 04	4th of July Holiday (No Classes)
Jul. 07	Last day for changes in registration status (drops, adds). Refer to Refund policy.
Jul. 08	Withdrawal period begins (75% refund)
Jul. 12	Last day for 75% refund (No refund after this date)
Jul. 13	Written Comprehensive Exam (Recommended)
Aug. 06	Last Day for Authorized Withdrawal without Academic Penalty (WX). Refer to Refund policy.
Aug. 18	Last day of classes
Aug. 21	Grades due (Faculty)
Sep. 06	Last day for submission of work to remove incomplete ("N") grade
Sep. 09	Last day for "N" grade conversion of final grade. Grade change forms must be submitted to registrar before 5 p.m.

Fall I 2024 - Human Resource Development+

Apr. 8	Registration begins for Fall I 2024 at 9:30 a.m.
Aug. 26	Classes begin
Sep. 1	Comprehensive examination applications due to the department
Sep. 1	Last day for changes in registration status (drops, adds). **Refer to Refund policy.**
Sep. 2	Withdrawal period begins *(75% Refund)*
TBD	Last day for 75% refund *(No refunds after this date)*
Sep. 15	**December Graduation Deadline** – Last day to apply in the myNOVA portal for December graduation. Late fee applies **after** this date.
Oct. 6	Last Day for Authorized Withdrawal without Academic Penalty (WX). **Refer to Refund policy.**
Oct. 20	Last day of classes.
Oct. 23	Grades due at 12 p.m.
Nov. 9	Written Comprehensive Exam *(Recommended)*
Nov. 11	Registration begins for Spring 2025 at 9:30 a.m.
Jan. 31, 2025	Last day for submission of work to remove incomplete ("N") grade
Feb. 14, 2025	Last day for "N" grade conversion of final grade. Grade change forms must be submitted to registrar before 5 p.m.

Fall II 2024 - Human Resource Development+

Apr. 8	Registration begins for Fall II 2024 at 9:30 a.m.
Sep. 1	Comprehensive examination applications due to the department
Sep. 15	**December Graduation Deadline** – Last day to apply in the myNOVA portal for December graduation. Late fee applies **after** this date.
Oct. 21	Classes begin.
Oct. 27	Last day for changes in registration status (drops, adds). **Refer to Refund policy.**
Oct. 28	Withdrawal period begins *(75% Refund)*
TBD	Last day for 75% refund *(No refund after this date)*
Nov. 9	Written Comprehensive Exam *(Recommended)*
Nov. 11	Registration begins for Spring 2025 semester at 9:30 a.m.
Dec. 1	Last Day for Authorized Withdrawal without Academic Penalty (WX). **Refer to** Refund policy**.**
Dec. 15	Last day of classes
Dec.18	Grades due at 12 p.m. *(Faculty)*
Jan. 31, 2025	Last day for submission of work to remove incomplete ("N") grade
Feb. 14, 2025	Last day for "N" grade conversion of final grade. Grade change forms must be submitted to registrar before 5 p.m.

Spring I 2025 - Human Resource Development+

Nov. 11 2024	Registration for Spring I 2025 begins at 9:30 a.m.
Jan. 13	Classes begin.
Jan. 19	Last day for changes in registration status (drops, adds). **Refer to Refund policy.**
Jan. 20	Comprehensive examination applications due to the department.
Jan. 20	Withdrawal period begins *(75% refund)*
Jan. 31	**May Graduation Deadline** - Last day to apply in the myNOVA portal for May graduation. Late fee applies **after** this date.
TBD	Last day for 75% refund *(No refund after this date)*
Feb. 23	Last Day for Authorized Withdrawal without Academic Penalty (WX). **Refer to** Refund policy**.**
TBD	Registration for Summer 2025 begins at 9:30 a.m.
Mar. 9	Last day of classes.
March 12	Grades due at 12 p.m.
TBD	Registration begins for Fall 2025 at 9:30 a.m.
Mar. 15	Written Comprehensive Exam *(Recommended)*
May 16 - 17	Commencement
June 27	Last day for submission of work to remove incomplete ("N") grade.
July 11	Last day for "N" grade conversion of final grade. Grade change forms must be submitted to registrar before 5 p.m.

Spring II 2025 - Human Resource Development+

Nov. 11 2024	Registration for Spring II 2025 begins at 9:30 a.m.
Jan. 20, 2025	Comprehensive examination applications due to the department
Jan. 31	**May Graduation Deadline** - Last day to apply in the myNOVA portal for May graduation. Late fee applies **after** this date.
TBD	Registration for Summer 2025 begins at 9:30 a.m.
Mar. 10	Classes begin
Mar. 15	Written Comprehensive Exam *(Recommended)*
Mar. 16	Last day for changes in registration status (drops, adds). **Refer to Refund policy.**
Mar. 17	Withdrawal period begins (75% Refund)
TBD	Last day for 75% refund *(No refund after this date)*
TBD	Registration begins for Fall 2025 at 9:30 a.m.
Apr. 20	Last Day for Authorized Withdrawal without Academic Penalty (WX). **Refer to** Refund policy**.**
May 4	Last day of classes.
May 7	Grades due at 12 p.m.
May 16 - 17	Commencement
June 27	Last day for submission of work to remove incomplete ("N") grade.
July 11	Last day for "N" grade conversion of final grade. Grade change forms must be submitted to registrar before 5 p.m.

Academic Calendar (Public Administration)+

+All dates listed in the Academic Calendar are subject to change due to circumstances beyond the control of the Office of Graduate Studies and every effort will be made to communicate those changes as soon as possible via email, the Office of Graduate Studies web pages, and the Office of Graduate Studies Newsletter, GRAD CLAS Notes.

Summer I 2024 (Public Administration - Campus and Online Courses)+

March 13	Summer registration begins, 12:01 a.m.
May 13	Classes begin
May 17	Comprehensive examination applications due to the department
May 19	Last day for changes in registration status (drops, adds). Refer to Refund policy.
May 20	Withdrawal period begins (75% refund)
May 24	Last day for 75% refund (No refund after this date)
June 15	September Graduation Deadline - Last day to apply in the myNOVA portal for September graduation. Late fee applies after this date.
June 18	Last Day for Authorized Withdrawal without Academic Penalty (WX). Refer to Refund policy.
June 19	Juneteenth Holiday (Rescheduled class or instructional equivalent in lieu of class held on this date)
June 30	Last day of classes
July 03	Grades due by 12 p.m. (Faculty)
July 04	4th of July Holiday (Rescheduled class or instructional equivalent in lieu of class held on this date)
July 13	Written Comprehensive Exam
Sept. 6	Last day for submission of work to remove incomplete ("N") grade
Sept. 9	Last day for "N" grade conversion of final grade. Grade change forms must be submitted to registrar before 5 p.m.

Summer II 2024 (Public Administration - Campus and Online Courses)+

March 13	Summer registration begins, 12:01 a.m.
May 17	Comprehensive examination applications due to the department
June 15	September Graduation Deadline - Last day to apply in the myNOVA portal for September graduation. Late fee applies after this date.
June 19	Juneteenth Holiday (Rescheduled class or instructional equivalent in lieu of class held on this date)
July 01	Classes begin
July 04	4th of July Holiday (Rescheduled class or instructional equivalent in lieu of class held on this date)
July 07	Last day for changes in registration status (drops, adds). Refer to Refund policy.
July 08	Withdrawal period begins (75% refund)
July 12	Last day for 75% refund (No refund after this date)
July 13	Written Comprehensive Exam
Aug. 06	Last Day for Authorized Withdrawal without Academic Penalty (WX). Refer to Refund policy.
Aug. 18	Last day of classes
Aug. 21	Grades due by 12 p.m. (Faculty)
Sept. 06	Last day for submission of work to remove incomplete ("N") grade
Sept. 09	Last day for "N" grade conversion of final grade. Grade change forms must be submitted to registrar before 5 p.m.

Summer III 2024 (Public Administration - MPA 8010, 8012, and 8013 ONLY)+

March 13	Summer registration begins, 12:01 a.m.
May 13	Classes begin
May 17	Comprehensive examination applications due to the department
May 19	Last day for changes in registration status (drops, adds). Refer to Refund policy.
May 20	Withdrawal period begins (75% refund)
May 24	Last day for 75% refund (No refund after this date)
June 15	September Graduation Deadline - Last day to apply in the myNOVA portal for September graduation. Late fee applies after this date.
June 19	Juneteenth Holiday (Rescheduled class or instructional equivalent in lieu of class held on this date)
July 04	4th of July Holiday (Rescheduled class or instructional equivalent in lieu of class held on this date)
July 13	Written Comprehensive Exam
July 22	Last Day for Authorized Withdrawal without Academic Penalty (WX). Refer to Refund policy.
Aug. 18	Last day of classes
Aug. 21	Grades due by 12 p.m. (Faculty)
Sept. 06	Last day for submission of work to remove incomplete ("N") grade
Sept. 09	Last day for "N" grade conversion of final grade. Grade change forms must be submitted to registrar before 5 p.m.

Fall I 2024 (Public Administration - Online Courses)+

Apr. 8	Registration begins for Fall 2024 at 9:30 a.m.
Aug. 26	Classes begin.
Sep. 1	Comprehensive examination applications due to the department
Sep. 1	Last day for changes in registration status (drops, adds). **Refer to Refund policy.**
Sep. 2	Labor Day Holiday (Rescheduled class or instructional equivalent in lieu of class held that date)
Sep. 2	Withdrawal period begins *(75% refund)*
TBD	Last day for 75% refund *(No refund after this date)*
Sep. 15	**December Graduation Deadline** – Last day to apply in the myNOVA portal for December graduation. Late fee applies **after** this date.
Oct. 6	Last Day for Authorized Withdrawal without Academic Penalty (WX). **Refer to Refund policy**.
Oct. 20	Last day of classes.
Oct. 23	Grades due at 12 p.m.
Nov. 9	Written Comprehensive Exam
Nov. 11	Registration begins for Spring 2025 at 9:30 a.m.
Jan. 31, 2025	Last day for submission of work to remove incomplete ("N") grade.
Feb. 14, 2025	Last day for "N" grade conversion of final grade. Grade change forms must be submitted to registrar before 5 p.m.

Fall II 2024 (Public Administration - Online Courses)+

Apr. 8	Registration begins for Fall 2024 at 9:30 a.m.

Sep. 1	Comprehensive examination applications due to the department
Sep. 15	**December Graduation Deadline** – Last day to apply in the myNOVA portal for December graduation. Late fee applies **after** this date.
Oct. 21	Classes begin
Oct. 27	Last day for changes in registration status (drops, adds). **Refer to Refund policy.**
Oct. 28	Withdrawal period begins *(75% refund)*
TBD	Last day for 75% refund *(No refund after this date)*
Nov. 9	Written comprehensive exam
Nov. 11	Registration begins for Spring 2025 at 9:30 a.m.
Nov. 26	Thanksgiving Break (*Begins after last class*)
Nov. 27	Thanksgiving Holiday (Rescheduled class or instructional equivalent in lieu of class held on this date)
Nov. 28	Thanksgiving Holiday (Rescheduled class or instructional equivalent in lieu of class held on this date)
Dec. 1	Last Day for Authorized Withdrawal without Academic Penalty (WX). **Refer to Refund policy**.
Dec. 15	Last day of classes.
Dec. 18	Grades due at 12 p.m.
Jan. 31, 2025	Last day for submission of work to remove incomplete ("N") grade.
Feb. 14, 2025	Last day for "N" grade conversion of final grade. Grade change forms must be submitted to registrar before 5 p.m.

Fall III 2024 (Public Administration - Campus Courses)+

Apr. 8	Registration for Fall 2024 begins at 9:30 a.m.
Aug. 26	Classes begin
Sep. 1	Comprehensive examination applications due to the department
Sep. 1	Last day for changes in registration status (drops, adds). **Refer to Refund policy.**
Sep. 2	Labor Day Holiday (Rescheduled class or instructional equivalent in lieu of class held on this date)
TBD	Last day for 75% refund (No refund after this date)
Sep. 15	**December Graduation Deadline** - Last Day to apply in myNOVA portal for December graduation. Late fee applies **after** this date.
Oct. 14	Fall recess begins
Oct. 21	Classes resume
Nov. 9	Written comprehensive exam
Nov. 11	Registration begins for Spring 2025 at 9:30 a.m.
Nov. 17	Last Day for Authorized Withdrawal without Academic Penalty (WX). **Refer to Refund policy**.
Nov. 26	Thanksgiving Break *(Begins after last class)*
Nov. 27	Thanksgiving Holiday (Rescheduled class or instructional equivalent in lieu of class held on this date)
Nov. 28	Thanksgiving Holiday (Rescheduled class or instructional equivalent in lieu of class held on this date)
Dec. 2	Classes resume
Dec. 15	Final day of classes
Dec. 18	Final grades due at 12 p.m. for Fall 2024.
Jan. 31, 2024	Last day for submission of work to remove incomplete grade ("N") grade
Feb. 14, 2024	Last day for "N" grade conversion of final grade. Grade change forms must be submitted to registrar before 5 p.m.

Spring I 2025 (Public Administration - Online Courses)+

Nov. 11, 2024	Registration begins for Spring 2025 at 9:30 a.m.
Jan. 13, 2025	Classes begin
Jan. 19	Last day for changes in registration status (drop, add) **Refer to Refund policy**.
Jan. 20	Withdrawal period begins *(75% Refund)*
Jan. 20	Comprehensive examination applications due to the department
Feb. 1	**May Graduation Deadline** - Last day to apply in the myNOVA portal for May graduation. Late fee applies **after** this date.
TBD	Last day for 75% refund *(No refund after this date)*
Feb. 23	Last Day for Authorized Withdrawal without Academic Penalty (WX). **Refer to Refund policy**.
TBD	Registration begins for Summer 2025 at 9:30 a.m.
Mar. 9	Last day of classes.
Mar. 12	Grades due at 12 p.m.
Mar. 15	Written Comprehensive Exam
May 16 - 17	Commencement
June 27	Last day for submission of work to remove incomplete ("N") grade.
July 11	Last day for "N" grade conversion of final grade. Grade change forms must be submitted to registrar before 5 p.m.

Spring II 2025 (Public Administration - Online Courses)+

Nov. 11, 2024	Registration begins for Spring 2025 at 9:30 a.m.
Jan. 20, 2025	Comprehensive examination applications due to the department
Feb. 1	**May Graduation Deadline** - Last day to apply in the myNOVA portal for May graduation. Late fee applies **after** this date.
TBD	Registration for Summer 2025 begins at 9:30 a.m.
Mar. 10	Classes begin
Mar. 15	Written Comprehensive Exam
Mar. 16	Last day for changes in registration status (drops, adds). **Refer to Refund policy.**
Mar. 17	Withdrawal period begins *(75% refund)*
Apr. 16	Easter recess begins after last class
Apr. 17	Easter recess (Rescheduled class or instructional equivalent in lieu of class held on this date)
Apr. 18	Easter recess (Rescheduled class or instructional equivalent in lieu of class held on this date)
Apr. 21	Easter recess (Rescheduled class or instructional equivalent in lieu of class held on this date)
TBD	Last day for 75% refund *(No refund after this date)*
TBD	Registration for Fall 2025 begins at 9:30 a.m.
Apr. 20	Last Day for Authorized Withdrawal without Academic Penalty (WX). **Refer to Refund policy**.
May 4	Last day of classes.
May 7	Grades due at 12 p.m.
May 16 - 17	Commencement
June 27	Last day for submission of work to remove incomplete ("N") grade
July 11	Last day for "N" grade conversion of final grade. Grade change forms must be submitted to registrar before 5 p.m.

Spring III 2025 (Public Administration - Campus Courses)+

Nov. 11, 2024	Registration begins for Spring 2025 at 9:30 a.m.
Jan. 13, 2025	Classes begin
Jan. 19	Last day for changes in registration status (drops, adds). **Refer to Refund policy.**
Jan. 20	Withdrawal period begins *(75% refund)*
Jan. 20	Comprehensive examination applications due to the department.
Feb. 1	**May graduation deadline** - Last day to apply in myNOVA portal for May graduation. Late fee applies **after** this date.
TBD	Last day for 75% refund *(No refund after this date)*
Mar. 3	Semester recess
Mar. 10	Classes resume
TBD	Registration begins for Summer 2025 9:30 a.m.
Mar. 15	Written Comprehensive Exam
Apr. 6	Last day for Authorized Withdrawal without Academic Penalty (WX). **Refer to Refund policy**.
Apr. 16	Easter recess begins after last class
Apr 17	Easter recess (Rescheduled class or instructional equivalent in lieu of class held on this date)
Apr. 18	Easter recess (Rescheduled class or instructional equivalent in lieu of class held on this date)
Apr. 21	Easter recess (Rescheduled class or instructional equivalent in lieu of class held on this date)
Apr. 22	Classes resume
TBD	Registration begins for Fall 2025 at 9:30 a.m.
May 4	Last day of classes.
May 7	Grades due at 12 p.m.
May 16 - 17	Baccalaureate and Commencement
June 27	Last day for submission of work to remove incomplete ("N") grade.
July 11	Last day of "N" grade conversion of final grade. Grade change forms must be submitted to registrar before 5 p.m.

Academic Mission of Graduate Arts and Sciences

OBJECTIVES

The graduate programs seek to integrate general education, cultural improvement, and professional excellence.

The aims of these programs are:

- To extend and deepen knowledge by scholarly research;

- To assist those who wish to secure specialized training in order to improve their occupational competency;
- To supply the need of advanced training for special purposes, especially in the fields of teaching and other human services;
- To offer the graduate student the opportunity to join with the faculty of the University in the common pursuit of learning wherein the students are encouraged to develop according to their individual capacities and to learn to live and work together in a community of scholars.

Academic Integrity

Procedural Summary for Academic Integrity Violations

The procedures outlined below summarize the basic steps taken in cases of academic integrity violations by graduate students. Please note that the university's full policy and related procedures should be read on the **Provost website**.

1. The professor of the course completes the academic integrity violation **form** and supplies supporting documentation to report the incident to the Graduate Dean's Office.

2. The Dean of Graduate Studies reviews the violation and shares the report of the alleged violation with the Department Chair and the Graduate Program Director.

3. If the grade in the course has brought the student's overall GPA to below a 3.0, then the student will be placed on academic probation. The academic integrity violation and academic probation will be dealt with as separate matters.

4. When the Graduate Dean's office receives the report of a violation from the department, the Dean issues a letter to the student informing him/her of the alleged academic integrity violation and confirms whether it is a Class I or Class II violation. In the letter, the student is given two options: 1) to accept responsibility for the violation or 2) to appeal. Copies of the letter are also sent to: the faculty member; the faculty member's chair; the faculty member's program director (if different); and the chair of the board of academic integrity.

5. The student receives this letter from the Dean and must either return it with a signature admitting responsibility within 5 business days, or notify the Graduate Dean that they plan to appeal. An appeal goes directly from the student to the University's Academic Integrity Officer.

6. If the Dean's office receives the signed copy of the letter (i.e. the student accepts responsibility) or if the student does not reply within 5 business days, responsibility is assumed, and the Dean will send the student a letter specifying the steps to be followed, which typically are:

a) The student should visit the **Academic Integrity Gateway** in order to read the policies there and complete a quiz.

b) The student will submit a letter of apology by email (copying GSDean@villanova.edu) to the faculty member.

c) The student will submit a letter of apology by email (copying GSDean@villanova.edu) to the Dean of Graduate Studies.

The Dean will send copies of the student's letter to all of the parties indicated above.

If the student admits the violation, but wishes to appeal the severity of the grade penalty, then the **grade appeal** procedure should be followed within the department.

Academic Progress, Probation, and Dismissal

MASTER'S DEGREE STUDENTS – SATISFACTORY PROGRESS AND PROBATION

All Master's students are required to maintain a grade-point average of at least 3.0, and cannot be approved for the comprehensive examination or graduation unless this average has been maintained.

A student whose GPA falls below 3.0 is notified by email that they are on academic probation, and they are given up to nine additional credits to bring the cumulative GPA up to a 3.0; if they fail to do so, they are dismissed from the

university. Students enrolled in part of term sessions (i.e. 7 or 8 week sessions) are permitted to take three credits in a session for the duration of their probation.

It is possible that a student offered up to nine credits to bring the cumulative GPA back above 3.0 achieves a grade or grades during the probationary period that is so low it becomes mathematically impossible for them to raise their GPA above 3.0 in additional credits. In those cases, the student is dismissed before nine credits are taken. A student who succeeds in raising the cumulative GPA above 3.0 for one or more semesters after being on academic probation, but in a later semester falls below a 3.0 cumulative GPA for a second time will be dismissed from the university.

In some cases, if a student's cumulative GPA has fallen so far below a 3.0 GPA that his/her chances of rising above 3.0 in nine additional credits is impossible, this student may also be immediately dismissed from the university before being placed on probation.

A student is not required to repeat courses in which the grade of F has been earned unless the courses are specifically required by their graduate program. The grade of F, however, is computed in the cumulative GPA, always listed on the transcript and jeopardizes a student's academic standing. If a student who holds a graduate assistantship, tuition scholarship or fellowship is placed on academic probation, the award is automatically rescinded.

DISMISSAL

There are a variety of circumstances that could lead to a Master's degree student dismissal. Please see the policies on academic performance and probation, **non-academic performance expectations** and **academic integrity** for more details. Once a student has been dismissed, they are permitted one appeal. The student should have a valid reason to appeal dismissal such as medical or other extenuating circumstances that would cause the university to consider allowing an exception to the policy to be made. Students wishing to appeal a dismissal decision should put the request in writing and first address it to their program director. The program director will review the request with the members of the department and forward it to the Graduate Dean with a recommendation. In the event of a disagreement within the department or between the department and the graduate program director, written recommendations from all parties may be submitted. The Graduate Dean will consider the appeal and the department's recommendation and make a decision. Once the decision is communicated to the student in writing, no further appeals will be considered.

DOCTORAL DEGREE STUDENTS – SATISFACTORY PROGRESS

The satisfactory progress of doctoral students is assessed annually by the individual doctoral programs on the basis of academic performance, as well as by meeting the various deadlines for language examinations, qualifying examinations, dissertation proposal defense, and any other specified requirements. The policy for satisfactory progress for Master's students does not apply.

A student who fails to maintain satisfactory progress will be advised in writing of corrective steps to take by the Graduate Program Director, in consultation with the Graduate Dean, and apprised of the consequences of failing to take those steps. A student who fails to maintain satisfactory progress may lose eligibility for financial aid or have one's candidacy terminated. Additionally, each doctoral program maintains its own standards of satisfactory academic progress and corrective procedures, and all students must familiarize themselves with them. In cases of evident failure to achieve progress, a student may be dismissed from the degree program without a probationary period.

DISMISSAL

If a student's progress is determined by the program to be unsatisfactory, the Graduate Program Director will confer with the Office of Graduate Studies, typically the Dean of Graduate Studies, regarding the termination of that student's candidacy for the degree.

The department will communicate to the student the reasons for recommending dismissal to the Graduate Dean, and the Office of Graduate Studies will proceed with the formal termination of candidacy by sending an official letter to the student and copying relevant faculty and administrators.

The effective date of dismissal will be included in the official notification from the Office of Graduate Studies. Typically the dismissal is effective immediately, or at the end of the then-current semester. However, the program may request a later effective date of dismissal if it provides compelling reasons to do so.

Once a student has been dismissed, he or she is permitted one appeal. The student should have a valid reason to appeal dismissal such as medical or other extenuating circumstances that would cause the university to consider allowing an exception to the policy to be made. Students wishing to appeal a dismissal decision should put the request in writing and first address it to their program director. The program director will review the request with the members of the department and forward it to the Graduate Dean with a recommendation. In the event of a disagreement within the department or between the department and the program director, written recommendations from all parties may be submitted. The Graduate Dean will consider the appeal and the department's recommendation and make a decision. Once the decision is communicated to the student in writing, no further appeals will be considered.

CERTIFICATE STUDENTS – SATISFACTORY PROGRESS

All students enrolled in a graduate certificate program are required to maintain a grade-point average of at least 3.0, and cannot be issued their graduate certificate unless this average has been maintained.

A student whose GPA falls below 3.0 is notified by email that they are on academic probation, and they are given up to nine additional credits to bring the cumulative GPA up to a 3.0; if they fail to do so, they are dismissed from the university. Students enrolled in part of term sessions (i.e. 7 or 8 week sessions) are permitted to take three credits in a session for the duration of their probation.

It is possible that a student offered up to nine credits to bring the cumulative GPA back above 3.0 achieves a grade or grades during the probationary period that is so low it becomes mathematically impossible for them to raise their GPA above 3.0 in additional credits. In those cases, the student is dismissed before nine credits are taken. A student who succeeds in raising the cumulative GPA above 3.0 for one or more semesters after being on academic probation, but in a later semester falls below a 3.0 cumulative GPA for a second time will be dismissed from the university.

In some cases, if a student's cumulative GPA has fallen so far below a 3.0 GPA that their chances of rising above 3.0 in nine additional credits or in the credits remaining to complete the certificate is impossible, this student may also be immediately dismissed from the university before being placed on probation.

A student is not required to repeat courses in which the grade of F has been earned unless the courses are specifically required by their graduate program. The grade of F, however, is computed in the cumulative GPA, always listed on the transcript and jeopardizes a student's academic standing.

DISMISSAL

There are a variety of circumstances that could lead to a graduate certificate student's dismissal. Please see the policies on academic performance and probation, **non-academic performance expectations** and **academic integrity** for more details. Once a student has been dismissed, they are permitted one appeal. The student should have a valid reason to appeal dismissal such as medical or other extenuating circumstances that would cause the university to consider allowing an exception to the policy to be made. Students wishing to appeal a dismissal decision should put the request in writing and first address it to their program director. The program director will review the request with the members of the department and forward it to the Graduate Dean with a recommendation. In the event of a disagreement within the department or between the department and the graduate program director, written recommendations from all parties may be submitted. The Graduate Dean will consider the appeal and the department's recommendation and make a decision. Once the decision is communicated to the student in writing, no further appeals will be considered.

Admission Policies and Requirements

Applicants to graduate programs in the College of Liberal Arts and Science are admitted wholly on individual merit. Villanova University does not discriminate against anyone seeking admission on the basis of their race, color, national or ethnic origin, religion, or sex.

Applicants should review the general admissions policies below and explore the web pages of the program of interest for further information about application deadlines, admissions criteria, curriculum requirements, course offerings, resources for students and other discipline-specific details. Please also review application deadlines for each program.

If a student was admitted more than a year ago and wants to enroll currently, they must reapply.

The Office of Graduate Studies also offers additional resources for current teachers, military and veterans, and international students.

General Admissions Policies

Bachelor's Degree

All applicants must hold a bachelor's degree from an institution accredited by one of the regional accrediting agencies. All applicants in their last year of undergraduate study at the time of application should provide a transcript of all courses completed to date. A final transcript must be submitted to the Graduate Studies Office listing the degree received and the date the degree was conferred.

Pre-Requisites

All applicants must have completed the undergraduate prerequisites for graduate study in their proposed program. These prerequisites are detailed on each program's admission requirements page.

Non-Matriculated and Visitor Applications

Applicants who wish to apply as non-matriculated (non-degree seeking) or visiting students must contact the Office of Graduate Studies to request the application. Please email gradinformation@villanova.edu in order to apply.

Application Requirements by Program

Master of Science in Applied Statistics and Data Science

Application Requirements:

- Online application form
- Transcripts
- GRE is optional
  - Villanova's graduate programs in the liberal arts and sciences use a holistic application review process, seeking to take into account each applicant's individual qualifications and varied circumstances, and understanding that no single set of standards can fit every applicant equally well. Therefore, applicants to GRE-optional programs may choose not to take the GRE or to submit GRE scores, but are welcome to submit those scores if they feel they enhance their applications.
- 3 recommendation letters
- $50 non-refundable application fee

Prerequisite Courses:

- Multivariable calculus
- Matrix/linear algebra

Deadlines:

- Fall Assistantship: March 1
- Fall: Rolling until August 1
- Spring: Rolling until December 1
- Summer: Rolling until May 1

Certificate of Graduate Study in Applied Statistics

Application Requirements:

- Online application form
- Transcripts
- 2 recommendation letters
- $50 non-refundable application fee

Prerequisite Courses:

- Multivariable calculus
- Matrix/linear algebra

Deadlines:

- Fall: Rolling until August 1
- Spring: Rolling until December 1

- Summer: Rolling until May 1

Master of Science in Biology or Master of Arts in Biology

Application Requirements:

- Online application form
- Transcripts
- 3 recommendation letters
- Personal Statement (300 words, double spaced): Tell us about your background, your personal and academic journey so far.
- Statement of Purpose for MS (600 words total, double spaced):
    - Why do you want to pursue a Master of Science in Biology? What are your career goals, and how will pursuing an M.S. in Biology at Villanova facilitate your pursuit of those goals? (200 words)
    - What kinds of experiences (e.g., research, course, or others) have been most influential in shaping your career goals? (200 words)
    - Which faculty mentor or mentors in the Department of Biology are you interested in potentially working with and why? How do their research interests align with your future career goals? Have you contacted them? (200 words)
- Statement of Purpose for MA (400 words total, double spaced):
    - Why do you want to pursue a Master of Science in Biology? What are your career goals, and how will pursuing an M.S. in Biology at Villanova facilitate your pursuit of those goals? (200 words)
    - What kinds of experiences (e.g., research, course, or others) have been most influential in shaping your career goals? (200 words)
- $50 non-refundable application fee
- **NOTE:** The admissions committee in the Department of Biology will evaluate applicants holistically by considering GREs, GPA, recommendation letters, and personal statements for admission as well as potential departmental funding.

Prerequisite Courses:

- 24 credit hours of undergraduate biology (including genetics)
- 1 year each of physics, chemistry, organic chemistry and calculus (or calculus plus statistics)

Deadlines:

- Fall Assistantship: February 1
- Fall: Rolling until August 1
- Spring: Rolling until December 1
- Summer: Rolling until May 1

Certificates in Biology

- Certificate of Graduate Study in Ecology, Evolution and Organismal Biology (Pre-Master's and Post-Master's)
- Certificate of Graduate Study in Cell, Molecular and Developmental Biology (Pre-Master's and Post Master's)

Application Requirements:

- Online application form
- Transcripts
- $50 non-refundable application fee

Deadlines:

- Fall: Rolling until August 1
- Spring: Rolling until December 1
- Summer: Rolling until May 1

Master of Science in Chemistry

Application Requirements:

- Online application form
- Transcripts
- 3 recommendation letters
- GRE is optional for graduates of accredited U.S. undergraduate institutions
    - Villanova's graduate programs in the liberal arts and sciences use a holistic application review process, seeking to take into account each applicant's individual qualifications and varied circumstances, and understanding that no single set of standards can fit every applicant equally well. Therefore, applicants to GRE-optional programs may choose not to take the GRE or to submit GRE scores, but are welcome to submit those scores if they feel they enhance their applications.

- Statement of Goals:
  - If you are interested in the full-time program (thesis-track with TA-ship), please address the following questions in your personal statement:
    - How will a Master of Science from Villanova fit into your personal and professional goals?
    - What (if any) previous research experience do you have, and why are you excited about doing research?
    - Are there any faculty or research areas at Villanova that you are interested in?
    - If you are not accepted into the full-time program, would you be interested in being considered for the part-time program (course-based, without tuition remission or assistantship)?
  - If you are interested in the part-time program (evening, course-based), please address the following questions in your personal statement:
    - How will a Master of Science from Villanova fit into your personal and professional goals?
    - What (if any) previous research experience do you have, and what interests you about chemistry?
- $50 non-refundable application fee

Deadlines:

- Fall Assistantship: March 1 (priority deadline)
- Fall: Rolling until August 1
- Spring: Rolling until December 1
- Summer: Rolling until May 1

Master of Arts in Classical Studies
Application Requirements:

- Online application form
- Transcripts
- 3 recommendation letters
- Statement of Goals (500-700 words)
- Academic writing sample (only for those seeking a Graduate Assistantship or Tuition Scholarship)
- $50 non-refundable application fee

Please address the items below in your Statement of Goals.

- Name and email address
- Whether you are applying for the MA degree or as a non-matriculated student
- Whether you plan to attend classes on campus or online (if online, indicate your time zone)
- Describe your interest in Classical Studies (including what areas interest you most)
- Background in Classical Studies (include any Latin or Greek experience and, if so, describe the extent of your experience, where you studied, etc.)
- Current situation (e.g., current degree you are pursuing or current employment)
- Purpose in pursuing the degree or classes
- Any additional information you would like to include

Deadlines:

- Fall Assistantship: February 1
- Fall: Rolling until August 1
- Spring: Rolling until December 1
- Summer: Rolling until May 1

Master of Arts in Communication
Application Requirements:

- Online application form
- Transcripts
- 3 recommendation letters
- Resume/CV
- Academic or professional writing sample: Please provide a brief (150 or fewer words) description of your sample and the context in which it was written. Indicate the purpose of the writing assignment, whether the piece was written individually or collaboratively and how your sample shows evidence of your academic and/or professional writing ability.
- Statement of Goals
  - The goals statement should be no more than three pages (double-spaced with 12-point font) and should include:
    - Academic and professional goals
    - Why Villanova?
      - How do you see the graduate program's curriculum and

faculty helping you achieve your personal and professional goals?
        - How has your previous experience prepared you to adapt to the rigors of graduate-level education?
        - How do you see yourself contributing to the intellectual community?
        - What additional strengths and weaknesses should the reviewing committee consider about you?
    - Address challenges you have encountered or weak spots in your application materials. What did you learn from these situations?
    - What additional information should the reviewing committee consider about you?
- Additional Short Reflection Essays: In addition to your personal statement, please reflect on the following prompt(s) and answer each in 250 or fewer words. Applicants are responsible for ensuring their responses are complete and legible in the file they upload. A complete application must include answers to all components of the prompt.
    - Handling Systemic Injustice: Give an example of a time when you faced or witnessed systemic injustice? How did you respond? What did you learn from the experience?
- GRE/GMAT Optional:
    - Applicants are not required to submit GRE/GMAT scores as part of the application for the Master's Degree in Communication. Applicants may submit GRE/ GMAT results, if they feel the scores enhance their application. If scores are submitted by an applicant, they will be reviewed as part of the admission review process. Applicants who do not submit scores will not be put at a disadvantage. If an applicant chooses to submit scores, they must follow up any self-reported scores with official test results.
- $50 non-refundable application fee

Deadlines:

- Fall Assistantship: February 1
- Fall: Rolling until August 1
- Spring: Rolling until December 1
- Summer: This program only enrolls new students in the Fall and Spring

Certificates in Communication

- Certificate in Communication and Critical/ Cultural Studies
- Certificate in Journalism and New Media
- Certificate in Organizational Communication and Leadership
- Certificate in Mediated Communication
- Certificate in Public Relations and Advertising

Application Requirements:

- Online application form
- Transcripts
- 2 recommendation letters
- Academic or professional writing sample: Please provide a short (150 words or less) description of your sample. You may address the context or purpose the piece was written for, or how your sample shows evidence of academic and/or professional writing ability.
- Statement of goals
    - The goals statement should be around 400-500 words (approximately two pages, double-spaced with 12-point font) and should include:
        - Academic and professional goals
        - Why Villanova?
            - How do you see the graduate program's curriculum and faculty helping you achieve your personal and professional goals?
            - How has your previous experience prepared you to adapt to the rigors of graduate-level education?
            - How do you see yourself contributing to the intellectual community?
            - What additional strengths and weaknesses should the reviewing committee consider about you?"
- Reflection Essays: In addition to your personal statement, please reflect on the following prompt(s) and answer each in 250 words or less. Applicants are responsible for ensuring their responses are complete and

legible in the file they upload. A complete application must include answers to all prompts.
    - Intellectual Growth: Describe a time when you encountered an argument that changed your mind. It need not be life-altering: it could be about a piece of music, a work of art, or a political issue. What was the argument? What did it change for you?
    - Handling Systemic Injustice: Give an example of a time when you faced or witnessed systemic injustice? How did you respond? What did you learn from the experience?
- $50 non-refundable application fee

Deadlines:

- Fall: Rolling until August 1
- Spring: Rolling until December 1
- Summer: This program only enrolls new students in the Fall and Spring

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Master of Science in Computer Science

Application Requirements:

- Online application form
- Transcripts
- GRE (General) - In some situations this requirement may be waived. Please contact **Dr. Vijay Gehlot** if you wish to request a GRE waiver.
- 3 recommendation letters
- Statement of goals
- $50 non-refundable application fee

Deadlines:

- Fall Assistantship: March 1
- Fall: Rolling until August 1
- Spring Assistantship: October 1
- Spring: Rolling until December 1
- Summer: Rolling until May 1

Certificate in College Admissions Counseling (12 credits)

Deadlines:

- Fall: Rolling until August 1
- Spring: Rolling until December 1
- Summer: Rolling until May 1

Application Requirements:

- Online application form
- Transcripts
- 2 letters of recommendation
- Statement of Purpose: In 250 words or less, please explain your motivation for pursuing a certificate in college admissions counseling from Villanova University, including your hopes for applying the certificate to your professional experiences.
- Resume
- $50 non-refundable application fee

Master of Science in Counseling, Clinical Mental Health or Master of Science, School Counseling

Application Requirements:

- Online application form
- Transcripts
- 3 recommendation letters:
    - It is recommended that letters speak to the applicant's: aptitude for graduate-level study, ability to form effective counseling relationships and respect for cultural differences.
- **Essay Questions**
- Resume
- $50 non-refundable application fee

Deadlines:

Clinical Mental Health Counseling

- Fall Assistantship: TBD
- Fall admittance only: TBD

School Counseling

- Fall Assistantship: TBD
- Fall admittance only: TBD

Master's Degrees in Education

Master of Arts in Education (30 credits)

Masters of Arts in Education, Concentration in Higher Education Leadership (30 credits)

- Fall Assistantship: The final deadline to apply for funding consideration is March 1
- Spring: Rolling until December 1
- Fall: Rolling until August 1

- Summer: Rolling until May 1

Master of Arts in Education Plus Teacher Certification (34 credits)

- Funding: The final deadline to apply for funding consideration is February 1
- Spring: Rolling until December 1
- Summer: Rolling until May 1
- Fall: Rolling until August 1

Application Requirements:

- Online application form
- Transcripts
- 3 recommendation letters
- Statement of goals (1 - 2 pages)
    - Prompt (*excluding Teacher Certification*): Describe what brought you to apply to this program, including your personal and professional goals. Identify an issue in the field that is of concern to you and explain how you hope to engage with this issue during your graduate studies.
- Short resume
- $50 non-refundable application fee

Master's Degrees in Education

- Master of Arts in Education, Concentration in Teacher Leadership (30 credits)

Deadlines:

- Fall Assistantship: The final deadline to apply for funding consideration is February 1.
- Fall: Rolling until August 1
- Spring: Rolling until December 1
- Summer: Rolling until May 1

Application Requirements:

- Online application form
- Transcripts
- 3 recommendation letters
- Statement of goals (1–2 pages): Describe what brought you to apply to this program, including your personal and professional goals. Identify an issue in the field that is of concern to you and explain how you hope to engage with this issue during your graduate studies.
- Short resume
- Valid teaching certificate or documentation of employment at an independent or charter school
- $50 non-refundable application fee

Certificates in Education

- Certificate in Education (15 credits)
- Certificate in Higher Education Leadership (15 credits)

Deadlines:

- Fall: Rolling until August 1
- Spring: Rolling until December 1
- Summer: Rolling until May 1

Application Requirements:

- Online application form
- Transcripts
- Statement of goals (1 - 2 pages): Describe what brought you to apply to this program, including your personal and professional goals. Identify an issue in the field that is of concern to you and explain how you hope to engage with this issue during your graduate studies.
- Short resume
- $50 non-refundable application fee

Certificate in Teacher Leadership (15 credits)

Deadlines:

- Fall: Rolling until August 1
- Spring: Rolling until December 1
- Summer: Rolling until May 1

Application Requirements:

- Online application form
- Transcripts
- Statement of goals (1-2 pages): Describe what brought you to apply to this program, including your personal and professional goals. Identify an issue in the field that is of concern to you and explain how you hope to engage with this issue during your graduate studies.
- Short resume
- Valid teaching certificate or documentation of employment at an independent or charter school
- $50 non-refundable application fee

Master of Arts in English
Application Requirements:

- Online application form
- Transcripts
- GRE (General) optional
  - Villanova's graduate programs in the liberal arts and sciences use a holistic application review process, seeking to take into account each applicant's individual qualifications and varied circumstances, and understanding that no single set of standards can fit every applicant equally well. Therefore, applicants to GRE-optional programs may choose not to take the GRE or to submit GRE scores, but are welcome to submit those scores if they feel they enhance their applications.
- 3 recommendation letters
- Writing sample
  - The writing sample should be a work of literary analysis that is 10 - 20 pages long. It should demonstrate your ability to articulate a clear, specific argument and to support that argument through close readings of literary text or texts. It is preferable if the sample also makes reference to secondary critical sources, but this is not a requirement.
- Statement of Goals (1-2 pages)
  - The personal statement should address the following: the reason(s) you wish to pursue advanced study in literature; specific areas of literary study and/or specific intellectual issues you hope to concentrate on; how the academic work you've done has prepared you for graduate study; how Villanova in particular might help you develop your intellectual interests; and what you would like to do with your MA.
- $90 non-refundable application fee

Deadlines:

- Fall Assistantship: March 1
- Fall: Rolling until August 1
- Spring: Rolling until December 1
- Summer: Rolling until May 1

Certificate of Advanced Graduate Study in English
Application Requirements:

- Online application form
- Personal Statement
  - Describe what brought you to apply to this program, including your preparation for graduate study in English or other pertinent experience you have had.
- Transcripts
- $50 non-refundable application fee

Deadlines:

- Fall: Rolling until August 1
- Spring: Rolling until December 1
- Summer: Rolling until May 1

Master of Science in Environmental Science
Application Requirements:

- Online application form
- Transcripts
- GRE is optional for all applicants
  - Villanova's graduate programs in the liberal arts and sciences use a holistic application review process, seeking to take into account each applicant's individual qualifications and varied circumstances, and understanding that no single set of standards can fit every applicant equally well. Therefore, applicants to GRE-optional programs may choose not to take the GRE or to submit GRE scores, but are welcome to submit those scores if they feel they enhance their applications.
- Resume
- 3 recommendation letters
- **Supplemental Form**
- $50 non-refundable application fee

Deadlines:

- Fall Assistantship: February 1
- Fall: Rolling until August 1
- Spring: This program only enrolls new students in Summer and Fall
- Summer: Rolling until May 1

Certificate in Gender and Women's Studies
Application Requirements:

- Online application form
- Transcripts

- Statement of goals and interest in Gender and Women's Studies
- $50 non-refundable application fee

Deadlines:

- Fall: Rolling until August 1
- Spring: Rolling until December 1
- Summer: Rolling until May 1

Graduate Certificate in Health Informatics

Application Requirements:

- Online application form
- Transcripts
- 2 recommendation letters
- Resume
- Statement of goals
- $50 non-refundable application fee

Deadlines:

- Fall: Rolling until August 1
- Spring: Rolling until December 1
- Summer: Rolling until May 1

Master of Arts in History

Application Requirements:

- Online application form
- Transcripts
- GRE (General) optional: Villanova's graduate programs in the liberal arts and sciences use a holistic application review process, seeking to take into account each applicant's individual qualifications and varied circumstances, and understanding that no single set of standards can fit every applicant equally well. Therefore, applicants to GRE-optional programs may choose not to take the GRE or to submit GRE scores, but are welcome to submit those scores if they feel they enhance their applications.
- 3 recommendation letters
- Statement of goals: 500-750 word statement about fields of interest in history, pertinent experience, prior research, and objectives in seeking the degree.
- Writing sample (history)
- $50 non-refundable application fee

Deadlines:

- Fall Assistantship: February 8
- Fall: Rolling until August 1
- Spring: Rolling until December 1
- Summer: Rolling until May 1

Certificates of Graduate Study in History

- Graduate Certificate in Teaching Advanced History and Government
- Certificate of Graduate Study in History
- Certificate of Graduate Study in American History
- Certificate of Graduate Study in European History
- Certificate of Graduate Study in World History

Application Requirements:

- Online application form
- Transcripts
- 2 recommendation letters
- Statement of goals
- $50 non-refundable application fee

Deadlines:

- Fall: Rolling until August 1
- Spring: Rolling until December 1
- Summer: Rolling until May 1

Master of Science in Human Resource Development

Application Requirements:

- Online application form
- Transcripts
- 3 recommendation letters
- Statement of goals (1-2 pages)
- Resume
- Academic writing sample: Only needed if requesting to waive HRD 8102: Evidence-Based HR prerequisite course (see **HRD website** for details).
- $50 non-refundable application fee

Application Deadlines:

	Summer 1 2024	**Summer 2 2024**	**Fall 1 2024**	**Fall 2 2024**	**Spring 1 2025**	**Spring 2 2025**
Domestic Applicants	April 10, 2024	June 5, 2024	July 24, 2024	Sept. 18, 2024	TBD	TBD
International Applicants	Ineligible	Ineligible	May 1, 2024*	Ineligible	Ineligible	Ineligible

	Summer 1 2024	Summer 2 2024	Fall 1 2024	Fall 2 2024	Spring 1 2025	Spring 2 2025
Start Date	May 13, 2024	July 1, 2024	Aug. 26, 2024	Oct. 21, 2024	Jan. 13, 2025	March 10, 2025

**Please note: Applicants who wish to be considered for departmental funding must apply no later than March 1, 2025 and begin their studies in the Fall 1 term.*

Human Resource Development Certificates

- People Analytics and Research Certificate
- HR Business Partner Certificate
- HR Leadership Certificate
- Organization Development Certificate
- Inclusion and Diversity Strategy Certificate

Application Requirements:

- Online application form
- Transcripts
- 2 recommendation letters
- Statement of goals
- Resume
- Academic writing sample: Only needed if requesting to waive HRD 8102: Evidence-based HR prerequisite course (see **HRD website** for details).
- $50 non-refundable application fee

Application Deadlines:

	Summer 1 2024	Summer 2 2024	Fall 1 2024	Fall 2 2024	Spring 1 2025	Spring 2 2025
Domestic Applicants	April 10, 2024	June 5, 2024	July 24, 2024	Sept. 18, 2024	TBD	TBD
International Applicants	Ineligible	Ineligible	May 1, 2024*	Ineligible	Ineligible	Ineligible
Start Date	May 13, 2024	July 1, 2024	Aug. 26, 2024	Oct. 21, 2024	Jan. 13, 2025	March 10, 2025

Master of Arts in Liberal Studies
Application Requirements:

- Online application form
- Transcripts
- 2 recommendation letters
- Statement of goals/interest in Liberal Studies
- $50 non-refundable application fee

Deadlines:

- Fall Assistantship: February 1
- Fall: Rolling until August 1
- Spring: Rolling until December 1
- Summer: Rolling until May 1

Master of Arts in Mathematics
Application Requirements:

- Online application form
- Transcripts
- GRE (General) optional: Recommended but not required for general admission. Required if applying for funding (i.e., for graduate assistantships).
    - Villanova's graduate programs in the liberal arts and sciences use a holistic application review process, seeking to take into account each applicant's individual qualifications and varied circumstances, and understanding that no single set of standards can fit every applicant equally well. Therefore, applicants to GRE-optional programs may choose not to take the GRE or to submit GRE scores, but are welcome to submit those scores if they feel they enhance their applications
- 3 recommendation letters
- $50 non-refundable application fee

Deadlines:

- Fall Assistantship: March 1
- Fall: Rolling until August 1
- Spring: Rolling until December 1
- Summer: Rolling until May 1

Mathematics Certificates

- Certificate of Graduate Study in the Teaching of Secondary School Mathematics
- Post-Master's Certificate in Mathematics

Application Requirements:

- Online application form
- Transcripts
- $50 non-refundable application fee

Deadlines:

- Fall: Rolling until August 1
- Spring: Rolling until December 1

- Summer: Rolling until May 1

PhD in Philosophy
Application Requirements:

- Online application form
- Transcripts
- 1-2 page statement of goals including areas of proposed research
- Recent writing sample
- Curriculum vitae
- 3 recommendation letters
- $50 non-refundable application fee
- **NOTE:** GRE is not required.

Deadlines:

- Fall Admittance only: TBD

Master of Arts in Political Science
Application Requirements:

- Online application form
- Transcripts
- GRE is optional for graduates of accredited U.S. undergraduate institutions
    - Villanova's graduate programs in the liberal arts and sciences use a holistic application review process, seeking to take into account each applicant's individual qualifications and varied circumstances, and understanding that no single set of standards can fit every applicant equally well. Therefore, applicants to GRE-optional programs may choose not to take the GRE or to submit GRE scores, but are welcome to submit those scores if they feel they enhance their applications.
- 3 recommendation letters (academic references are strongly preferred)
- Statement of goals - a 500-750 word statement that outlines the applicant's topics of interest in political science, pertinent experience, prior research, and objectives in seeking the degree
- $50 non-refundable application fee

Deadlines:

- Fall Assistantship: February 1
- Fall: Rolling until August 1
- Spring: Rolling until December 1
- Summer: Rolling until May 1

Political Science Certificates

- Certificate in International Politics
- Certificate in American Politics

Application Requirements:

- Online application form
- Transcripts
- 2 recommendation letters
- Statement of goals
- $50 non-refundable application fee

Deadlines:

- Fall: Rolling until August 1
- Spring: Rolling until December 1
- Summer: Rolling until May 1

Master of Science in Psychology
Application Requirements:

- 18 undergraduate credit hours in Psychology (completed or currently enrolled, including statistics)
- Online application form
- Transcripts
- Resume
- 3 recommendation letters
- Statement of goals (3 pages)
    - In a cohesive statement, please describe:
        - Your "immediate" and "long-term" career goals
        - How your prior experiences (e.g., academic, research, professional, leadership) have helped prepare you for graduate education, and how those experiences may have shaped your current interests
        - Why you think our program is a good fit for you
        - Why you think you are a good fit for our program. If there are specific faculty members whose research resonate with your interests, by all means, tell us about that, too. Please note that you are not required to identify specific faculty members in your application material. Many students come to our MS program (rather than directly to PhD program)

because their interests are not yet focused on a specific research area, and our program can help them refine those interests. Finally, if you wish to explain barriers that might have impacted your academic performance, you may include a brief paragraph at the end of your statement to describe those factors, such as family care responsibilities, illness, or disability.
    - In sum, your statement will help us determine the fit between your interests and our program and also the fit between our program's strengths and your eventual goals. There is no specific length requirement, but we strongly recommend keeping your statement to no more than 3 pages.
- $50 non-refundable application fee

Deadlines:

- Fall admittance only
    - Assistantship deadline: February 1
    - Final deadline: Rolling until June 1
        - Please **email the program director** if applying after May 15

Master of Public Administration
Application Requirements:

- Online application form
- Transcripts
- 3 recommendation letters (professional or academic)
- Statement of Goals
    - Why is an MPA degree from Villanova University important for you to achieve your public service career goals? In answering this question, please let us know why you are pursuing an MPA from Villanova, how an MPA from Villanova will build on your work, volunteer, and/or academic experiences and describe the career and professional goals you have for your future? (2 pages)
- Resume
- $50 non-refundable application fee

Deadlines:

- Departmental Funding: March 1
- Fall: Rolling until August 1
- Spring: Rolling until December 1
- Summer: Rolling until May 1

Public Administration Certificates

- Certificate of Graduate Study in City Management
- Certificate of Graduate Study in Nonprofit Management
- Certificate of Graduate Study in Public Administration

Application Requirements:

- Online application form
- Transcripts
- 2 recommendation letters: Professional or academic
- Statement of Goals
    - Why is a Graduate Certificate from Villanova University important for you to achieve your public service career goals? In answering this question, please let us know why you are pursuing a Graduate Certificate from Villanova, how this Certificate will build on your work, volunteer and/or academic experiences and describe the career and professional goals you have for your future? (1–1.5 pages)
- Resume
- $50 non-refundable application fee

Deadlines:

- Fall: Rolling until August 1
- Spring: Rolling until December 1
- Summer: Rolling until May 1

Master of Science in Software Engineering
Application Requirements:

- Online application form
- Transcripts
- GRE (General) - In some situations this requirement may be waived. Please contact **Dr. Vijay Gehlot** if you wish to request a GRE waiver.
- 3 recommendation letters
- Statement of goals
- $50 non-refundable application fee

Deadlines:

- Fall Assistantship: March 1

- Fall: Rolling until August 1
- Spring Assistantship: October 1
- Spring: Rolling until December 1
- Summer: Rolling until May 1

Master of Arts in Theatre
Application Requirements:

- Online application form
- Transcripts
- 3 recommendation letters
- Resume (including theatre and professional work experience)
- Statement of goals
- Academic Writing Sample - 15 to 25 pages. Please upload an academic writing sample that shows us how you critically think and write. By "academic writing" we mean writing that includes a thesis statement, evidentiary support with citations, and a conclusion. You may use a paper written for a college-level course for this sample, even if the course did not relate to theatre or performance. If at all possible, however, a good academic writing sample should represent you and your interests. This is a moment to show us writing that you are proud of, but it is not the place for your new play, screenplay, or other creative writing. If you wish, you can submit a creative writing sample as a Supplemental Essay in your applicant portal.
- Headshot
- $50 non-refundable application fee

Deadlines:

- Fall Assistantship: February 1
- Fall: Rolling until August 1
- Spring: Rolling until December 1
- Summer: Rolling until May 1

Graduate Certificate in Practical Theatre
Application Requirements:

- Online application form
- Transcripts
- 2 recommendation letters
- Resume
- $50 non-refundable application fee

Deadlines:

- Fall: Rolling until August 1
- Spring: Rolling until December 1
- Summer: Rolling until May 1

PhD in Theology
Application Requirements:

- Online application form
- Transcripts
- 3 recommendation letters: Please note that **if you are a member of a religious order or have been ordained within a Christian denomination that is governed by bishops**, one of these three letters must be requested from your immediate superior or bishop
- Application Essay (**click here for the application essay prompt** in the Admission dropdown, footnote #6)
- CV or Resume
- $50 non-refundable application fee

Deadlines:

- Fall admittance only: TBD

Master of Theological Studies
Application Requirements:

- Online application form
- Transcripts
- 3 recommendation letters
- Resume
- Application Essay
  - MTS Theological Education Track Prompt:
    - Which situations, questions, and/or insights have motivated you to seek advanced training in theological education within the Catholic tradition?
    - Which two or three texts have been most significant for you, and why?
    - What are your goals for pursuing the MTS – Theological Education Track?
  - MTS Research Track Prompt:
    - Which situations, questions, and/or insights have motivated you to seek advanced training in theology within the Catholic tradition?
    - Which two or three texts have been most significant for you, and why?

        - What are your goals for pursuing the MTS – Research Track?
    - Length for both: 700-1000 words that integrates in a critically reflective way your answers to the questions above, depending on track.
- $50 non-refundable application fee

Deadlines:

- Fall: Rolling until August 1
- Spring: Rolling until December 1
- Summer: Rolling until May 1

Master of Arts in Theology
Application Requirements:

- Online application form
- Transcripts
- 2 recommendation letters
- Resume
- Application Essay
    - Prompt: Which situations, questions, and/or readings have motivated you to study theology within the Catholic tradition, and what are your goals for pursuing the degree?
    - Length: maximum 500 words
- $50 non-refundable application fee

Deadlines:

- Fall Assistantship: February 1
- Fall: Rolling until August 1
- Spring: Rolling until December 1
- Summer: Rolling until May 1

Master of Arts in Ministry and Theology
Application Requirements:

- Online application form
- Transcripts
- Resume
- 3 recommendation letters (2 academic, 1 ministerial)
- Pastoral Ministry Statement
    - Prompt: Which situations, questions, and/or readings have motivated you to study theology within the Catholic tradition, and what are your goals for pursuing the degree/certificate?
    - Length: maximum 500 words
- Interview
- $50 non-refundable application fee

Deadlines:

- Fall Assistantship: February 1
- Fall: Rolling until August 1
- Spring: Rolling until December 1
- Summer: Rolling until May 1

Certificates in Theology

- Certificate of Theological Studies
- Certificate of Interdisciplinary Theological Inquiry

Application Requirements:

- Online application form
- Transcripts
- 1 recommendation letter
- Resume
- Application Essay
    - Prompt: Which situations, questions, and/or readings have motivated you to study theology within the Catholic tradition, and what are your goals for pursuing the degree/certificate?
    - Length: maximum 300 words
- $50 non-refundable application fee

Deadlines:

- Fall: Rolling until August 1
- Spring: Rolling until December 1
- Summer: Rolling until May 1

Certificate in Pastoral Ministry
Application Requirements:

- Online application form
- Transcripts
- 2 ministerial recommendation letters
- Resume
- Application Essay
    - Prompt: Which situations, questions, and/or readings have motivated you to study theology and/or pastoral ministry within the Catholic tradition, and what are your goals for pursuing the degree/certificate?
    - Length: maximum 500 words for master's applicants, 300 words for certificate applicants
- Interview
- $50 non-refundable application fee

Deadlines:

- Fall: Rolling until August 1
- Spring: Rolling until December 1
- Summer: Rolling until May 1

International Applicants

Additional Requirements for applicants from outside the United States:

- Official TOEFL, IELTS or Duolingo scores (for applicants who are non-US citizens) - ***See the Test Scores tab on the left***
- Official Credentials Evaluation (for transcripts from institutions outside the United States).
- Permanent Resident (green) Card ***(If applicable)***
- Official Financial Certification in the amount of $34,280 (amount subject to change) is a requirement for all international applicants in need of an F1 visa. You will be required to submit Financial Certification upon your acceptance to the university in order for your I-20 to be issued.

NOTE: Please check that your submitted **transcript** (unofficial or official) includes the **grading legend or scheme**.

Appeals Process

Occasionally, situations arise in which a graduate student in the College wishes to appeal a decision rendered by the Office of Graduate Studies or a standing policy that directly affects them in some way. This could arise in a number of contexts, including, but not limited to:

- Request for transfer credits
- Request for a time extension to remove an Incomplete ("N") grade
- Request for a waiver of the "Application to Graduate" deadline
- Request for extension of the 6-year time-to-graduate requirement (or 4-year time-to-graduate requirement for HRD).
- Request for waiver of Comprehensive Exam deadline
- Request to take a course overload (> 9hrs/ semester)
- Request for extension of deadline to "DROP/ ADD" courses or to withdraw (WX") courses
- Dismissal from a graduate program for violations of the academic integrity code or the university's standards of conduct

Students wishing to appeal a decision should submit a formal appeal in writing to the director of their graduate program, carefully stipulating the reasons for the appeal. Supporting documentation may be necessary for some appeals.

The graduate director will review the student's appeal following the program's own standard practices in a timely fashion, and submit its formal recommendation to the Graduate Dean. The Dean will review the appeal and the program's recommendation and will contact the student with a final decision, copying the Chairperson and/or Program Director of the graduate program involved. In reaching this decision, the Graduate Dean will be most concerned with any perceived failures in due process that might have occurred to ensure fair and consistent treatment of all students.

Auditing Courses

Students already enrolled in a CLAS graduate program may audit undergraduate or graduate courses. Anyone who is not already enrolled in a graduate program who wishes to audit a course is required to submit an application, together with the application fee and the other materials required for admission to the particular program of interest. Not all graduate programs will permit audits. Students who audit a course do not receive credit or a grade for the course. The final grade of AU is given to indicate the student has audited the course, but does not carry any grade points. Students auditing courses are not responsible for the assignments or examinations required in the course. The same tuition and fees are charged for audit as for credit courses. The same regulations regarding dropping, adding, and withdrawing from a course apply to courses that are audited. Since priority for enrollment is given to degree-seeking and certificate program students, those not enrolled in a graduate program may only audit a course if space permits.

Students may select audit status or change their status in a course from letter grade to audit through the drop/add period only.

Combined Bachelor-Master Programs

Those departments that offer a combined bachelor-master program invite a select group of highly qualified students to apply for the combined degree program during their undergraduate studies. Students who are admitted to the combined bachelor-master programs need to know several facts before they decide to pursue this option:

1) **The university does not guarantee that a student will finish both degrees in five academic years**.

2) **Summer Courses.** Enrolling in summer courses both after the fourth and fifth years of study is extremely common for combined bachelor-master candidates. In some cases due to course scheduling and thesis completion, beginning a sixth year of study may be necessary for a student to complete both degrees.

3) **Double-Counting.** Up to nine hours or nine credits of graduate courses taken by undergraduates may count for both the bachelor's degree and the master's degree, *whether or not a student is formally enrolled in a bachelor master program.* Any additional graduate courses taken while an undergraduate will count toward the undergraduate requirements and will be included in the student's undergraduate record, but will not be allowed to "transfer" or count toward a subsequent graduate degree. (Exceptions to this policy have been approved for certain combined programs). University policy concerning undergraduate students in graduate level courses can be found on the Provost's website ***Undergraduates in Graduate Courses***). Please note: The policy for double counting refers to Bachelor's and Master's degrees. Certificates are not eligible for double counting as they are not a degree program.

4) **Grades.** Students enrolled in the combined bachelor-master programs are required to maintain a graduate grade-point average of at least 3.0. Please carefully review the graduate student **grading system and GPA policy**.

Students whose graduate GPA falls below 3.0 are notified by letter that they are on academic probation, and are given nine credits to bring their GPA up to a 3.0; if they fail to do so, they are dismissed from their graduate program. Students who succeed in raising their GPA above 3.0 for one or more semesters after being on academic probation, but who in a later semester fall below a 3.0 GPA for a second time, will be dismissed from the graduate program. See policy on **Academic Progress, Probation, and Dismissal**.

5) **Time to complete master's degree**. Once the student becomes a master's level student, they have six calendar years to finish the master's degree requirements (student enrolled in the combined degree in Human Resource Development program will have four calendar years to finish the master's degree requirements). Students may choose to take a gap year or semester after completing their undergraduate degree before returning to complete the master's degree.

6) Students are permitted to enroll in only **one combined bachelor-master program**. Double majors may NOT enroll in two bachelor master programs simultaneously.

7) **Contract.** When students are formally admitted into the combined program, they will receive a letter from the Office of Graduate Studies outlining the specific policies and procedures that pertain to their program. This letter will explain:

- how many courses the student may take while still an undergraduate;
- how many courses taken as an undergraduate will double-count for undergraduate and graduate credit;
- how many courses may or may not be "free" during the last term of the student's graduate program.

This document serves as the contract between the Office of Graduate Studies and the student.

COMBINED PROGRAM OFFERINGS

- Applied Statistics
- Biology
- Chemistry
- Classical Studies
- Communication

- Computer Science
- Education
- Human Resource Development
- Liberal Studies
- Mathematics
- Political Science
- Psychology
- Public Administration
- Software Engineering
- Theology

PROCEDURES

Procedure for Admission

Students should review the application requirements and procedures listed on the **program pages**. Students will also find the link to apply online on the **program pages**. After the department has reviewed the applicant's credentials, the names of those formally accepted into the Combined Bachelor-Master program (typically no more than five) are sent to the Graduate Dean's Office. At this time, the student will receive the admissions letter/ contract from Graduate Studies regarding the specifics of their program (see #7 above).

Procedure for Registering for Graduate Courses while an Undergraduate

Undergraduates accepted into a combined bachelor-master program typically enroll in nine graduate credits in their senior year. Before enrolling in graduate courses as an undergraduate, a **Permission to Enter a Graduate Course** form must be filled out and approved by the department, Undergraduate Dean's Office and forwarded to the Graduate Dean for approval and submission to the Registrar. This **form** can be accessed via myNova. Typically, those three graduate courses taken as a senior are counted toward both the undergraduate and graduate degrees.

Procedure for Change of Status from Undergraduate to Graduate Student

When the student enters the last semester of senior year, it is not necessary for the student to submit a graduate application form to the Office of Graduate Studies, but the graduate program must send the Office of Graduate Studies the **Undergraduates Enrolled in Graduate Course Transfer Form** listing the graduate courses taken as an undergraduate which are to be applied toward their graduate program. The student will then receive a *modified/updated acceptance letter* indicating their formal admission into their respective graduate program. At the conclusion of the student's undergraduate degree, the Office of Graduate Studies will forward the Combined Bachelor/Master form to the Registrar's Office so that appropriate courses will be double-counted towards both degrees.

Procedure for Financial Arrangements

For students accepted into combined bachelor-master programs, in most cases, the tuition for the last two courses is covered by the University*. After students have registered for their final semester of graduate courses, they must email the Office of Graduate Studies to request tuition remission. The Office of Graduate Studies will then work with the Bursar's Office to make the appropriate adjustment to the student's account.

*For some programs, **one course** is covered, and for a few programs, **no final courses** are covered. Please check with your individual Program Director for details.

Complaints About Grades and Faculty Performance

Student Grade Appeals Against Faculty

The purpose of these Guidelines is to provide a mechanism for the review of student grade appeals and complaints regarding faculty performance within the framework of existing University, college and department policies and rules. For this reason those policies and rules may not themselves be the proper subject matter of a complaint under these Guidelines.

Normally, the resolution of grade appeals or complaints will proceed by the following route: (1) to the chair of the department (program director of the program in the College of Nursing) involved, then if necessary, (2) to the committee constituted to handle complaints, and finally if necessary, (3) to the dean of the college or where appropriate the Graduate Dean of Liberal Arts and Sciences. The University, however, believes that each student and faculty member deserves to be treated as an individual with courtesy and respect. Consequently, it is impossible to develop a policy that will govern or control every situation. The following procedures

were created to apply in most situations that may occur; however, where the faculty member, dean and the Provost (or designee) believe that the circumstances may require special consideration, e.g. where the complaint is of a very personal and sensitive nature, the procedures may not be followed or used in every respect. In no event, however, shall a deviation from these procedures be permitted with respect to the obligation of the committee under section III to rely in its decision making only upon information which has been communicated to the faculty member, thus permitting the faculty member the opportunity to respond. These procedures may be modified at the University's discretion according to the University's norms and procedures.

In the sequel, "chair" shall also imply program director and "dean" shall likewise imply Graduate Dean of Liberal Arts and Sciences where appropriate. These procedures apply to student grade appeals and complaints. Individuals who are not University students may not use these procedures.

A. **Faculty Performance Complaints**

1. Student complaints concerning an instructor's handling of a class, classroom presentation, professional demeanor, or course policies should be directed to the chair of the faculty member involved. If the complaint is against the chair, these procedures shall be modified such that the dean shall undertake the responsibility as the chair under the Guidelines and the Provost (or designee) shall undertake the responsibilities of the dean under these Guidelines. Normally, such complaints should be made within six months of the end of the course in which the complaint arose.

2. Identified Complaints: When a person makes a complaint and provides his or her name, the chair will advise the individual to approach the faculty member. The chair's goal will be to arrange a meeting of the parties to permit the issue to be resolved at the local level if at all possible. This also permits the faculty member the opportunity to address the matter directly with the student, which may eliminate the possibility that simple misunderstandings have contributed to the problem. If the Complainant does not agree to a joint meeting, the chair will advise the faculty member of the details. If the Complainant requests that his or her identity remain confidential or the chair considers it appropriate, the identity of the Complainant will remain confidential. The chair will inform the Complainant of the results of the meeting with the faculty member. For cases involving potential sexual harassment, please refer to the section on **SEXUAL HARASSMENT POLICY** in this *Faculty Handbook*.

3. Anonymous Complaints: The chair should express displeasure with any anonymous complaint and point out that such complaint (if made by telephone) will not be accepted. If an anonymous written complaint arrives, the chair should inform the faculty member of the details of the complaint.

4. The faculty member shall be presumed to have acted appropriately unless otherwise determined in accordance with these guidelines.

5. The chair shall make reasonable efforts to mediate the complaint. The chair may consult with others in connection with his or her review of the complaint. In the event that the complaint cannot be amicably resolved in the chair's judgment, the chair may make such disposition of the complaint as the chair deems warranted. The chair shall ordinarily communicate his or her disposition of the complaint to the student initiating the complaint and the faculty member.

6. If either the student or the faculty member is dissatisfied with the chair's disposition of the complaint, she or he may contact the department committee constituted to handle complaints. This elected or appointed standing committee of the department should be duly constituted following the department's own policy. If a department has too few members to reasonably form such a committee the department, less the faculty member involved, shall constitute a committee of the whole. The student or faculty member should present her or his complaint via a formal written and signed statement to the committee within seven days of the chair's disposition of the matter. The committee shall consider the complaint in accordance with the procedures described in Section III below.

B. Grade complaints

1. Student complaints concerning a grade should be directed to the chair of the faculty member involved. The chair shall normally require, but do no less than urge, a student who brings a complaint about a grade in the first

instance to try to resolve the matter with the course instructor. That failing, the chair should attempt to resolve the issue between the student and instructor. The chair may consult with others in connection with his or her review of the complaint. Such complaints should be made according to the following deadlines:

Spring and Summer Semester grade complaints: Last Friday in August

Fall Semester grade complaints: Last Friday in January

2. If the complaint is against the chair, it should be directed to the dean and these procedures shall be modified such that the dean shall undertake the responsibilities of the chair under these Guidelines and the Provost (or his or her designee) shall undertake the responsibilities of the dean under these Guidelines.

3. In the event that the complaint cannot be amicably resolved in the chair's judgment, the chair may make such disposition of the complaint as the chair deems warranted. The chair shall ordinarily communicate his or her disposition of the complaint to the student initiating the complaint and the faculty member.

4. In a particularly difficult case the chair may elect to refer the matter to the departmental committee for fact finding and recommendations. The committee shall consider the chair's referral of the matter in accordance with the procedures described in Section III and send its recommendations in writing to the chair. The chair shall be guided in his or her determination by widely accepted professional norms of academic freedom which normally recognize the instructor as the authority in determining grades. The chair shall communicate his or her determination of the complaint to the dean, the faculty member involved, and the Complainant. In general, the formal procedures described below will only take place after a final course grade has been given.

C. Department or College Committee

Upon a referral from the chair in the case of a grade complaint or upon a written complaint from a student of faculty member dissatisfied with a chair's disposition of a faculty performance complaint, the committee shall meet within a reasonable time to determine how best to handle the review of the particular matter. The committee may convene hearings appropriate in its judgment to the particular situation presented. The committee procedures may include by example and not by limitation, individual interviews, closed hearings, and review of documentation. The committee is not bound, however, by formal rules of evidence. All interviews and hearings shall be conducted in appropriate University facilities designated by the committee and shall be closed to the public. Every committee member need not attend every interview or hearing session. The University does not permit legal counsel to participate in hearings or interviews of the committee on behalf of the student or faculty member. Only information which has been communicated to the faculty member, thus permitting the faculty member an opportunity to respond thereto, shall be relied upon by the committee in reaching its conclusions. The committee shall reach its decision by majority vote.

In the case of a grade complaint, the Committee shall provide its findings of fact and written recommendations to the chair for consideration in the chair's determination of the matter. In making its recommendation to the chair, the committee shall base its decision on clear and convincing evidence and on the principle that the locus of authority in determining grades normally is placed with the instructor, especially in those cases where the instructor is acting in accordance with principles that have been clearly delineated in the course syllabus. In the case of a faculty performance complaint, the committee shall provide its findings of fact and written decision to the student, faculty member and chair. The Committee shall make its decision based on the preponderance of evidence it has reviewed.

D. Appeals Process

In the extraordinary case when a student or faculty member is unwilling to accept the decision of the chair with respect to a complaint or the departmental complaint committee with respect to a faculty performance complaint, she or he may appeal the decision in writing to the dean within seven days of that decision but only on the following basis:

1. material procedural defect in the Committee, or

2. material procedural defect in the chair's handling of the matter, or

3. new material evidence not reasonably available at the time of the committee or chair's review of the matter.

All written deliberations concerning the complaint shall be forwarded to the dean to aid in the decision. In the course of his or her review of the appeal, the dean may, but shall not be required to, consult with others, interview the Complainant, faculty member, chair, committee members, or others. The decision of the dean shall be final.

E. Complaints Involving Discrimination and Harassment

For cases of grade complaints or faculty performance complaints which may involve sexual harassment or discrimination in violation of University policies. Please refer to the sections on **SEXUAL HARASSMENT POLICY and DISCRIMINATION AND HARASSMENT POLICIES** in this *Faculty Handbook*.

Please refer to the **Provost's website** for the most recent policy regarding Grade Appeals and Complaints against Faculty.

Comprehensive Examinations

- Students should normally apply for the comprehensive examination after they have completed approximately twenty-four semester hours of course work with a quality-point average of at least 3.00 within a program approved by the chairperson of their major department. In some departments, students as determined by their graduate program directors, may take the comprehensive examination after they have completed their course work and thesis.
- The application for the examination should be made by the deadlines listed in the **Academic Calendar** and submitted to the Program Director. Students must contact their Program Director or Program Administrator/Coordinator to initiate the application process.
- The Program Director will compute the student's grade-point average, and if it is satisfactory, the online application form should be submitted. The form will be sent electronically to Brooke Erdman and the administrator completing the form.
- The Office of Graduate Studies will notify the students by email whether they have been approved for the examination and the necessary information regarding date, time and place of the examination.
- In the event of failure, one re-examination will be permitted, but not within the same semester.
- **Check the Academic Calendar** for the last day for application for comprehensive examinations.

Degree Programs

Doctorate of Philosophy in Philosophy and Theology.

Master of Arts with majors in Biology, Classical Studies, Communication, Education, English, History, Liberal Studies, Mathematics, Ministry and Theology, Political Science, Psychology, Theatre and Theology.

Master of Science in Applied Statistics, Biology, Chemistry, Computing Sciences, Counseling, Environmental Science, Human Resource Development, Psychology and Software Engineering.

Master of Theological Studies. Master of Public Administration.

Departmental Handbooks

In addition to the Graduate Liberal Arts and Sciences Policy Handbook and Handbook of Degree Requirements, some programs provide their own handbooks for students.

You can see a list of available handbooks below.

- Chemistry Handbook for Graduate Students
- Counseling (MS programs) Handbook for Graduate Students

- Certificate in College Admissions Counseling Handbook for Graduate Students
- English Handbook for Graduate Students
- Environmental Science Handbook for Graduate Students
- Philosophy PhD Handbook
- Psychology Handbook for Graduate Students
- Public Administration Handbook for Graduate Students
- Theatre Handbook for Graduate Students
- Theology PhD Handbook

NOTE:

- Not all departments have a handbook for students.
- Some handbooks are located on the Villanova server and may not be available to those outside of the Villanova community.
- Students should follow the student handbook policies for their entry term. Changes made during their time as students will most likely not apply to current students, who will complete the program under the active policies for the entry term in which they entered the program, except in special circumstances.
- **Disclaimer:** All departmental policies are superseded by Graduate Liberal Arts and Sciences policies.

Disclosure of Student Records

Villanova University, in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, has adopted this Student Records Policy to address the following issues with respect to education records: (1) disclosure of directory information; (2) confidentiality of personally identifiable information; and (3) student rights to inspect, review and seek amendment of their records. In general, education records are defined as records maintained in any form by the University that are directly related to a student.

I. Disclosure of Directory Information

Information concerning the following items about individual students is designated by the University as directory information and may be released or published without the student's consent: full name; student identification number; address (local, home or electronic mail); telephone number; photograph or video; date and place of birth; major field of study; grade level; enrollment status (e.g., undergraduate or graduate, full- time or part-time); dates of attendance; degrees, honors and awards received (including Dean's List); most recent previous educational institution attended; participation in officially recognized University activities and athletics; and weight and height of members of athletic teams. Students who do not wish directory information to be released or made public must inform in writing the Office of the Registrar.

II. Confidentiality of Personally Identifiable Information

All personally identifiable information contained in student records other than directory information is considered confidential information. This information includes, but is not necessarily limited to: academic evaluations; general counseling and advising records; disciplinary records; financial aid records; letters of recommendation; medical or health records; clinical counseling and psychiatric records; transcripts, test scores, and other academic records; and cooperative work records. "Personally identifiable information" means that the information includes: (a) the name of the student; (b) the address of the student; (c) a personal identifier such as social security number; or (d) a list of personal characteristics or other information that would make the student's identity easily traceable.

The University will generally not disclose personally identifiable information to third parties without the written consent of the student. The signed and dated consent should specify the records to be disclosed, the purpose of the disclosure, and to whom the records are to be disclosed. However, personally identifiable information may be disclosed, without the student's consent, to the following individuals or institutions, in accordance with FERPA, including in the following circumstances:

- To University officials (or office personnel ancillary to the officials) who require access for legitimate educational purposes such as academic, disciplinary, health or safety matters. University officials may include, without limitation, the Board of Trustees, the

President, Vice Presidents, Deans, Directors, Department Chairs, Faculty Members, NROTC Commanding Officer, attorneys in the Office of the Vice President and General Counsel, Judicial Officers, Counselors, Resident Advisers, Coaches and Admissions Officers. University officials also include contractors, consultants, volunteers and other outside parties, such as an attorney or auditor providing services on behalf of the University for which the University would otherwise use employees.

- To the party(ies) who provided or created the record(s) containing the personally identifiable information.
- To officials of other educational institutions to which the student seeks or intends to enroll or where the student is already enrolled, for purposes related to the student's enrollment or transfer (on condition that the student upon request is entitled to a copy of such records).
- To appropriate federal, state or local officials or authorities, consistent with federal regulations.
- To the U.S. Attorney General (or designee) pursuant to an ex parte order under the U.S. Patriot Act in connection with certain investigations or prosecutions.
- To organizations conducting studies for, or on behalf of, educational agencies or institutions.
- To accrediting organizations to carry out their accrediting functions.
- To parents of a dependent student as defined in Section 152 of the Internal Revenue Code of 1986.
- To parents of a student under the age of 21, where the information pertains to violations of any federal, state or local law or of any University rule or policy governing the use or possession of alcohol or a controlled substance, and the student has committed a disciplinary violation.
- In connection with the student's application for, or receipt of financial aid.
- To comply with a judicial order or lawfully issued subpoena (on condition that a reasonable effort is made to notify the student of the order or subpoena, if legally permitted to do so).
- In case of an emergency, to appropriate parties, including parents, to protect the health or safety of the student or other individuals, where the University determines that there is an articulable and significant threat to the student or other individuals.
- The disclosure of information concerning registered sex offenders provided under state sex offender registration and campus community notification programs.
- The outcome of a disciplinary proceeding to a victim of or alleged perpetrator of a crime of violence or non-forcible sex offense.
- The outcome of a disciplinary proceeding where a student is an alleged perpetrator of a crime of violence or non-forcible sex offense and is determined to have violated the University's rules or policies.

If required under FERPA, the University will inform a party to whom a disclosure of personally identifiable information is made that it is made only on the condition that such party will not disclose the information to any other party without the prior written consent of the student.

III. Non-Education Records

The following are not considered education records, and thus are not protected by FERPA and this policy:

- Employment records of students as University employees.
- Campus law enforcement records created and maintained by the Public Safety Office, in accordance with the requirements of FERPA.
- Records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in his or her paraprofessional capacity, and that are made, maintained, or used only in connection with treatment of the student and are disclosed only to individuals providing the treatment. These records may be reviewed, however, by a physician or other appropriate professional of the student's choice.
- Records of instructional, supervisory, and administrative personnel and educational personnel ancillary to those persons, that are in the sole possession of the maker of the record and are not accessible or revealed to any other individual except a temporary substitute for the maker.
- Records that only contain information about a person after that person was no longer a

student at the University and that are not directly related to the individual's attendance as a student (e.g., information collected by the University pertaining to accomplishments of its alumni).
- Grades on peer graded papers before they are collected and recorded by a faculty member.

IV. Inspection and Review Rights; Right to a Hearing

A currently or previously enrolled student has the right to inspect and review his or her educational records. This right does not extend to applicants, those denied admission, or those admitted who do not enroll. Offices may require that requests for access be submitted in writing, and may ask for, but not require, the reason for the request. The University will comply with requests to inspect and review a student's records that it has determined to honor within a reasonable period of time, but in no case more than forty-five days after the request was made.

Records to which students are not entitled to access include:

- Confidential letters and statements of recommendation placed in a student's record before January 1, 1975, or confidential letters and statements of recommendation to which students have waived their rights of access.*
- Financial records of the parents of the student or any information contained in those records.
- Those portions of a student's records that contain information on other students.
- Those records listed in Section III above.

A student who believes that any information contained in his or her educational records is inaccurate or misleading, or otherwise in violation of his or her privacy rights, may request that the University amend the records. The student should first discuss his or her concerns with the individual responsible for the office where the records are maintained. If the student is not satisfied with the resolution, the student should contact the individual to whom that person reports. If still not satisfied, the student may contact the appropriate vice president or designee. The final level of appeal is a formal hearing. To obtain a hearing, the student should file a written request with the Vice President for Student Life. The hearing will be conducted in accordance with the requirements of FERPA.

The substantive judgment of a faculty member about a student's work (grades or other evaluations of work assigned) is not within the scope of a FERPA hearing. A student may challenge the factual and objective elements of the content of student records, but not the qualitative and subjective elements of grading.

If as a result of a hearing the University determines that a student's challenge is without merit, the student will have the right, and will be so informed, to place in his or her records a statement setting forth any reasons for disagreeing with the University's decision.

Students have a right to file complaints concerning alleged failures by the University to comply with the requirements of FERPA and the implementing regulations.

* Students may be invited but not required to waive their right of access to confidential letters of recommendation for admission, honors or awards, or employment. Failure to execute a waiver will not affect a student's admission, receipt of financial aid, or other University services. If a student signs a waiver, he/she may request a list of all persons making confidential recommendations.

Complaints should be addressed to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington DC 20202-5901. Students are encouraged to bring any complaints regarding the implementation of this policy to the attention of the Vice President and General Counsel.

Please refer to the **Office of the Provost website** for the most current policy regarding disclosure of student records.

Dropping or Adding a Course

Students who wish to drop or add a course must do so by the dates indicated in the **academic calendar**.

Drop and adds can be completed by the deadline through the "my schedule and registration" portal in **myNova**.

Students may not add a course after the end of the drop/add period. In order to drop a course after this period, they must request an authorized withdrawal. See ***Withdrawal from a Course***.

Earning a Second Master's Degree

When an individual seeks to earn a second certificate or degree in a discipline closely related to that of their first Villanova degree or certificate, it is not uncommon for the individual to request that they be allowed to apply some of the credits earned in the first program toward the requirements in the second program. However, the University has an obligation to ensure that each of its certificates and degrees reflect a significant immersion of the individual in a relevant, concentrated course of study. To this end, no more than 25 percent of the credits of a certificate or degree may be earned with credits from a previously awarded Villanova graduate program. Furthermore, the individual must formally apply and be accepted for admission to the second graduate program and must obtain that program's approval for the course(s) to be "accepted" from the other certificate or degree because certain course credits (e.g., internships) may not be sufficiently relevant to the second certificate or degree. *That is, the second program will determine which course(s) from the first program will be accepted toward the second certificate or degree.* Finally, any specific requirements beyond coursework in the second program (e.g., comprehensive exams or a thesis) must be completed. Any credits considered for the second program must have been completed within the previous six calendar years prior to the first semester of enrollment in the second program.

For example, if a student completes a 30-credit graduate degree, and then returns to Villanova for a second graduate program, s/he may apply up to 6 credits from the first program towards the second program, with the approval of the second program's director, if the time frame is acceptable. If a student completes a 30-credit graduate degree, and then returns to Villanova for a 15-credit graduate certificate, only 3 credits from the first program can be used from the first program towards the second.

This policy also applies to students pursuing certificate programs with or without simultaneous enrollment in a degree program.

Should a student decide to pursue a third credential at Villanova, no course may be triple-counted.

Enrolling in Graduate Courses in Another Discipline

Students may request to take courses outside of their primary discipline. Requests to do so must be approved by the student's home program director as well as the program director in the other discipline, unless the courses are already listed as approved in the handbook of degree and certificate requirements. Typically, 6 credits are permissible, however due to curriculum structures some programs permit only 3 credits in another discipline or none at all.

Enrolling in Two Programs Simultaneously

Occasionally, a student seeks to enroll in two graduate programs (degree or certificate) simultaneously (within the same college or between two colleges). If the student is not seeking admission to a previously established joint program (which functions under its own regulations), they may apply to both programs. Each program has separate authority to approve or disapprove the student's admission. In so doing, it may function independently or in collaboration with the other program. Each program bears responsibility for proper advising of dual-enrolled students. Each program must communicate (a) with each other and (b) with the Registrar and Bursar on the particulars of the dual enrollment.

With the appropriate approvals from the two programs involved, the student will be registered in, and enroll in courses in, both programs. With the approval of a given program (A), up to 25 per

cent of the credit hour requirements of that program (A) may be earned in the other program (B) and thus "double counted." Thus a student in a program requiring 30 credits may, with that program's approval, count up to six credits earned in the other program. A student in program requiring 48 credits may, with that program's approval, count up to 12 credits earned in the other program. The transfer may go in both directions, subject to the 25 per cent limit. Combined Bachelor-Master programs are not included in this policy.

The two programs will collaborate on matters of financial assistance under the following principles:

1. A student may receive only one graduate assistantship in a given academic year;
2. A student with a graduate assistantship in one program may not simultaneously receive financial aid from the other;
3. Both programs may combine resources to fund a full graduate assistantship;
4. Tuition scholarship assistance from both programs may not, in total, exceed the tuition cost of that student's coursework for the year;
5. A student receiving tuition scholarship support from both programs may not be required to work more than a total of 20 hours in a week.
6. Students are required to complete the comprehensive exams, theses, capstone papers, etc. for each of the programs in which they are enrolled.

Tuition in cases of simultaneous dual enrollment is determined by the Bursar by averaging the tuition of the two programs.

Full-time and Half-time Enrollment Status

Full-time Master's students are expected to complete all the requirements for their degree in two academic years. All students pursuing Master's degrees must complete their degree requirements within a six-year time period. Students enrolled in the Human Resource Development programs must complete their degree requirements within a four-year time period.

Effective Spring 2010, the minimum credit load for fulltime status is 6 credits/fall or spring semester, 3 credits in the summer. Students in Graduate Arts and Sciences may also be considered full-time if their credit load in a semester falls below this minimum but they meet any of the following conditions:

1. The student is a graduate assistant or tuition scholar. Graduate assistants and tuition scholars must be enrolled in at least one course, which may be credit-bearing or non-credit-bearing. Note that students in master's degree programs are not permitted to hold an assistantship or scholarship beyond the period of two academic years.
2. The student is completing the program within the normal two-year full-time period of study and the department chair/program director confirms the status.
3. The student is enrolled in Thesis (3 cr) or Dissertation (3 cr) or CSC 9020 (Independent Study).
4. The student is enrolled in Thesis Continuation (0 credit), Dissertation Continuation (0 credit), or CSC 9021 (Independent Study Continuation), with the approval of the program director and Graduate Dean's office.
5. Effective Fall 2010, Master's level students may enroll as full-time students in Thesis Continuation or Independent Study Continuation for a maximum of two terms.
6. Students enrolled in a doctoral program are considered enrolled full-time as long as they are registered in a course, regardless of credit.

For programs operating on eight-week calendars (HRD and online MPA), a graduate student is considered full time if he or she is enrolled for at least 6 credits in an 8 week session, half time status is three credits per an 8 week session.

General Information

Villanova University is a co-educational Roman Catholic institution, founded by the Order of Saint Augustine in 1842, in Villanova, Pennsylvania. A premier institution of higher education, Villanova provides a comprehensive education rooted in the liberal arts; a shared

commitment to the Augustinian ideals of truth, unity and love; and a community dedicated to service to others.

A wide variety of undergraduate and graduate degree programs are offered through the University's six colleges: the College of Liberal Arts & Sciences, the Villanova School of Business, the College of Engineering, the College of Professional Studies, the M. Louise Fitzpatrick College of Nursing, and the Charles Widger School of Law. With a total enrollment that surpasses 10,000 undergraduate, graduate and law students, Villanova is the oldest and largest Catholic university in the Commonwealth of Pennsylvania. It is located twelve miles west of the historic city of Philadelphia.

The College of Liberal Arts and Sciences at Villanova University offers more than 20 master's degrees, more than 40 certificates, and PhD programs in Philosophy and Theology. The Office of Graduate Studies is located on the second floor of Vasey Hall, and is open Monday-Friday from 9 a.m. to 5 p.m.

Office of Graduate Studies
Vasey Hall, Suite 109
Villanova University
800 Lancaster Avenue
Villanova, PA 19085-1688
Telephone: 610-519-7090
Fax: 610-519-7096
gradinformation@villanova.edu

Complete information about Graduate Arts and Sciences programs and policies may be obtained at gradartsci.villanova.edu. Prospective and current students are advised to consult the web version of the handbook and the websites of the Office of Graduate Studies and individual programs for updated policies and additional information. Information about tuition rates and financial assistance may be obtained from the Office of Financial Assistance and the Bursar's Office.

Villanova University will not discriminate against any person on any basis prohibited by law, including race, color, national origin, religion, sex, sexual orientation, gender identity, age, veteran status (disabled or Vietnam era), or disability.

Grade Extensions

Requests for additional time to complete course requirements beyond the deadline must be submitted using the:

Extension for Incomplete Grades form

- The form must indicate the expected date for the completion of the work.
- The request requires the approval of the professor, the graduate director of the student's department, and the Dean of Graduate Studies.
- The Office of Graduate Studies will then notify the Registrar and the student's grade will reflect a "N" until the approved deadline date.
- Once the student has submitted all outstanding work by the extension deadline, faculty have two weeks to submit the grad change form.
- The Dean of Graduate Studies will not approve more than three extensions for the same course.

Students who require a grade extension for a course in the semester in which they plan to graduate must consult with the Office of Graduate Studies before submitting the grade extension form. In some cases, if the grade extension deadline is beyond the degree conferral date for that semester, the student's degree conferral will be delayed to the next semester.

Graduate Assistants and Tuition Scholars, Assignments

Assignments of Graduate Assistants and Tuition Scholars are sent by the department's Chairperson or Program Director to the Office of Graduate Studies before the start of the new academic year. The assignments are usually submitted sometime between the middle and the end of the spring semester. If an assignment is being made for the spring semester, it is generally submitted as soon as the grades are recorded for the fall semester.

Graduate Assistants and Tuition Scholars, Responsibilities

Graduate assistants and tuition scholars are expected to attend the University full-time, and perform various duties for their individual department, such as research assistance to faculty, and classroom or laboratory teaching assistance. For more information, read the responsibilities and privileges of graduate assistants and tuition scholars below.

Tuition Remission for Graduate Assistants and Tuition Scholars

Graduate assistants (GA) and tuition scholars (TS) are awarded a certain number of credits of tuition remission for each academic year for a definite number of academic years (for master's programs, only two years of funding will be available). They may receive tuition remission for a total number of credits up to but not exceeding the number of credits required for their degree. Credits for certificate completion are not covered. (Note: If circumstances arise that compel a GA or TS to WX from a course, the tuition for that course counts toward the total number of credits allocated. In those cases, the student is responsible for paying for the additional course(s) to complete degree requirements.)

Tuition remission will be credited automatically to the accounts of all graduate assistants and tuition scholars at the beginning of each semester. They do not need to come to the Office of Graduate Studies.

Graduate Assistant Stipends

Stipends are paid to graduate assistants on a monthly basis. The stipend is paid on the last business day of each month. Most graduate assistants and tuition scholars do not receive summer stipends.

Required Forms

New Graduate Assistants (not Tuition Scholars) must complete several forms in order to receive their stipend. Incoming Graduate Assistants will be notified by email regarding the onboarding process.

Graduate Assistants and Tuition Scholars are required to fill out the Responsibilities of Graduate Assistants and Tuition Scholars form.

Academic Performance and Expectations

Graduate assistants and tuition scholars are required to maintain at least a "B" average (G.P.A. = 3.00) - the minimum required of all graduate students. Some graduate departments require that assistants and tuition scholars maintain a minimum grade point average that is above 3.00. Since the number of applicants far exceeds the number of available awards, assistants and tuition scholars should strive to do much better than the "B" minimum. Those whose GPA falls below 3.0 are placed on academic probation and lose their assistantship or scholarship.

Graduate assistants and tuition scholars are also expected to participate actively in the intellectual life of their departments. They should attend all colloquia provided by their departments and assist in seminars and forums as directed by their chairperson.

Department Responsibilities

Graduate assistants and tuition scholars are required to provide service to their department or other unit of the university each semester from the first day of class through the end of final examinations. Schedules vary by department and service may be required during Fall and Spring breaks, depending on the nature of the work needed. The student should consult with his/her faculty advisor or the graduate program director to determine the distribution of these hours throughout the semester.

Graduate assistants are expected to give 20 hours of service a week to their department, and tuition scholars 7 hours a week. Students holding a half assistantship owe 14 hours of service a week. Department chairpersons supervise assistants' and tuition scholars' service to the department and their programs of study. In many departments, chairpersons delegate their supervisory role to the graduate program director or other faculty members. Graduate assistants and tuition scholars may be asked to sign a department-specific contract detailing work expectations.

GAs are not entitled to paid vacation or sick days. In the event a GA cannot perform their assigned duties, they must communicate their absence clearly to their supervisor and settle on a mutually agreed upon make-up plan. This plan should be made in writing.

Graduate assistants and tuition scholars are expected to carry out their assigned duties and responsibilities in a thorough, timely, and professional manner. Failure to do so can lead to the non-renewal of awards even when the student's grades are at or above the minimum GPA. In some cases, continued failure of a graduate assistant to fulfill work responsibilities may result in the award being terminated mid-semester or mid-year. In the instance of an award termination, the bi-weekly stipend payment can be stopped at any time. Tuition remission for that term would already be applied, but future terms would not be covered.

When graduate assistants and tuition scholars serve as teaching assistants in the classroom or in the laboratory, they function as members of the faculty and should be treated as faculty by students. Graduate students who hold keys and who have access to departmental offices and laboratories are responsible for the security of these facilities just like members of the faculty. All keys must be returned to the department before the student leaves the University. The chairperson may ask for the return of the keys at anytime. Finally, in some departments, students are required to pay a "key deposit" which is refunded to the student upon return of the keys.

Outside Employment

Full-time graduate assistants are not permitted to take other employment while holding their assistantship. Exceptions to this must be worked out in consultation with the Program Director and documented in writing. Students holding tuition scholarships are cautioned against taking other employment. The loss of time to other employment may make it more difficult to maintain the minimum “B” average.

Enrollment in Summer Courses and Extra-departmental Courses

If a graduate assistant, tuition scholar or lab technician wishes to take summer courses, they may use some of their tuition remission credits (from 3 to 6) for courses taken during the Summer Sessions following their first year. The number of credits taken during the summer is included in the total credits awarded during each academic year.

The tuition waiver is given in return for services to the respective graduate departments. The waiver of tuition for one or for two summer courses requires 35 hours of service for each three-credit course over the course of the summer at the discretion of the student's advisor.

IMPORTANT: Students must initiate the request for summer tuition waivers to their graduate program directors **no later than April 15**. The graduate program director is responsible for alerting the Office of Graduate Studies of requests for summer tuition waivers no later than May 1. Summer tuition is not automatically credited to student accounts, so if Graduate Studies is not notified in a timely manner, students may receive bills.

Graduate assistants and/or tuition scholars who wish to register for a Villanova graduate course outside of their discipline will be approved for tuition remission if the course in question is demonstrably related to the completion of their degree requirements. For example, a graduate student, with the consent of his or her advisor, might wish to enroll in a particular graduate course in order to gain the expertise necessary to complete a thesis. The demonstrable relationship to the degree should be documented in writing by the graduate student's department chairperson or program director, who then makes a recommendation to the Office of Graduate Studies. Tuition remission may not be used for non-degree related courses, even though the courses may be taken for legitimate professional purposes, e.g., fulfillment of some type of professional certification requirements, or for courses offered by another academic institution.

Library Privileges

Graduate assistants and tuition scholars may borrow books from the library. They may keep books out for a fixed term loan with the possibility of two term renewals. The term loan due date is normally the last day of finals in a given semester. There is a waiver of daily fines for overdue Main Stacks books. They are, however, responsible for replacement costs and processing fees on unreturned books. They may also

use **ILLiad** to request digitized scans of articles from our print journal collection (current and bound). (The Office of Graduate Studies supplies Falvey Memorial Library with a list of current graduate assistants and tuition scholars.)

Change of Address

Graduate Assistants and tuition scholars must report any changes in personal information, including address changes, to the **Registrar here.**

International Students

All international students are required to furnish the Office of Graduate Studies, the Registrar, and Mr. Hubert Whan Tong, Director of the Office of International Students and Scholars, with address changes. All requests for extension of program end date should be directed to Mr. Hubert Whan Tong (610-519-8017). All international students with student visas are required to carry a minimum of three credit hours per semester. For more information on support services and international student onboarding, visit **The Office for International Students and Scholars**.

Graduate Student Council (Liberal Arts & Sciences)

Graduate assistants and tuition scholars are strongly encouraged to participate in the **Graduate Student Council**. The Council is the representative group of the graduate student body, and consists of one (or more) representative(s) from each Liberal Arts and Sciences department or program. Extracurricular activities for the benefit of the graduate student body are organized and promoted by the Council.

Graduate Student Ambassadors (Liberal Arts and Sciences)

A Graduate Student Ambassador (GSA) is a distinguished role that allows you to interact more with the Dean and staff of the Office of Graduate Studies while participating in a variety of events on and off campus. Ambassadors help with open houses, graduate fairs and similar recruitment events during the academic year. The Dean of Graduate Studies also forms focus groups of ambassadors so that the Dean and staff can keep current with what Villanova graduate students want and need. **Find more information and apply to be an Ambassador**.

Graduate Assistants and Tuition Scholars, Tuition Remission and Stipends

Tuition Remission. The Office of Graduate Studies will inform the Bursar's office to credit student accounts each semester.

Graduate Stipends. All incoming Graduate Assistants must be onboarded through Villanova University's Human Resource Department. Students will be required to submit the required forms and paperwork prior to being placed on university payroll. Funded international students have **additional onboarding responsibilities**. Current stipend rates and additional information can be found on the **HR office website.**

Graduate Grading System

Grades are recorded at the end of each term and are available on Novasis as soon as they are posted by the faculty. Students who require a printed grade report should contact the Registrar's office. Any inaccuracy should be reported to the Registrar immediately.

Graduate student work is graded according to the following scale:

- A Outstanding
- A –
- B+
- B Good
- B –
- C+
- C Fair
- F Failure
- N Incomplete
- WX Approved Withdrawal Without Penalty
- W Approved Withdrawal With Penalty
- S Satisfactory
- U Unsatisfactory
- AU Audit
- IP In Progress

In graduate study, the student is expected to do more than pass the required courses. In addition, students must maintain a specific grade-point average (GPA), which derived from the grades and credit hours of the courses taken. The GPA is computed by multiplying the number of credits for each course the student has attempted by the

authorized quality points for the grades received and dividing the total quality points by the total credit hours attempted. The grade A merits 4 quality points; A– =3.67; B+ =3.33; B =3.00; B– =2.67; C+ =2.33; C =2.00; F =0; N =0.

Graduate students are required to maintain a grade-point average of at least 3.0, and cannot be approved for the comprehensive examination or graduation unless this average has been maintained.

Students whose GPA falls below 3.0 are notified by letter that they are on academic probation, and are given nine credits to bring their GPA up to a 3.0; if they fail to do so, they are dismissed from the university. Students who succeed in raising their GPA above 3.0 in nine credits after being on academic probation, but who in a later semester fall below a 3.0 GPA for a second time, will be dismissed from the university. See policy on Academic Progress, Probation, and Dismissal.

Students are not required to repeat courses in which the grade of F has been received unless the courses are specifically required by their graduate program. The grade of F, however, is computed in the cumulative GPA, and jeopardizes a student's academic standing.

The WX grade may be given only by the Dean of Graduate Studies, and indicates an approved withdrawal from the course without academic penalty. After the deadline indicated in the academic calendar, only non-academic reasons (such as illness or serious employment-related difficulties), supported by documentation, will be considered sufficient to receive a WX grade; no WX grades will be approved for academic reasons after the deadline (see *Withdrawal from a Course*).

The IP grade is reserved for thesis and dissertation courses, CSC 9020 and 9021, and ENG 8092 only.

An Incomplete (N) grade indicates that the instructor has agreed to give the student an extension for completion of course assignments. The N grade automatically converts to an NF grade if the work is not completed and submitted to the instructor per the dates listed on the Graduate Academic Calendars. For programs operating on eight-week calendars, this date is typically **two weeks** from the last day of class. For all other programs, this date is typically **one month** from the last day of classes.

When the work is submitted and graded, the professor will submit a change of grade request to the department chairperson and Dean of Graduate Studies for their approval. Requests for additional time to complete course requirements beyond the deadline must be submitted using the appropriate form. See Grade Extension policy.

Graduate Studies in the College of Liberal Arts and Sciences, Administration

Administration

Graduate Dean Emory H. Woodard IV, PhD

Director of Graduate Studies Ashley Leamon

Programs	Program Director	Office
Applied Statistics and Data Science	Dr. Jesse Frey Dr. Paul Bernhardt	305 SAC
Biology	Dr. Anil Bamezai	147 MEN
Chemistry	Dr. Deanna Zubris	215A MEN
Classical Studies	Dr. Valentina DeNardis	304 SAC
Communication	Dr. Amy Way	27 GAR
Computing Sciences	Dr. Vijay Gehlot	161 MEN
Counseling (CLM and School Counseling)	Dr. Terence Yee	302 SAC
Counseling (College Admissions Counseling)	Dr. Amber Haley	
Education (Edu and Teacher Leadership)	Dr. Jerusha Conner	
Education (Higher Education)	Dr. Seth Fishman	302 SAC
Education (Teacher Certification)	Dr. Lisa Marco-Bujosa	
English	Dr. Evan Radcliffe	402 SAC
Environmental Science	Dr. Keith Henderson	G67H MEN
Gender and Women's Studies	Dr. Travis Foster	488 SAC
History	Dr. Craig Bailey	403 SAC
Human Resource Development	Dr. Gerard Brandon	119 STM
Liberal Studies	Dr. Emory Woodard	Vasey Hall 202
Mathematics	Dr. Klaus Volpert	305 SAC

Programs	Program Director	Office
Philosophy	Dr. Julie Klein	108 SAC
Political Science	Frank Prior	202 SAC
Psychology	Dr. Irene Kan	334 TOL
Public Administration	Dr. Adam Kuczynski	Garey Hall
Software Engineering	Dr. Vijay Gehlot	161 MEN
Theatre	Dr. Ed Sobel	PAC
Theology PhD	Dr. Jonathan Yates	203 SAC
Theology MA, MMT, MTS, and Certificates	Dr. Jennifer Jackson	

GAR: Garey Hall
MEN: Mendel Hall

PAC: John and Joan Mullen Center for the Performing Arts
SAC: Saint Augustine Center for the Liberal Arts

STM: Saint Mary's Hall
TOL: Tolentine Hall

Graduate Studies Office

The Office of Graduate Studies—Liberal Arts and Sciences is located in Vasey Hall. The telephone number is 610-519-7090 and the fax number is 610-519-7096. The main email address is: gradinformation@villanova.edu. A current list of the Graduate Studies Staff can be found on the **Graduate Studies website**.

Graduation

All academic requirements must be completed and processed before the date of graduation. Students expecting to graduate must submit the online application through myNOVA no later than the date specified in the academic calendar in which they expect to complete their program requirements. Those who miss the deadline for May graduation will not have their names printed in the Commencement program. All information regarding the May Commencement program and schedule of events can be found on the **website for the Office of the President**.

Important Questions to Review for Graduate Students Approaching Degree Completion:

Who Should Apply for Graduation?

All Villanova University graduate students in the College of Liberal Arts and Sciences are required to submit a prospective graduate form **prior** to the completion of his/her degree requirements. This includes students who have not yet taken and/or received results of any examinations (written or oral comprehensive, qualifying portfolio, language, and certificate examinations in Human Resource Development) required by the graduate program.

If you registered for a previous graduation term and did not graduate, you must re-register for your new graduation date.

How Do You Apply for Graduation?

In MyNova, search for "Prospective Graduate Form," choose the term you will be completing your degree requirements in the drop down menu and submit the form.

When Do You Apply for Graduation?

Students should refer to the **academic calendar** for application deadlines for each graduation period.

Is There a Late Fee If I Miss a Deadline?

Yes, a $100.00 late fee will be charged to the account of late applicants registering after a deadline date noted in the **academic calendar**. The late fee is non-refundable and non-transferable to another term. To avoid a late fee, students are urged to apply before the deadline!

PLEASE NOTE: It is not an option to apply for graduation in the following semester to avoid the late fee. You must be awarded a degree in the semester in which all degree requirements are met

What If I'm Having Trouble Applying Through MyNova?

If you are unable to complete the **Prospective Graduate Form due to technical difficulties and/or a late application** *(please refer to the late fee policy and application submission dates), a hold on your account, inactive status, or less than 21 earned credit hours* on your transcript, please email **GSDean@villanova.edu** for your appropriate steps to complete an alternate graduate form.

What If I Don't Finish My Requirements Until Summer or Fall?

Permission to Participate in May Commencement:

Any graduate student expecting to complete his/her degree requirements in the semester/session following May graduation may request permission to participate in the Commencement ceremony in May by completing the **Permission to Participate in May Commencement Form**. A student requesting this permission should have no more than six credits to complete. Your name will not appear in the Commencement program until the following May, after you have officially graduated. Please visit the **Office of the President's website** for information regarding the May Commencement Schedule.

PLEASE NOTE: Participating in Commencement does not mean you are graduating. You will not have your name listed in the Commencement Ceremony Program and you will not be issued a diploma until your degree requirements are completed. You must apply to graduate separately. Register (or re-register) for graduation via the myNOVA portal to access the prospective graduation form (see information at the top of this page).

What Do I Need To Know About Academic Regalia?

Please check back soon for details about the options for Masters students to order cap and gown online and have them shipped to your current mailing address.

- Color of hoods for Master of Arts = White
- Color of hoods for Master of Science = Gold
- Color of hoods for Public Administration = Peacock Blue
- Color of hoods for Theological Studies = Scarlet

Are There Any Honors Categories for Graduate Students?

All graduate students must earn a 3.0 cumulative GPA or higher to receive their master's degrees. Therefore, there are no honors categories for master's level students. You may check to see if your program has an honor society and what the requirements are for being invited to join.

How can I order an official Villanova University transcript?

Villanova University has partnered with SCRIP-SAFE International to provide an online transcript ordering service to all Undergraduate and Graduate current and former students. Current students and recent graduates will have the ability to request electronic delivery of their transcripts as well.

The Ordering Site is available to current students via the student tab of myNOVA. For answers to frequently asked questions, ordering instructions and fee information, please visit the Registrar's website.

Incomplete Grades and Change of Grades

Incomplete Grades

Instructors may give students who do not complete all the academic assignments for a course a grade of Incomplete (N), provided they have discussed the missing assignments with the student and formulated a plan for the completion of the work. The N grade automatically converts to an F grade if the work is not completed and submitted to the instructor within one month's time from the end of the term.

Change of Grade

Students receiving an incomplete (N grade) at the end of a semester must submit the missing academic work to their instructor within a month from the end of the semester. The instructor has two weeks to grade the work. When the work is graded, the professor should submit a change of grade request to the department chairperson and Dean of Graduate Studies for their approval. The official deadline dates are listed for each semester in the **Academic Calendar**.

Extensions

Requests for additional time to complete course requirements beyond the deadline must be submitted using the **Extension for Incomplete Grades form found online**. The form must indicate the expected date for the completion of the work. The request requires the approval of the professor, the graduate director of the student's department, and the Dean of Graduate Studies. The Dean's office will notify the Registrar and the student's grade will reflect a "N" until the approved deadline date. The Dean of Graduate Studies will not approve more than three extensions for the same course.

Students who require a grade extension for a course in the semester in which they plan to graduate must consult with the Graduate Studies Office before submitting the grade extension form. In some cases, if the grade extension deadline is beyond the degree conferral date for that semester, the student's degree conferral will be delayed to the next semester.

Conversion of N grade to NF

If an extension is not granted, the grade originally assigned to the student will convert to a "NF" grade once the official deadline for change of grade has passed. This "NF" will be calculated in the student's grade point average as a "F" grade.

Language Requirement - Doctoral Programs

Language Requirements and Instruction Policy for PhD Programs

I. Language Requirement Policy for PhD Students

Language requirements for the **PhD Programs in Philosophy and Theology** can be satisfied in one of the following ways:

a) Passing a **departmentally-administered language exam** according to departmental policy. Students should work closely with their program director in planning to sit for the exam(s).

b) Completing an **intensive language program at another institution**, if approved by the Advisor. (Note: Graduate assistantships do not support these programs. Students should work with their program directors to identify potential sources of funding).

c) Formal certification of language competency based on **prior coursework and/or experience** according to departmental policy.

d) Successful completion of summer language courses offered through Graduate Liberal Arts and Sciences could result in waivers of language requirements (see below for more information).

II. Language Instruction: The College of Liberal Arts and Sciences offers the following options to assist graduate students in language instruction for reading purposes.

a. Summer Language Workshops

The Office of Graduate Studies in the College of Liberal Arts and Sciences sponsors intensive language training during the summer to assist students in preparing for reading proficiency examinations. Typically, 1-2 workshops will be offered annually (French, German, Biblical Hebrew, or Koine Greek) on a rotating basis.

No previous language background is assumed.

Logistics

Courses are zero credits and will appear on the student's transcript with a grade of Satisfactory or Unsatisfactory (S or U). **Students should keep in mind that these are intensive courses and therefore they should be prepared to minimize conflicts that may interfere with attendance.**

Application & Registration

Priority enrollment is for PhD students in Theology and Philosophy, followed by Master's students in the College of Liberal Arts and Sciences.

Students wishing to participate in the workshop must apply by April 15th using the form available on the Graduate Studies website. Courses must typically have a minimum of 4 students and a maximum of 15 enrolled. Student's must **apply for the Summer Language Workshop utilizing the online form**.

Policies

- A student who fails to complete the course in which he or she has enrolled without providing official documentation may be disqualified from applying to Graduate Studies funding programs in the future.
- If a course section has been either filled to capacity or cancelled, students will be notified at least 2 weeks prior to the start of the workshop.
- Students are only permitted to enroll in the same particular language workshop twice during their graduate enrollment at Villanova.

- Students may apply to participate in a language workshop during the summer before they begin their respective doctoral program. They should follow the application process above and also notify the Office of Graduate Studies in writing of their intent so that their start term can be adjusted. Students receiving an assistantship for their doctoral study should be aware that even if they enroll in a summer workshop, their stipend will not begin until the Fall.

b. Undergraduate Courses

Graduate students who need training in languages **other** than French, German, Biblical Hebrew, or Koine Greek may petition the Graduate Dean for financial support to enroll in an undergraduate course at Villanova.

Students should write a letter requesting permission to take the course to their program director **at least 2 weeks prior to the start of a semester**. The Graduate Program Director will forward the student's request with a recommendation to the Graduate Dean. The Graduate Dean will inform the student of the decision. Please note the following:

- The course must be taken for credit; however, students approved to take an undergraduate language course will not receive **graduate** credit for these courses and therefore it does not count towards any degree requirements.
- Students may register to take the course "Pass/Fail."
- Individuals may receive no more than six credits of tuition remission for language courses during their entire time at Villanova. Students enrolled in the Biblical Studies specialization in Theology may complete up to **ten** credits of undergraduate study in Classical Greek if needed.
- The language must be one that is required for the program (i.e., the student is required to pass an exam in the language).

Language Requirement - Master's Programs

Graduate Language Examinations Policy and Guidelines - Master's Programs

While there is no general foreign language requirement in Graduate Studies, **students wishing to demonstrate their competency in an ancient or modern foreign language may take a language examination.** Students should consult their program directors for any specific program-level language requirements.

The following guidelines and policies have been established for students in all Master's programs in Graduate Arts and Sciences, with the exception of the Department of Theology and Religious Studies and the Classics Program, which conduct their own examinations.

1. Procedure

a. Foreign language examinations are administered by the Department of Romance Languages and Literatures (French, Italian, Portuguese, Spanish), the Department of Global and Interdisciplinary Studies (Arabic, Chinese, Irish, Japanese, Russian), or the Classical Studies Program in the Department of Humanities (Greek, Latin).
b. Students may take the language examination any time during their course of study; a GPA of at least 3.0 is required in order to take the examination.
c. Students wishing to take the examination in any modern or ancient language should reach out to their program director for more information.
d. Students should submit the form directly to the appropriate academic department for the language by the deadline specified in the **academic calendar**.
e. After reviewing the application, the chairperson will submit a recommendation to the Office of Graduate Studies, which in turn informs the student whether they will be permitted to take the examination.

2. Scheduling the Examinations

a. The language examinations are given each term on the date and time specified in the graduate academic calendar.
b. The academic department determines the location and provides a proctor for the examination.

3. Instructions for Taking the Examinations
a. Students must bring their Villanova University ID to the examination.
b. The use of print dictionaries is permitted; electronic dictionaries are not permitted.
c. Students may not use their computers to write the examination. (Students with learning needs requiring the use of a computer must provide documentation to the department chairperson)

4. Content of the Examinations
a. The entire examination is three hours in length.
b. Students must translate two passages out of a choice of three. Each passage should be approximately 400 words in length. (This requirement may differ for Greek and Latin; see the director of the graduate program in Classical Studies for details.)
c. The passages should be in the subject area of the student's academic discipline.
d. In the case of Greek and Latin, the examination is prepared by the director of the graduate program in Classical Studies, in consultation with the program director of the student's discipline.
e. In the case of modern languages, the Department of Romance Languages and Literatures prepares the examination in consultation with the program director of the student's discipline.
f. Different texts should be used each time the examination is given.

5. Evaluation of Examinations
a. Examinations are graded on a Pass/Fail basis by members of the academic department with the appropriate linguistic experience.
b. The minimum expectation for a grade of pass is that the student has demonstrated that s/he has accurately understood the passage's basic content: its ideas, arguments, and reasoning.
c. Examinations should be graded within three weeks.
d. Graders will inform the student's graduate program director of the examination results, who in turn informs the Office of Graduate Studies.
e. Students' examinations will be retained by the academic department for five years from the examination date.

6. Grade or Waiver for Language Examination

The appropriate department will notify the Office of Graduate Studies of the results of the language examination. Only pass and waiver will be posted on students' transcripts.

7. Re-taking the Examination
Students who do not pass the language examination may retake it, but not within the same semester. The examination may be re-taken up to three times; each re-examination should use different passages.

Leave of Absence Policies

Students requesting a leave of absence (medical, military, or personal) must read the most current Student Leaves of Absence Policy on the **Office of the Provost website** and submit the appropriate form. Completed forms should be submitted to the Office of Graduate Studies at gsdean@villanova.edu.

Students receiving financial aid should consult with the **Office of Financial Assistance** to understand how leaves of absences may affect their loans. All students should work with **Bursar's Office** to ensure any outstanding balance is settled before their leave goes into effect. International students requesting a leave of absence should consult with the The Office for International Students and Scholars before submitting the form to the Office of Graduate Studies. Students receiving Graduate Assistantship, Tuition Scholarship, Presidential Fellowship, or other funding will not be able to defer their funding (stipend or tuition remission) to their future semester of return and funding will thusly be rescinded starting with the term that the leave of absence begins. Funding is not guaranteed upon return. Finally, all students should also consult with their personal health insurance provider about implications for their coverage during any period of leave from the university.

Approved periods of leave will extend the time permitted to complete degree requirements and to graduate.

Non-Medical Leave of Absence

Villanova recognizes that it is sometimes necessary for students to interrupt their enrollment for a period of time and take a leave of absence. Students may take a non-medical leave for a variety of reasons including, for example, to attend to academic, personal, or financial matters.

Non-Medical Leave of Absence Process

A student who wishes to take a non-medical leave of absence must take the following steps:

1. Submit a completed "Request for Non-Medical Leave of Absence" form to the Dean's office of the student's academic college or the Dean of Students office, or their designee; and

2. Meet with a designated staff or faculty member to review the request.

Students may request a non-medical leave at any time during the semester, but must complete such requests – including any requisite evaluation and related paperwork – no later than the last day of classes in a semester. If a student does not complete a non-medical leave request by the last day of classes, the University will deem the request late and consider it for the following semester.

If the University finds good cause, a leave may be granted. Because every student's situation is different, the terms of a non-medical leave will be determined individually, including the duration of leave, any restrictions from living in residence halls or coming on campus or attending University events, and any conditions for the student's eligibility to return to campus following the leave.

Medical Leave of Absence

Students may request a medical leave of absence (MLOA) if they experience health situations that significantly limit their ability to function successfully or safely in their role as students.

Medical Leave of Absence Process

A student seeking a MLOA must take the following steps:

1. Submit a completed "Request for Medical Leave of Absence" form to the Dean's office of the student's academic college or the Dean of Students office, or their designee; and

2. Meet with a designated staff or faculty member to review the request.

The student may be asked to schedule and undergo an evaluation by the Student Health Center and/or the University Counseling Center before a leave is granted. This evaluation will occur after the student has met with the Dean, Associate/Assistant Dean, or their designee. The student may be asked to sign a release allowing the Student Health Center and/or the University Counseling Center to discuss their evaluation of the student with the Dean, Associate/Assistant Dean, or their designee who is reviewing the request.

After evaluating the student, the Student Health Center and/or the University Counseling Center will determine whether a significant health issue has compromised the student's health, safety or academic success, and will submit an individualized recommendation to the Dean, Associate/Assistant Dean, or their designee regarding the student's request for a MLOA.

The Dean, Associate/Assistant Dean, or their designee reviewing the request will make the final determination whether to grant the MLOA and will notify the student of the decision in writing. Because every student's situation is different, the terms of a MLOA will be determined individually, including the duration of leave, any restrictions from living in residence halls or coming on campus or attending University events, and any conditions for the student's eligibility to return to campus following the MLOA.

Students may request a MLOA at any time during the semester, but must complete such requests – including any requisite evaluation and related paperwork for the Dean's office – no later than the last day of classes in a semester. If a student does not complete a MLOA request by the last day of classes, the University will deem the request late and consider it for the following semester.

Return Following a Leave

Some students who take a leave will have no requirements attached to their return to the University. However, students may be subject to specific requirements for their return based on the circumstances of their departure. Any conditions or requirements for return will be based on an individualized assessment of the student, including consideration of current medical knowledge and/or the best available

objective evidence. The goal of these conditions is to prepare the student for a successful return to the University.

A student who is placed on a leave of absence for any reason, voluntary or involuntary, may apply to return to the University by writing to the Dean's office that granted the leave. The student must demonstrate that the student has met any conditions or requirements that were specified for the student's return to the campus community.

Students on leave must complete their request to return submissions by December 1 for the spring semester, April 1 for the summer semester, and July 1 for the fall semester. These deadlines ensure that the appropriate University officials have enough time to review the student's request. The University will attempt to be flexible and review requests completed within a reasonable time after the relevant deadline. Nevertheless, if there is information missing from the request, and/or the University needs additional time to contact the student's treating provider(s) (for health-related leaves), the University may consider the student's return for the following semester than the semester for which the student initially sought to return.

Parental Accommodation

The Office of Graduate Studies offers support for graduate students who need to take leave in connection with the birth of and/or full-time care of a new child during their period of enrollment. The goal in offering this support is to allow graduate students to continue their studies with as little disruption as possible. Parental accommodation is intended to enable the graduate student to continue to make progress toward the degree. Consequently, it does not grant additional semesters of funding, nor does it change the length of time permitted to complete degree requirements and to graduate. This policy requires communication and cooperation in good faith between the student seeking the accommodation, the faculty, and the student's department. The terms of the policy are as follows:

1. To be eligible for Parental Accommodation, the graduate student must be the primary and full-time caregiver of a newborn child or a child five years of age or younger who is newly placed in the home.
2. The graduate student must submit a written request no less than three months before the expected date of the start of the accommodation period (if possible) to the Program Director who will forward it with a recommendation to the Graduate Dean for review.
3. Graduate students may receive up to six weeks of Parental Accommodation within the first six weeks immediately following the birth, adoption, or foster placement of a child. The six weeks of Parental Accommodation must be taken consecutively immediately following the birth or placement of the new child. Students seeking Parental Accommodation shall provide documentation to Graduate Studies sufficient to demonstrate that they are the full-time primary care provider of the child.
4. During Parental Accommodation, the graduate student may attend classes and work on course assignments to the extent possible, but the student's program director should advise the professors in these courses to be flexible about attendance and assignment deadlines during the period of accommodation. Upon the student's request, the student will be granted Incompletes in these courses, with the understanding that the courses should be completed by the end of the following semester.

Funding

Leaves should be approved prior to the start of a new semester through that semester's add/drop date; keep in mind that funding (stipend and/or tuition remission) will not continue for the leave period, including that first semester of leave. Students on a leave will not receive their funding while on leave. **Funding cannot be "banked" and taking a leave of any kind does not extend funding time upon return. Funding is only available for the original time period offered.**

Non-Academic Performance Expectations

It is expected that graduate students in the College of Liberal Arts and Sciences will maintain a consistently high level of professional behavior beyond that stipulated in their academic pursuits (e.g., minimum GPA). It is assumed that students

will treat faculty, staff, and fellow students with respect, and their behavior should at all times reflect standards of professional excellence commensurate with their post-baccalaureate status and the values and principles of the professions to which they aspire. Severe or repeated violations of reasonable performance expectations may result in dismissal from the university. Please refer to the **Student Handbook** for more information regarding the university's code of conduct for community expectations.

Non-Discrimination

Villanova University is an equal opportunity employer and educational institution. There shall be no discrimination against any employee, applicant for employment or any student on any basis prohibited by law, including race, color, national origin, ancestry, religion, sex, age, sexual orientation, gender identity, veteran status, or disability. This non-discrimination policy applies to all educational policies and programs and to all terms and conditions of employment, including student employment, which include (but are not limited to): recruitment, hiring, training, compensation, benefits, promotions, disciplinary actions and termination. All qualified students are accorded fair and equal opportunity to enter and continue in University employment on the basis of eligibility and qualifications.

The full text of the policy can be found in the **University's Policy Library**.

Any violations of this policy or questions about its application should be reported to Mr. Raymond Duffy, the University Affirmative Action Officer and Associate Vice President for Human Resources who also serves as the University's Compliance Coordinator for Section 504 of the Rehabilitation Act, c/o Office of Human Resources, (610) 519-5135, raymond.duffy@villanova.edu.

Overload

Except for Counseling (CHR), Human Resource Development (HRD) and Theology PhD students, a student must seek formal permission from his/her graduate program and the Graduate Dean to enroll in 12 credits in the fall or spring semesters, or for more than 6 credits in the summer. Students requesting an overload should have at least a grade point average of 3.50.

Students enrolled in programs that operate on an accelerated eight-week calendar may not take more than six credits per eight-week session without permission of the Graduate Dean.

Presidential Fellowship

Presidential Graduate Fellowship

In order to support Villanova's commitment to a diverse student body, the College of Liberal Arts and Sciences offers a limited number of **Graduate Presidential Fellowships**, which provide full tuition remission and a stipend.

Re-admission to a Master's Program

Students who have voluntarily withdrawn from a Master's Program, or have been away from the program without notifying the university, may submit a petition for re-admission. Students should address their petition to the Graduate Program Director. The Director may consult with the faculty in the department and the Graduate Dean to discuss feasibility of re-admission. The decision to re-admit students is made by the Graduate Dean after consultation with the Graduate Program Director.

Re-admission is only considered when the time frame for completion of all degree requirements is still feasible. Normally, six years is given for all Master's degree requirements.

In order to have a petition for re-admission to be considered, a former student should submit the following to the Graduate Program Director:

1. Full name at time of previous enrollment.
2. Name of previous degree program.
3. Dates of attendance.
4. Reasons for withdrawal or absence.
5. Comments on how you have maintained current knowledge of your field.
6. Timetable for completion of degree requirements including expected date of graduation, if re-admitted.

7. If expected date of graduation is outside of original time to degree limits, please include a request for extension. Normally extensions are only considered for an additional one to two years.
8. Statement of your understanding of which courses previously taken will still count towards your degree requirements (based on time to degree requirements) and which courses you will need to re-take.
9. Statement of your understanding of other degree requirements you have completed that will count or need to be re-taken such as passing of comprehensive exam or completion of thesis, etc.

The number of years to degree is important for the value of the Villanova degree. Upholding these standards is considered a fair practice for current students and is an indicator of quality in a graduate program.

Students who are successfully re-admitted are subject to the rules and degree requirements as specified in the Handbook of Degree Requirements in effect for the academic year in which they are re-enrolled. This means that students must complete any new courses or other graduation requirements that are currently required. Students must be prepared to re-take expired courses and should submit only reasonable requests to be considered.

Students who are dismissed from the university for failure to make satisfactory academic progress, or maintain satisfactory academic performance, or for failure of comprehensive exams, or for an academic integrity violation, may not re-apply.

Recognition

Villanova University is accredited by the Middle States Association of Colleges and Secondary Schools. The university is authorized by the Pennsylvania Department of Higher Education to grant the Doctor of Philosophy degree.

Sexual Assault, Sexual Harassment, and Sexual Misconduct

Sexual Misconduct Policy (Updated 8/14/2020)

I. Introduction

II. Prohibited Conduct and Definitions

A. Prohibited Conduct

B. Definitions of Key Terms Used in this Policy

III. Bystander Intervention

IV. Reporting an Incident of Sexual Misconduct

A. Making a Report

B. Confidentiality and Privacy Considerations

C. Anonymous Reporting

D. Medical Care and Preserving Evidence

E. What Happens Following a Disclosure or Report

F. Reporting to Law Enforcement

G. Amnesty for Complainants and Witnesses

H. Resources for Respondents

I. Disability Accommodations

Note on gender-inclusive language: Portions of this policy utilizes they/them/their as singular pronouns.

I. INTRODUCTION

Villanova University seeks to foster and maintain a community of mutual respect and concern for all of its members. There can be no greater violation of the terms of that community, or of the essential dignity of any member of it, than an act of sexual assault, sexual harassment, or other forms of misconduct described in this Policy

(collectively referred to as "sexual misconduct"). These acts constitute the deepest affront to University standards and will not be tolerated in any form.

All members of this community – students (current and applicants), faculty, staff, applicants for employment, persons doing business with or acting on behalf of the University, and visitors to campus – are protected under this Policy and share in the responsibility for creating and maintaining an environment that promotes the safety and dignity of each person. Towards that end, this Policy provides the framework for eliminating sexual misconduct from our community, preventing its recurrence, and addressing its effects.

Villanova prohibits all forms of sexual misconduct, as defined in Section II of this Policy, and any person found responsible for such conduct will face disciplinary actions up to and including dismissal or expulsion from the University.

Should an incident of sexual misconduct occur, the University has both reporting procedures and support resources in place so that no one needs to face the effects of such an incident alone. The first concern is for the safety, health, and well-being of those affected. Confidential and non-confidential (yet private) options for support and reporting are available both on and off campus (Section IV & Appendix A). The University has also adopted grievance procedures that may be utilized to identify, investigate, adjudicate, and address reports of sexual misconduct. All members of the University community have an obligation to assist in preventing sexual misconduct. Responsibilities include: (1) completing required training to learn how to recognize and report concerns; (2) conducting themselves in a manner that does not violate this policy; (3) intervening when possible to prevent sexual misconduct; (4) reporting incidents and assisting persons who experience sexual misconduct to report such incidents; (5) respecting the privacy rights and confidentiality rights of those involved; and (6) in certain cases, cooperating in University investigative and disciplinary procedures.

The University will respond promptly and equitably to all reports of sexual misconduct to ensure the safety of the reporting person and the Villanova community, and in order to provide an environment that is free from gender and sex discrimination.

Anyone making a report, filing a complaint, or participating in the investigation or resolution of an allegation of sexual misconduct is protected by law and this Policy from retaliation (see Section II.A.). The University will take prompt and responsive action to all reports of retaliation.

When used in this Policy, a reporting person is a person who notifies the Title IX Coordinator, or other Villanova authority as outlined in Section IV below, of an act of sexual misconduct. When the reporting person is also the person who experienced the sexual misconduct, the reporting person is also referred to as a Complainant. A Respondent refers to the person reported to be the perpetrator of conduct that could constitute sexual misconduct under this policy.

II. PROHIBITED CONDUCT AND DEFINITIONS

The University expects all members of the Villanova community to conduct themselves in a manner consistent with the Villanova Mission Statement and its Enduring Commitments and all applicable University policies.

Villanova University prohibits sexual misconduct, as detailed in the definitions below and as further clarified in some instances under Federal and Pennsylvania law. Some acts constitute prohibited conduct under Title IX of the Education Amendments of 1972 and other Federal and State laws. Acts of sexual assault or sexual misconduct may also be prosecuted under the Pennsylvania Criminal Code. Pennsylvania criminal law definitions can be found in Appendix E. The University reserves the right to address behavior that violates this Policy regardless of whether the conduct also violates Federal, State and/or municipal civil or criminal law.

A. PROHIBITED CONDUCT

This policy applies to all on-campus conduct, as well as any off-campus conduct, that has an adverse impact on any member of the University community or the University. All conduct outlined

below is prohibited under this policy and, in some instances, may also constitute behavior prohibited under Title IX. In order to fall under the scope of Title IX, the conduct must take place during a University education program or activity in the United States which includes:

· Any on-campus premises

· Any off-campus premises over which Villanova University has substantial control.

· Any buildings or property owned or controlled by a recognized student organization.

· Activity occurring within computer and internet networks, digital platforms, and computer hardware or software owned or operated by, or used in the operations of, Villanova University's programs and activities over which the University has substantial control.

SEXUAL MISCONDUCT. The term sexual misconduct is a comprehensive term that encompasses any unwelcome conduct of a sexual nature and includes dating violence, domestic violence, sexual assault, sexual exploitation, sexual harassment and stalking.

SEXUAL ASSAULT. Having or attempting to have sexual intercourse or sexual contact with another person without consent. This includes sexual intercourse or sexual contact achieved by the use or threat of force or coercion, where a person does not consent to the sexual act, or where a person is incapacitated (as defined in Section B). Sexual assault includes rape, fondling, incest, and statutory rape, defined as follows:

· **Rape - Attempted or Actual Penetration(s)**: Causing or attempting to cause non-consensual vaginal, anal, or oral penetration, however slight, with any object or body part, with another person.

· **Fondling - Non-Consensual Sexual Contact:** The touching of the private body parts of another, for the purpose of sexual gratification forcibly and/or against that person's will; or not forcibly or against that person's will where the person is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity. This can include causing the other to touch the harasser's private body parts.

· **Incest –** Incest is sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

· **Statutory Rape –** Statutory rape is sexual intercourse with a person who is under the statutory age of consent. In Pennsylvania, individuals under 13 years of age can never consent to intercourse; individuals younger than 16 years of age can never consent to intercourse with a partner more than four years their senior. For more about consent, see Part B below.

SEXUAL EXPLOITATION. Sexual exploitation is an act or omission to act that involves taking non-consensual, unjust, humiliating, or abusive sexual advantage of another, either for personal advantage or to benefit or advantage anyone other than the Complainant. Examples of sexual exploitation include but are not limited to the following:

· Creating a picture(s), movie(s), webcam, tape recording(s), graphic written narrative(s), or other means of memorializing sexual behavior or a state of undress of another person without the other's knowledge and consent;

· Sharing items described in the paragraph above beyond the boundaries of consent where consent was given. For example, showing a picture to friends where consent to view it was given for oneself only;

· Observing or facilitating observation by others of sexual behavior or a state of undress of another person without the knowledge and consent of that person;

· Voyeuristic behaviors, such as watching another person or persons, without their consent, while they are undressing, undressed, or engaged in sexual activity;

· Engaging in sexual behavior with knowledge of an illness or disease that could be transmitted by the behavior without full and appropriate disclosure to the partner(s) of all health and safety concerns;

· Engaging in or attempting to engage others in "escort services" or "dating services" which include or encourage in any way sexual behavior in exchange for money;

· Intentionally, knowingly, or surreptitiously providing drugs or alcohol to a person for the purpose of sexual exploitation; or

· Exposing another person to sexually explicit or lewd material without the person's advanced knowledge and consent.

STALKING. Stalking is a pattern of repeated and unwanted attention, harassment, contact, or any other course of conduct directed at a specific person that would cause a reasonable person to fear for their safety, or the safety of others, or suffer substantial emotional distress. The course of conduct means two or more acts in which the stalker follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property. This includes cyber-stalking, a particular form of stalking in which electronic media such as the internet, social networks, blogs, cell phones, texts, or other similar devices or forms of contact are used to pursue, harass, or make unwelcome contact with another person.

SEXUAL HARASSMENT. Sexual harassment is misconduct on the basis of sex that jeopardizes equal access to education and includes:

· Quid pro quo in which an employee explicitly or implicitly conditions the provision of an employment or academic aid, benefit, or service of the University on an individual's participation in unwelcome sexual conduct

· Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal access to a University education program or activity

DATING VIOLENCE. Includes physically, sexually, and/or psychologically abusive behavior that arises in the form of a direct violent act, or indirectly as acts that expressly or implicitly threaten violence. Dating violence also occurs when one partner attempts to maintain power and control over the other through one or more forms of abuse, including sexual, physical, verbal, financial or emotional abuse. Specifically, dating violence is violence or the threat of violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the Complainant. The existence of such a relationship is determined based upon the length of the relationship, the type of the relationship and the frequency of interaction between the persons involved in the relationship.

DOMESTIC VIOLENCE. Includes physically, sexually, and/or psychologically abusive behavior that arises in the form of a direct violent act, or indirectly as acts that expressly or implicitly threaten violence. Domestic violence also occurs when one partner attempts to maintain power and control over the other through one or more forms of abuse, including sexual, physical, verbal, financial or emotional abuse. Specifically, domestic violence is a crime of violence committed by a current or former spouse or intimate partner, or by a person with whom the Complainant shares a child in common. Domestic violence also includes a crime of violence against a person who is cohabitating with or has cohabitated with the Complainant as a spouse or intimate partner, by a person similarly situated to a spouse of the Complainant under domestic or family violence laws of the Commonwealth of Pennsylvania, or by any other person against an adult or youth Complainant who is protected from that person's acts under the domestic or family violence laws of the Commonwealth of Pennsylvania.

RETALIATION. Retaliation includes, but is not limited to, any form of intimidation, threats, coercion, or discrimination against any individual because they have made a report or complaint, or participated or refused to participate in criminal proceedings or University processes under this policy. Retaliation may be committed by any person or group of people, not just a Respondent or Complainant. It may be committed against the Complainant, Respondent, or person or group of people involved in the investigation and/or resolution of an allegation of sexual misconduct. Retaliation could occur before, during or after an investigation, University proceedings, and/or resolution.

B. DEFINITIONS AND KEY TERMS USED IN THIS POLICY

ADVISOR OF CHOICE: Villanova will provide the parties equal access to advisors. Parties participating as a Complainant or Respondent in this process may be accompanied by an advisor of choice to any meeting to which they are eligible to attend. Parties must be accompanied by an advisor to any hearing. If a party does not have an advisor of choice, the University will provide an advisor to that party. The advisor is not an advocate and any restrictions on advisor participation will be applied equally.

ALCOHOL and OTHER DRUGS: Sexual misconduct is never excused because a person is intoxicated or impaired by alcohol or other drugs, and the consumption of alcohol or drugs does not diminish one's responsibility to obtain consent. The University considers sexual contact while under the influence of alcohol or other drugs to be risky behavior because people may abuse the impaired condition of another to commit sexual misconduct. Alcohol and other drugs impair a person's decision-making capacity, awareness of the consequences, and ability to make informed judgments. The use of alcohol or other drugs can limit a person's ability to freely, affirmatively, and clearly give consent and can create an atmosphere of confusion over whether or not consent has been freely, affirmatively, and clearly sought or given. The perspective of a reasonable person will be the basis for determining whether a Respondent should have been aware of the extent to which the use of alcohol or other drugs impacted a Complainant's ability to give consent.

BYSTANDERS: Bystanders are individuals who witness emergencies, criminal events or situations that could lead to criminal events and by their presence may have the opportunity to provide assistance, do nothing, or contribute to the negative behavior.

COERCION: Consent must be freely given. Consent is not freely given if it results from the use or threat of physical force, intimidation, or coercion, or any other factor that would compromise someone's ability to exercise their own free will to choose whether or not to have sexual contact. Coercion includes the use of pressure and/or oppressive behavior, including express or implied threats of harm or severe and/or pervasive emotional intimidation, which (a) places a person in fear of immediate or future harm or physical injury of themselves or another person, or (b) causes a person to engage in unwelcome sexual activity. A person's words or conduct amount to coercion if they wrongfully impair the other's freedom of will and ability to choose whether or not to engage in sexual activity. Coercion also includes administering a drug, intoxicant, or similar substance that impairs the person's ability to give consent.

COMPLAINANT: Refers to the person who reports that they have been the subject of sexual misconduct as defined in this policy and/or under Title IX.

CONSENT: Consent is an explicitly communicated, reversible mutual agreement in which all parties are capable of making a decision. Consent is informed, voluntary, and actively given. Consent exists when all parties exchange mutually understandable affirmative words or actions indicating their agreement to participate voluntarily in sexual activity.

The following further clarifies the meaning of consent:

· Each participant in a sexual encounter must obtain consent for all sexual activities. Consent to one form of sexual activity does not constitute consent to engage in all forms of sexual activity.

· Consent consists of an outward demonstration indicating that a person has freely chosen to engage in sexual activity. Relying on non-verbal communication can lead to misunderstandings. Consent may not be inferred from silence, passivity, lack of resistance or lack of an active response alone. A person who does not physically resist or verbally refuse sexual activity is not necessarily giving consent.

· If at any time it is reasonably apparent that either party is hesitant, confused, or unsure, both parties should stop and obtain mutual verbal consent before continuing such activity.

· Consent may be withdrawn by either party at any time. Once withdrawal of consent has been expressed through words or actions, sexual activity must cease.

· A person who is physically incapacitated from alcohol or other drug consumption (voluntarily or involuntarily), or is unconscious, unaware, or otherwise physically impaired, is considered unable to give consent. For example, a person who is asleep or passed out cannot give consent.

· People with a previous or current intimate relationship do not automatically give either initial or continued consent to sexual activity. Even in the context of a relationship, there must be mutually understandable communication that clearly indicates consent to engage in sexual activity.

DEPUTY TITLE IX COORDINATOR: The Title IX Coordinator is supported by several Deputy Title IX Coordinators, all of whom are knowledgeable and trained in Federal and State laws that apply to matters of sexual misconduct, as well as University policy and procedure. The list of Deputy Title IX Coordinators can be found in the "Title IX Notice" in Appendix C.

DISCLOSURE: Disclosure occurs when a person shares that they have experienced sexual misconduct. Disclosure does not necessarily constitute the filing of a formal complaint. (See Section IV for more information).

FORMAL COMPLAINT: A document filed by a Complainant or signed by the Title IX Coordinator alleging sexual misconduct against a Respondent and requesting that the University investigate the allegation of sexual misconduct.

INCAPACITATION: Incapacitation is the inability, temporarily or permanently, to give consent, because the person is mentally and/or physically impaired due to: illness; disability; voluntary or involuntary alcohol or other drug consumption; and/or being unconscious, asleep, or otherwise unaware that the sexual activity is occurring. In addition, people are incapacitated if they demonstrate that they are unaware of where they are, how they got there, or why or how they became engaged in a sexual interaction. Some indicators of incapacitation may include, but are not limited to, lack of control over physical movements, being unaware of circumstances or surroundings, or being unable to communicate for any reason.

REPORT: A formal record regarding an allegation of sexual misconduct. (See Section IV for more information).

REPORTING PERSON: Refers to the person who is reporting that they are aware of or have witnessed sexual misconduct as defined in this policy. This person may also be the Complainant.

RESPONDENT: The person who is reported to be the perpetrator of conduct that could constitute sexual misconduct.

RESPONDENT RESOURCE COORDINATOR (RRC) TEAM: The University has designated the RRC team to provide assistance to any student accused of sexual misconduct. The RRC may meet with the Respondent to assist with: obtaining emotional support through counseling; navigating the disciplinary and/or resolution processes; obtaining other supportive measures; and assisting with other questions and concerns. The RRC team also provides ongoing assistance through any University and/or criminal justice review, investigation, or resolution process. Members of the RRC can be reached by emailing respondentresource@villanova.edu or calling 610-519-8807. Members of the RRC do not act as legal counsel and generally are unable to serve as advisors in University disciplinary proceedings.

RESPONSIBLE EMPLOYEE: All employees (except for confidential resources listed in Section IV.B) must report any and all incidents of sexual misconduct to the Title IX Coordinator or a Deputy Title IX Coordinator (as outlined in the Title IX Notice contained in Appendix C), regardless of where or when the incident occurred and whether or not the "responsible employee" witnessed the incident or learned of it through the Complainant, Respondent or a third party.

SAFETY ALERT: A Safety Alert is a campus-wide warning intended to provide members of the University community with timely information about certain serious crimes. Safety Alerts are part of the University's compliance responsibilities to issue timely warnings under the Clery Act, a federal campus crime disclosure law. Safety Alerts do not contain identifying information about the reporting person.

SEXUAL ASSAULT RESOURCE COORDINATOR (SARC) TEAM: The University has designated the SARC team to provide immediate assistance to any student who has experienced sexual misconduct. The SARC on call at the time of the contact may meet with the person, provide information about safety, emotional and physical well-being, on campus and community resources, possible supportive measures, and review the person's options to address the complaint under this policy. The SARC team also provides ongoing support and assistance through any University

and/or criminal justice review, investigation, or resolution process. The SARC on-call can be reached at 484-343-6028 and is available 24 hours/day. Members of the SARC do not act as legal counsel and generally are unable to serve as advisors in University disciplinary proceedings.

SUPPORTIVE MEASURES: Following a report of sexual misconduct, the University will offer non-disciplinary, nonpunitive individualized services as appropriate and as reasonably available to involved parties. Supportive measures are designed to protect the safety of all parties and the University's employment and educational environment and/or deter further acts of misconduct. More information about Supportive Measures can be found in Appendix B.

TITLE IX COORDINATOR: The Title IX Coordinator oversees the University's centralized review, investigation, and resolution process for matters arising under this policy and coordinates the University's compliance with Title IX. The Title IX Coordinator is a University resource who:

· Can discuss with Complainants and Respondents the availability of supportive measures with or without the filing of a formal complaint;

· Will consider the Complainant's and Respondent's wishes with respect to available supportive measures;

· Will explain to the Complainant the process for filing a formal complaint;

· Can explain to the Respondent the process following the filing of a formal complaint.

See Appendix C for the complete Title IX Notice.

TITLE IX INVESTIGATOR: The Title IX Investigator will typically conduct administrative investigations of sexual misconduct reports falling within this policy, unless the Title IX Coordinator designates another trained investigator in light of the circumstances.

III. BYSTANDER INTERVENTION

Bystanders play a critical role in the prevention of sexual misconduct. The University strongly encourages all community members to take reasonable and prudent actions to prevent or stop an act of sexual misconduct. Each situation is unique and each person has different strengths when it comes to intervention. Taking action may include:

· Direct intervention: approaching one of the key people involved in the situation and attempting to prevent the situation from escalating further.

· Delegating: involving other people to prevent a situation from worsening. This can include recruiting friends, Public Safety, or law enforcement.

· Distracting: altering the flow, interrupting, or shifting a situation to prevent something from worsening.

When considering options, it is most important for students to make the safest choice available to interrupt or intervene in situations that could result in acts of sexual misconduct. Community members who choose to exercise this positive moral obligation will be supported by the University and protected from retaliation.

IV. REPORTING AN INCIDENT OF SEXUAL MISCONDUCT

All members of the University community (unless required to maintain confidentiality by law) are expected to report information about any incident of sexual misconduct involving a student, staff, or faculty member, regardless of where and when the incident occurred. Specifically, all employees (except for confidential resources listed in Section IV.B) have been designated as "responsible employees" and must report any and all incidents to the Title IX Coordinator or a Deputy Title IX Coordinator (as outlined in the Title IX Notice contained in Appendix C), regardless of whether or not the responsible employee witnessed the incident or learned of it through the Complainant, Respondent or a third party.

The Title IX Coordinator or Deputy will report incidents occurring on or near campus to the University's Department of Public Safety as part of the University's compliance with a federal law known as the Clery Act. The Clery Act requires colleges and universities to maintain statistics of serious crimes reported on and near campus, including incidents reported under this policy. Reports to the Department of Public Safety will

typically include the general nature of the incident, date, time of day, and location, as well as other information needed to assess whether an ongoing threat is present that would require that the University issue a timely warning (or "Safety Alert"). Incidents reported to the Department of Public Safety are also used to compile crime statistics that are distributed to the University community annually as required by the Clery Act. In addition to complying with the Clery Act, this information helps keep the Title IX Coordinator informed of the general extent and nature of sexual misconduct on and off campus so that the Title IX Coordinator can track patterns, evaluate the scope of the problem, and formulate appropriate campus-wide responses. Villanova is committed to supporting the rights of a person reporting an incident of sexual misconduct to make an informed choice among options and services available both on and off campus. Complainants have the option to, and are encouraged to, notify law enforcement. This includes the simultaneous filing of both a criminal and University formal complaint. Villanova University's Department of Public Safety consists of both sworn and nonsworn officers, the latter of whom conduct criminal investigations for incidents occurring on-campus. Complainants can receive assistance from Villanova officials in filing a police report, either with the University's Public Safety Department (for on-campus incidents) or with the local police department with jurisdiction. Complainants may also decline to participate in campus or law enforcement processes. The University will respond to all reports in an integrated, consistent manner that treats each person with dignity and respect and will take prompt responsive action to end any reported sexual misconduct, prevent its recurrence, and address its effects.

A. MAKING A REPORT, RESOURCES FOR COMPLAINANTS

To make a report, a person has several options:

Any person may report an incident of sexual misconduct. Complaints may be pursued through the criminal process and/or through the University grievance process consecutively or concurrently.

To initiate a criminal complaint through law enforcement, the location of the incident will determine which police department will investigate. For on-campus incidents, the Villanova University Department of Public Safety is the law enforcement agency with jurisdiction to investigate crimes that occur on campus property. For off-campus incidents, the University can assist complainants in identifying and reporting to the appropriate law enforcement agency with jurisdiction. The following list includes contact information for Villanova University's Department of Public Safety, and the police departments in proximity to the University and/or that have township student-approved housing in their respective jurisdictions:

Law Enforcement 911

Villanova University Department of Public Safety 610-519-5800

Radnor Police Department 610-688-0503

Lower Merion Police Department 610-649-1000

Conshohocken Police Department
610-828-4032/4033

Upper Merion Police Department 610-265-3232

Tredyffrin Police Department 610-647-1440

To initiate a non-criminal complaint under this policy (whether the alleged conduct is prohibited under Title IX, the Code of Student Conduct and/or employment policies) through the University, the person should contact the Title IX Coordinator, a Deputy Title IX Coordinator or the Department of Public Safety as follows:

Ms. Ryan Rost, Title IX Coordinator
610-519-8805

204 Tolentine Hall ryan.rost@villanova.edu

Ms. Kim Carter, Title IX Investigator
484-343-6926 (24/7)

& Deputy Title IX Coordinator

Garey Hall kim.carter@villanova.edu

Ms. Kathy Byrnes, Associate Vice President for Student Life 610-519-4248

& Deputy Title IX Coordinator

202 Dougherty Hall
kathleen.byrnes@villanova.edu

Mr. Albert Baladez, Director of Employee Relations and 610-519-4238

Compliance & Deputy Title IX Coordinator

789 Lancaster Avenue
albert.baladez@villanova.edu

Ms. Lynn Tighe, Senior Associate Athletic Director for 610-519-4121

Administration & Deputy Title IX Coordinator for Athletics

Field House lynn.tighe@villanova.edu

Department of Public Safety 610-519-4444 (24/7 emergency)

610-519-5800 (24/7 non-emergency)

Note: (Reports to the Public Safety emergency number will prompt a police response by on-duty personnel)

Any person seeking information and options on how to proceed with making a report may also contact:

Sexual Assault Resource Coordinator Team 484-343-6028 (On-Call 24/7)

The Sexual Assault Resource Coordinator (SARC) on call at the time of the contact may meet with the person, provide information about safety, emotional and physical well-being, on campus and community resources, possible supportive measures, and review the person's options to address the complaint under this policy. The SARC also provides ongoing support and assistance to students through any University and/or criminal justice review, investigation, or resolution process. **The SARC may talk with a person and generally only report to the Title IX Coordinator that an incident occurred without revealing any personally identifying information about the reporting person if that is the person's wish**. If the identity of the Respondent is shared with the SARC, this information will be reported to the Title IX Coordinator. Members of the SARC do not act as legal counsel and generally are unable to serve as advisors in University hearings. The University encourages people who have experienced sexual misconduct to seek immediate medical treatment (see below) and to make a prompt report to law enforcement in order to address immediate safety concerns, allow for the preservation of evidence, and trigger a prompt investigative and remedial response. When the incident is reported to a campus resource, the University will help the complainant get to a safe place and assist the Complainant in seeking immediate medical attention or in reporting an allegation to law enforcement. The University may provide transportation to the hospital, can assist with notification of law enforcement, and will provide information about the University's resources and complaint process. The University may also provide appropriate supportive measures, as needed, to help ensure the safety and well-being of the parties affected. See Appendix B for more details on Supportive Measures. The University's Department of Public Safety may conduct criminal investigations and/or administrative investigations of sexual misconduct reports. While the administrative and criminal investigators are housed in the same unit of the University, the investigations are separate and apart, and serve different purposes. Criminal investigations are conducted for sexual misconduct reports that occur on campus property, except in cases where the identity of the suspect is unknown to the Complainant. In those cases, the Radnor Township Police Department conducts the investigation. The Department of Public Safety employs sworn officers who will be trained as criminal investigators and who can collect evidence, conduct an investigation, and initiate a criminal prosecution. The Department of Public Safety also conducts administrative investigations into allegations of sexual misconduct, which would include acts consistent with criminal sexual assault. These investigations are conducted by trained personnel within the Department of Public Safety who are not sworn police officers. When contacting the Department of Public Safety, a Complainant may seek a criminal investigation, an administrative investigation, or both. A Complainant is not required to consent to a criminal investigation in order for an administrative investigation to occur, or to receive supportive measures. In cases involving both criminal and administrative investigations, information can be shared between investigators consistent with Federal and State law. A

Complainant may always choose to participate, or withdraw their participation, from either investigative process at any time.

The Department of Public Safety does not have the authority to conduct criminal investigations for reports of sexual misconduct that occur off-campus, but can conduct administrative investigations of off-campus incidents. Sworn police investigators can assist in administrative investigations of off-campus conduct where the University Police does not have jurisdiction to conduct a criminal investigation.

B. CONFIDENTIALITY AND PRIVACY CONSIDERATIONS

The University is committed to protecting the privacy of all people involved in matters falling under this Policy. Privacy means that information related to a report of sexual misconduct will be shared only with those University officials with a designated interest in order to assist in the investigation and/or in the resolution of the matter, unless further disclosure is required by law or necessary due to a health and/or safety emergency. Under no circumstances will the University release the name of a Complainant to the general public without the express consent of the Complainant. While all reports of sexual misconduct will be handled as private matters, confidentiality cannot be guaranteed unless the information is reported to a confidential resource. Confidentiality refers to the ability of identified confidential resources (listed below) to not report crimes or violations to University officials or law enforcement without permission, except in extreme situations such as health and/or safety emergencies or child abuse. Parameters of Confidentiality and Responsible Employee Reporting Obligation

Confidential Resources: Counselors/therapists at the University Counseling Center, priests acting in a pastoral capacity, and Faculty Ombuds. Any community member may seek advice and counseling confidentially, including about sexual misconduct, by speaking to these University employees who are outside the official reporting channels. Confidentiality will be maintained by a counselor, therapist or priest acting in a pastoral capacity under all circumstances, except when there is an immediate threat of serious harm to a person. This means that, in almost all circumstances, these people are not required to report any information to anyone without permission. Please note that the University also has a Faculty Ombuds who, except in certain required instances such as immediate threat of serious harm, will not report instances of sexual misconduct.

Nurses and Nurse Practitioners at the Student Health Center and the Sexual Assault Resource Coordinator (SARC) team. The University has designated these employees to provide immediate assistance and support to any person wishing to make a report of sexual misconduct. These people are considered responsible employees and are required to share disclosures of sexual misconduct with the Title IX Coordinator, but generally only report that an incident occurred without revealing any personally identifying information about the person, if requested by the reporting person. These reports to the Title IX Coordinator will include the name of the Respondent (if shared), general nature of the incident, date, time of day, and location, as well as other information needed to assess whether an on-going threat is present in order to evaluate whether a timely warning should be issued.

All other University employees. As noted in Section IV, all employees (except for confidential resources listed above) are considered responsible employees and are required to share disclosures of sexual misconduct with the Title IX Coordinator. These reports to the Title IX Coordinator will include the name of the reporting person, name of the Respondent (if shared), general nature of the incident, date, time of day, and location, as well as other information needed to assess whether an on-going threat is present in order to evaluate whether a timely warning should be issued.

Note: Physicians at the Student Health Center (M.D.s and D.O.s) are generally required by Pennsylvania law to make a report to the police department with jurisdiction, any time they receive a report of an injury caused by a criminal act, including sexual assault.

All sexual misconduct reports received by the Title IX Coordinator will be evaluated for further action as set forth in Section E. Regardless of a Complainant's involvement in an investigation, the resources found in Appendix A and supportive measures described in Appendix B, remain available to that person. Off-campus

resources are also available and do not typically involve the University without the Complainant's consent. Some are also confidential. Consistent with the Clery Act, should there be a continuing threat to the community, a campus-wide timely warning, also known as "Safety Alert," could be issued in order to protect the community. Safety Alerts do not contain identifying information about the reporting person. When an ongoing threat to the safety of campus exists, the University will use the procedures set forth in Section E to determine whether appropriate actions to address the situation must be taken.

C. ANONYMOUS REPORTING

Although the University encourages a Complainant to talk with someone directly, the University does provide an anonymous on-line reporting option, www.villanova.ethicspoint.com and an anonymous phone reporting option at (855-236-1443). All anonymous reports of sexual misconduct submitted through these options will be referred to the Title IX Coordinator and will prompt an initial investigation. However, the University's ability to respond effectively may be limited by the level of information provided and/or the anonymity of the complaint.

D. MEDICAL CARE AND PRESERVING EVIDENCE

A person's physical well-being should be addressed as soon as possible, whether or not that person wishes to make a report to the University or law enforcement. A medical provider can provide emergency and/or follow-up medical services, and meet two goals: first, to diagnose and treat the full extent of any injury or physical effect, and second,to properly collect and preserve evidence. Following an incident of sexual assault, evidence is best preserved for proof of a criminal offense within 96 hours of the assault. In the event of a report immediately following an incident of sexual assault, a Complainant is encouraged to seek medical attention as soon as possible, and even before any showering, bathing, douching, brushing of teeth, drinking, eating, or changing of clothes. Similarly, any clothing, towels or bedding should remain untouched pending collection by law enforcement. Whether or not a person has chosen how to proceed at the time of the medical examination, taking the step to gather evidence will preserve the full range of options to seek resolution through the pursuit of a criminal investigation or the University's complaint processes.

Please note that under Pennsylvania law, a medical provider is required to notify law enforcement of a reported sexual assault under most circumstances. Although the medical provider will provide information to law enforcement, and the University encourages the Complainant to report the incident to law enforcement (it is often easier to relay the incident once to several people than repeatedly to different constituents), the Complainant may always, at any time, decline to speak with a law enforcement officer and decide on the extent of their participation in a criminal prosecution.

Contact information for medical care is as follows and more detailed information can be found in Appendix A of this Policy:

Villanova Student Health Center 610-519-4070

Bryn Mawr Hospital 484- 337-3000

Lankenau Medical Center 484-476-2000

Philadelphia Sexual Assault Response Center 215-425-1625

E. WHAT HAPPENS FOLLOWING A REPORT

(1) In General

When the Title IX Coordinator receives a report of sexual misconduct, they will contact the Complainant (if identified) to discuss the availability of supportive measures with or without the filing of a formal complaint and explain the process for filing a formal complaint. A formal complaint can be filed by the Complainant in person, mail, email or through other reporting means, but must include a signed (physical or digital signature) written description of the facts alleged and request that the University investigate the matter. As outlined in subsection (2) below, in certain circumstances where a Complainant does not wish to file a formal complaint, one may be filed by the Title IX Coordinator to address the safety of the broader educational community. If a formal complaint is filed, an investigation will commence and the parties will be provided with options for informal and formal resolution.

(2) If a Complainant Chooses Not to File a Formal Complaint

If a Complainant reports an incident of sexual misconduct and chooses not to file a formal complaint, supportive measures will remain available to the Complainant. In such cases, the University must weigh the Complainant's choice against its obligation to provide a safe, non-discriminatory environment for all students and employees, including the Complainant. Although rare, there may be times when the University cannot honor a Complainant's request and the Title IX Coordinator may determine that a formal complaint is necessary in order to provide a safe, non-discriminatory environment for all community members.

When weighing such a request by the Complainant, the Title IX Coordinator or Deputy Coordinator(s) will consider a range of factors, including but not limited to, the following:

· The risk that the Respondent will commit additional acts of sexual or other violence, such as:

o a pattern of alleged sexual misconduct by the same Respondent;

o whether the Respondent has a history of arrests or records from a prior school indicating a history

of sexual and/or physical violence;

o whether the Respondent threatened further sexual violence or other violence against the

Complainant or others;

o whether the sexual violence was committed by multiple perpetrators;

· whether the Complainant's allegations involved violence, use of weapons or similar factors;

· whether the Complainant is a minor;

· whether the University possesses other means to obtain relevant evidence of the alleged sexual violence (e.g., security cameras, eye-witnesses or, physical evidence);

· whether the Complainant's report reveals a pattern of perpetration (e.g., alcohol or drug facilitated sexual violence) at a given location or by a particular group.

If none of these factors is present, the Title IX Coordinator will likely respect the Complainant's request to not file a formal complaint. In such cases, the Complainant should understand that the University's ability to meaningfully address the incident may be limited. However, the presence of one or more of these factors could lead the Title IX Coordinator to file a formal complaint allowing the University to investigate and, if appropriate, pursue the grievance process and/or involve the law enforcement agency with jurisdiction. In such cases, the University will inform the Complainant and will share the University's reasoning for proceeding with a formal complaint. The Complainant may still decide whether and how much they want to be involved in any next steps. The University will only share information with those needing to know in order to conduct the investigation and facilitate the University's response to the report of sexual misconduct.

The University may consolidate formal complaints alleging sexual misconduct against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual misconduct arise out of the same facts or circumstances.

Whether or not a report results in a full investigation, the University will remain ever mindful of the well-being of those involved and take ongoing steps to prevent retaliation. The University will take action to assist those involved consistent with their wishes, to the extent possible. A variety of supportive measures are available to those involved as outlined in Appendix B. The Title IX Coordinator, Sexual Assault Resource Coordinator and Respondent Resource Coordinator Teams are available to assist Complainants and Respondents, respectively, in determining what measures are helpful or needed and will assist in the implementation of such supportive measures.

Finally, the University is committed to a safe environment for all students and employees and to addressing issue of sexual misconduct. Reports of such misconduct provide the University with the opportunity to consider broader remedial action including increased

monitoring of campus locations, additional education and prevention efforts, and climate assessments.

(3) Notice of Allegations

When a formal complaint is made, a written Notice of Allegations will be sent to the Complainant(s) and Respondent(s). Such notice will occur as soon as practicable after Villanova receives a formal complaint of the allegations, absent extenuating circumstances. This written notice will include the following:

• Notice of Villanova's Grievance Process, including the informal resolution process.

• Notice of the allegations potentially constituting violations of this policy, and sufficient details to the extent known at the time the Notice is issued, such as the identities of the parties involved in the incident, including the Complainant; the conduct allegedly constituting sexual misconduct; and the date and location of the alleged incident.

• A statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.

• A statement that each party may have an advisor of their choice, who may be, but is not required to be, an attorney.

• A statement that before the conclusion of the investigation, the parties may inspect and review evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which the University does and does not intend to rely in reaching a determination regarding responsibility, and evidence that both tends to prove or disprove the allegations, whether obtained from a party or other source.

Villanova will provide sufficient time for the parties to review the Notice of Allegations and prepare a response before any initial interview. If, in the course of an investigation, the University decides to investigate allegations about the Complainant or Respondent that were not included in the Notice of Allegations and are otherwise covered under this policy, Villanova will notify the parties whose identities are known of the additional allegations.

(4) Advisor of Choice

Villanova will provide the parties equal access to advisors. Parties participating as a Complainant or Respondent in this process may be accompanied by an advisor of choice to any meeting or hearing to which they are required or eligible to attend. The advisor is not an advocate and any restrictions on advisor participation will be applied equally.

Villanova will not intentionally schedule meetings or hearings on dates where the advisors for all parties are not available, provided that the advisors act reasonably in providing available dates and work collegially to find dates and times that meet all schedules. Villanova's obligations to investigate and adjudicate in a prompt time frame applies to matters governed under this policy and the University cannot agree to extensive delays solely to accommodate the schedule of an advisor.

Villanova will not delay a meeting or hearing under this policy for more than five (5) days due to the unavailability of an advisor and may offer the party the opportunity to obtain a different advisor or utilize one provided by Villanova.

(5) Investigations

Administrative investigations of all sexual misconduct involving a current student: The Title IX Investigator or their designee will typically oversee the administrative investigation of all sexual misconduct reports where the Respondent is a current student. Administrative investigations of sexual misconduct involving a University employee: Human Resources and/or the Title IX Investigator or their designee will typically oversee the investigation of all reports of sexual misconduct involving a Respondent who is a University employee (faculty or staff).

Criminal investigations: The Director of Public Safety & Chief of Police or their designee oversees the criminal investigation of all sexual misconduct reports conducted by the Department, regardless of the Respondent's affiliation with the University. For administrative (non-criminal) investigations, the University will provide to a party whose participation is invited or expected, written notice of the date, time, location, known participants and purpose of all

hearings, investigative interviews, or other meetings, with sufficient time for that party to prepare to participate.

Normally, investigations will include interviewing the parties, interviewing witnesses as appropriate, and collecting relevant documentary, electronic, or other evidence. Students, faculty and staff deemed relevant to the matter may be asked to participate in an investigation, and when asked, they are expected to find time to meet and share information with the investigator. A criminal investigation may also include the collection of physical and/or forensic evidence which could be shared with the administrative investigator and included in the Investigative Report as outlined below.

Prior to the conclusion of the administrative investigation, the parties will have an equal opportunity to inspect and review the evidence obtained through the investigation, and will have the opportunity to meaningfully respond to the evidence. The parties will have ten (10) business days to inspect and review the evidence and submit a written response by email to the investigator. The investigator will consider the parties' written responses before completing an Investigative Report that fairly summarizes the relevant evidence. The investigator will provide the parties access to the Investigative Report at least ten (10) business days prior to any hearing for each party's review and written response. The investigator will share all evidence submitted during the investigation, the Investigative Report, and any responses, with the University authorities empowered to act on violations of University policy.

(6) Special Procedures

At the conclusion of the investigation and all applicable steps described above, the matter will be referred to the specific resolution process as determined by the role of the Respondent, as outlined below:

Role of Respondent Link to Special Procedures

Students (non-Law)

Student Special Procedures Governing Sexual Misconduct

Proceedings

Law Students

Law Student Special Procedures Governing Sexual Misconduct

Proceedings

Staff members

Staff Special Procedures Governing Sexual Misconduct

Proceedings

Faculty members and Faculty Administrators

Faculty Special Procedures Governing Sexual Misconduct

Proceedings

(7) Informal Resolution

At any time after the filing of a formal complaint and prior to adjudication of the matter, either the Complainant or Respondent may request informal resolution in lieu of formal resolution. All requests for informal resolution must be made in writing to the Title IX Coordinator. The parties are not required to attempt informal resolution, and informal resolution is not appropriate for all types of alleged conduct. Informal resolution is not permitted for any complaint of sexual misconduct made by a student against an employee. In all other cases, the University shall determine if the matter is eligible for informal resolution.

If the University has determined the matter is eligible for informal resolution and both parties consent to the process in writing, the matter will be referred to the appropriate University official or third party engaged by the University to facilitate the process. Both parties may consult with an advisor before and during the informal resolution process, and the advisor may accompany the Complainant or Respondent to any meetings in connection with the process. Any agreed upon resolution reached by the parties is subject to the University's final approval. This includes any resolution reached by the parties without the University's active participation or involvement.

At any time, either party may elect to discontinue the informal resolution process by providing written notice to the designated University

official. The University reserves the right to discontinue the informal resolution process if: information becomes available which makes the matter ineligible for informal resolution; there are health or safety concerns that have not been adequately addressed; an acceptable resolution cannot be reached between the parties;

or under other appropriate circumstances. In such cases, formal resolution may begin or resume through the University's sexual misconduct grievance process.

Once the informal resolution reaches an agreed-upon conclusion, which must be approved by the University and acknowledged by the parties in writing, the matter will be considered resolved and not eligible for further informal or formal resolution. The informal resolution is not subject to appeal. Alleged violations of the terms of the informal resolution, retaliation, or other violations will be considered a new and separate matter and will not reopen the original matter.

(8) Time Frame for Resolution

The time frame for resolution begins with the filing of a formal complaint. Generally speaking, the University will complete the administrative investigation and resolution of all formal complaints within a reasonably prompt manner, and no longer than ninety (90) business days after the filing of the formal complaint. Periodic updates as to the status of the review or investigation may be provided to both the Complainant and Respondent. Each case is unique, and the process for handling the matter will be impacted by factors such as the complexity of the investigation, the scope of the allegation, the parties' schedules and availability, the academic calendar and any concurrent criminal investigation. Although cooperation with law enforcement may require Villanova to temporarily suspend its administrative investigation, the University will promptly resume its sexual misconduct investigation as soon as it is notified by law enforcement that the agency has completed the evidence gathering process. Villanova will not, however, wait for the conclusion of a criminal proceeding to begin its own investigation and, if needed, will take immediate steps to provide supportive measures for the involved parties. In the event that the investigation and resolution require additional time, the University will notify all parties of this need and best efforts will be made to complete the process in a timely manner. In no case will these time frames delay University-provided support services, resources, or other measures.

(9) Timely Warning Notices – Safety Alerts

A Timely Warning or "Safety Alert" is a way for the University to provide timely notification to members of the University community about reports of serious crimes that have occurred on or within the Clery geography of Villanova University (on campus or non-campus property or public property) where it is determined that the incident may pose a serious or ongoing threat to members of the University community. The determination of alerts for reports of sexual violence, dating violence, domestic violence, and stalking are considered on a case-by-case basis and depend on several factors. These factors include: nature of the incident; continuing danger to the campus community; possible risk of compromising law enforcement efforts to investigate; when and where the incident occurred; when the incident was reported; and the amount of information known by the Department of Public Safety. Safety Alerts do not contain any identifying information about the reporting person. More information on Safety Alerts can be found on the Safety Alert FAQ page.

(10) Dismissals of Formal Complaints

The Title IX Coordinator may dismiss a formal complaint brought under this policy or any specific allegation(s) raised within that formal complaint, at any time during the investigation or hearing if:

· It alleges conduct that does not fall under this policy;

· The Complainant notifies the Title IX Coordinator in writing that they would like to withdraw the formal complaint or any allegations raised in the formal complaint;

· The Respondent is no longer enrolled at or employed by Villanova; or

· Specific circumstances prevent Villanova from gathering evidence sufficient to reach a determination regarding the formal complaint or allegations within the formal complaint.

In such cases, the Title IX Coordinator will provide simultaneous written notification to the parties that the formal complaint is being dismissed Sexual Misconduct under this Policy and provide the basis for that decision. However, if the alleged conduct violates other University policies, information regarding those policies and procedures will be provided to the parties.

Each party may appeal dismissals by submitting a written appeal within five (5) calendar days of being notified of the decision regarding dismissal. If a party appeals, Villanova will as soon as practicable notify the other party in writing of the appeal, however the time for appeal shall be offered equitably to all parties and shall not be extended for any party solely because the other party filed an appeal.

Appeals of dismissals will be decided as outlined below as determined by the role of the Respondent. The individual designated to hearing the appeal will be free of conflict and bias and will not serve as the investigator, Title IX Coordinator, or hearing decision-maker in the same matter.

Role of Respondent Appeal decided by

Students (non-Law) Dean of Students or designee

Law Students Vice Dean or designee

Staff members

Associate Vice President for Human Resources or designee

Faculty members and full-time administrators with faculty appointments

Provost or designee

The outcome of the appeal will be provided in writing simultaneously to both parties and include the rationale for the decision.

F. REPORTING TO LAW ENFORCEMENT

The University process and the criminal justice process are separate and independent courses of action. A Complainant who wishes to pursue a criminal complaint is encouraged to make a report to law enforcement. Incidents occurring on campus are within the jurisdiction of Villanova University Department of Public Safety. Actions occurring off campus are within the jurisdiction of one of several surrounding townships, most of which are listed above (see section A "Making a Report"). If the Complainant does not know in which municipality the incident occurred, the Complainant should contact the Sexual Assault Resource Coordinator, Public Safety, or 911 for assistance. Upon request, the Sexual Assault Resource Coordinator on call or a representative of the Department of Public Safety can accompany a Complainant to the police department with jurisdiction and assist a Complainant in making a criminal report. Notifying municipal law enforcement will generally result in the Complainant, and in some cases the Respondent, being contacted by a municipal police officer. The police will determine if a criminal investigation will occur and if the case will be referred for prosecution. Unless there are compelling circumstances, the University will typically not file an independent police report without the consent of the Complainant.

G. AMNESTY FOR COMPLAINANTS AND WITNESSES

Consistent with the University's Mission and belief that all members have an obligation to promote and protect the health, safety, and welfare of our community, the University strongly encourages community members to report incidents of sexual misconduct so that those affected can receive support and resources. A party who reports such misconduct in good faith, either as a Complainant or a third-party witness, will not be subject to disciplinary action for policy violations such as underage consumption of alcohol or drug use related to the incident. The University may, however, initiate an educational discussion with that individual about the use of alcohol or other drugs and their impact, or pursue other educational remedies. Amnesty does not apply to more serious allegations such as physical abuse or drug distribution.

Submission of a good faith complaint, concern, or report under this Policy will not affect a Complainant's or third-party witnesses' employment, grades, academic standing, or work assignments. However, a person found to have made a false complaint or report, or to have knowingly and willingly given false information

during an investigation, will be subject to disciplinary action. A good faith complaint that is not substantiated by a disciplinary process does not constitute a false report.

H. RESOURCES FOR RESPONDENTS

A University Respondent Resource Coordinator (RRC) is available to provide information on resources for students accused of sexual misconduct. The Respondent Resource Coordinator will assist a Respondent with: obtaining emotional support through counseling; navigating the disciplinary process; and assisting with other questions and concerns. Members of the Respondent Resource Coordinator Team do not act as legal counsel and generally are unable to serve as advisors in University disciplinary proceedings.

Respondents can contact the following resources for information on the University's procedures; rights and responsibilities of the Complainant and Respondent; prohibition on retaliation; and for assistance with obtaining University resources:

Respondent Resource Coordinator Team (610) 519-8807 respondentresource@villanova.edu

Title IX Coordinator, Ms. Ryan Rost (610) 519-8805 ryan.rost@villanova.edu

Dean of Students Office (610) 519-4200 deanofstudents@villanova.edu

Members of the Respondent Resource Coordinator Team are required to share reports of sexual misconduct with the Title IX Coordinator. Respondents who wish to maintain confidentiality are encouraged to utilize confidential counseling services at the University Counseling Center. Note that confidentiality will be maintained by a counselor or therapist under all circumstances except when there is an immediate threat of serious harm to a person. This means that, in almost all circumstances, these people are not required to report any information to anyone without permission. Appointments are available Monday – Friday during normal business hours (9 am-5 pm) and can be scheduled by calling (610) 519-4050 or made in person on the 2nd Floor of the Health Services Building. Priests acting in a pastoral capacity are also available as confidential resources. More information on confidential resources can be found in Section B of this policy.

I. DISABILITY ACCOMMODATIONS

This policy does not alter Villanova University's obligations under federal disability laws including the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Parties may request reasonable accommodations for documented disabilities to the Title IX Coordinator, investigator(s) and decision-makers at any point before or during the grievance process that do not fundamentally alter the process. The University will not affirmatively provide disability accommodations that have not been specifically requested by a party, even where that party may be receiving accommodations in other institutional programs and activities. Requests should be submitted in advance to allow sufficient time to review, identify and implement any reasonable accommodations.

The full text appendices and most updated version of VIllanova University's Sexual Misconduct Policy can be found here.

Student Status Categories

- **Matriculated Status:** for a student who submits all the necessary application materials, and meets or exceeds admission criteria for a degree or certificate program.
- **Non-Matriculated Status:** In a limited number of circumstances, students may be admitted to a graduate program in a non-matriculated status. No more than **12 credits** may be completed while the student is in this category. However, some programs will only permit students to take up to **6 credits** in this status. Prospective students should contact the **program director** to determine the maximum number of credits permitted in their specific program. If interested, students must work with their program director to determine the requirements for earning matriculated status after the requisite number of credits are completed in non-matriculated status. All graduate students (regardless of status) are required to maintain a GPA of 3.00.

- **Visiting Student Status:** For a student who is matriculated into another university's program and wants to take one or two courses (maximum of two courses) at Villanova to transfer elsewhere. This is a student who has no intention of completing a degree or certificate at Villanova. A visiting student must submit a letter from his or her dean stating that the course is acceptable along with an official transcript from the school at which they are currently enrolled.

Thesis, Abandoning the Track

In rare instances, graduate students may no longer want or be able to complete the thesis project they intended to complete as part of their degree program. Graduate students must discuss any change of plans regarding their thesis with their thesis advisor and graduate program director. Abandoning the thesis may result in grades of U (unsatisfactory) on the transcript, require additional coursework, and additional semesters towards completion of the degree. Not all requests to change program (i.e. from MS to MA or from thesis track to non-thesis track) can be accommodated. Students will not be refunded for thesis courses in which a grade of U is assigned. Students utilizing financial aid must consult with the Office of Financial Assistance regarding Satisfactory Academic Progress.

Thesis and Dissertation, Instructions

The following policies and procedures pertain to the Ph.D. programs in Philosophy and Theology and those Master's programs that require a thesis as part of the degree requirements, or provide a thesis option. Students should keep in mind that they must register for the Dissertation Continuation course (0 credits) or Thesis Continuation course (0 credits) in their program for every semester in which they are engaging with dissertation or thesis work, including summers.

Once your dissertation or thesis has been approved by your advisor and/or faculty committee, two more steps are required as part of the degree requirements. First, you will submit the title page and approval form to the Office of Graduate Studies. Please note that the thesis will not be approved by the Dean of Graduate Studies until you have passed the comprehensive examination and/or foreign language examination (if required).

The second and final step is to submit your thesis or dissertation to ProQuest, which arranges for the work to be published online. For detailed instructions on this process, please continue reading.

Preparing Your Masters Thesis or Doctoral Dissertation for Your Advisor and Committee

Before you submit your thesis to your advisor, faculty committee, and the Office of Graduate Studies, it must be put into the required format. Please follow the instructions and specifications for **general style guidelines**.

Your thesis or dissertation should include a title page as the first page, followed by the official approval form. Both the **title page** and **approval page** must follow the models provided here.

It is the student's responsibility to follow the law governing "fair use" of any copyrighted materials (photographs, reproductions of art work, poems, etc.) used in a thesis or dissertation, and to secure any necessary permissions. ProQuest will not accept a thesis or dissertation without the necessary permissions. For complete details on Copyright and Sample Permission Letter for Use of Previously Copyrighted Material for ProQuest, please see the Copyright Guide. Additional copyright information may also be obtained on this website.

Submitting Your Thesis or Dissertation to Your Advisor and Committee

When your thesis or dissertation is finished and formatted according to the above requirements, you are ready to submit it to your advisor and/or faculty committee for approval. Please follow your department's specific instructions for this part of the process. When your thesis or dissertation has been approved, and all the required signatures have been obtained on the approval page, your next step is to inform the Office of Graduate Studies.

Submitting Your Dissertation or Thesis Title and Approval Page(s) to Graduate Studies

Once your thesis or dissertation has been approved, you must do the following:

1. **Click this link to complete the Dissertation and Thesis Form**.
2. **Arrange for your academic department to** submit the Approval Page(s) with all the required signatures as a PDF via email to Brooke Erdman. You do not need to send a copy of the dissertation or thesis.

Submitting Your Thesis or Dissertation to ProQuest for Publication

For on-line submission, please go to: http://www.etdadmin.com/villanova

You're almost done! All Masters' theses and Doctoral dissertations are submitted to ProQuest, which arranges for the work to be published online and thereby available to other scholars. ProQuest's fees for publishing and copyright are the responsibility of the student. For publishing options, you may choose either Traditional or Open Access. For information regarding each of these publishing options, please click here. We recommend Traditional Publishing because no fee is charged. If you chose Open Access you will be charged a fee, which is also charged for obtaining a copyright.

To be submitted to ProQuest, your thesis or dissertation must be in PDF format, and you must embed all fonts in the document. ProQuest provides assistance, instructions and technical support on PDF formatting, embedding fonts, and fulfilling other submission requirements. These can be found at the ProQuest site. Once you are on the homepage, please click on Campus Resources.

Making a Bound Copy of Your Thesis or Dissertation

If your department requires you to submit a bound copy of your thesis or dissertation, Falvey Memorial Library provides binding services, for a fee. For more information, please visit this website.

Congratulations on Your Distinguished Scholarly Achievement!

Time to Complete Degree

Master's Degree and Certificate Program Students

Students in the Master's and Certificate programs must complete their degree requirements within a six-year time period from the date they first enrolled in the University (in any admitted status). Students enrolled in the HRD programs must complete all degree requirements within a four-year time period.

Doctoral Degree Students

Students in the Philosophy and Theology PhD programs must complete all their degree requirements within an eight-year time period. Requests for an extension must be approved by the Dean of Graduate Studies (see Appeals Process). Extensions will only be approved in appropriate circumstances with proper documentation.

Transfer of Credit

Transfer of Credit from Another Institution

New Students

- Requests for transfer of credit for graduate work completed prior to enrolling at Villanova must be made **at the time of application**. No requests will be reviewed after the first semester of enrollment.
- Students accepted into a Master's degree program that requires up to 39 credits of coursework may receive transfer credit for up to a maximum of 6 credits (usually 2 courses) taken at another accredited higher education institution. Students accepted into a Master's degree program that requires over 40 credits of coursework may receive transfer credit for up to a maximum of 9 credits (usually 3 courses) taken at another accredited higher education institution. Approval is subject to approval by the Graduate Program Director and Graduate Dean.
- The courses must be graduate-level, and must have been taken within the past six years. A graduate course used to complete an applicant's undergraduate degree at

another institution may not be transferred and used to complete a graduate degree at Villanova.
- Only courses with grades of B or better will be considered.
- Only applicants accepted as matriculated students may be approved for transfer of credits.
- Transfer credits are **not** accepted for a stand-alone certificate program.
- Transfer credits will only be reviewed for **one degree program** at Villanova.
- Students enrolling in **PhD Programs** should consult directly with their respective Program Director regarding Transfer of Credit Policies.

New Students - How To Request Transfer Credits:

Please submit the following materials in your application for admission:

1. The relevant official transcripts (regardless of whether a degree was earned)
2. Course descriptions and syllabi from each course.

The faculty/staff at Villanova are responsible for reviewing the request and then completing the transfer of credit form found on this page, and forwarding all materials to the Office of Graduate Studies.

Enrolled Students

Students already enrolled in a Master's degree program at Villanova University who wish to take a graduate course at another institution for credit toward their Villanova graduate degree must obtain written approval from the Graduate Program Director and the Dean **before** the course is taken. Transfer of credit requests for currently enrolled students are only approved in extraordinary circumstances in which the student is not able to take the course at Villanova for personal or professional reasons. No transfer of credit will be approved for requests received **after** the course has been taken. In order to have a course considered by your Program Director, please provide the course syllabus of the course you wish to take elsewhere for review.

Note: This policy does not apply to graduate courses taken at Villanova University by Villanova undergraduates.

Transfer of Credit Form for Departments

Undergraduates in Graduate Courses

Refer to the **Office of the Provost website** for the most current policy regarding undergraduates enrolling in graduate courses.

Withdrawal from a Course

Withdrawal without Academic Penalty

An individual is permitted to withdraw from a course for any reason by the deadline for authorized withdrawal listed in the **academic calendar**. The student receives a grade of WX for the course **without academic penalty. However, the student is still responsible for the tuition costs as per the university's refund policy.** The **WX form must be submitted online** to the Office of Graduate Studies for approval.

Withdrawal after the Deadline

Requests for authorized withdrawals after the WX deadline will rarely be approved, and must be based on non-academic reasons. The student must submit a written request to the Dean of Graduate Studies. The student must also provide documentation regarding the non-academic reasons for the withdrawal. The Dean may request additional information regarding the case from the department. The Dean has the sole authority to grant withdrawals without academic penalty. Withdrawals from a course made without prior approval after the deadline are not authorized, and the student will receive a grade of F.

Refund

If a student is given permission to withdraw from a course, the student is still responsible for the tuition costs as per the university's **refund policy**.

HRD Program Four-week Courses

Students enrolled in four-week courses in the HRD program should follow this withdrawal and refund policy.

Week	Withdrawal Permitted	Deadline

1	Yes – course dropped	By Sunday at 11:59 ET of week 1
2	Yes – grade of WX	By Sunday at 11:59 ET of week 2
3	Yes – grade of WX	By Sunday at 11:59 ET of week 3
4	No	By Sunday at 11:59 ET of week 4

Withdrawal from the University

Students who wish to leave and who do not plan to return to the University should request a withdrawal. Requests for complete withdrawal from the University must be submitted using the **Withdrawal From University form**. If students have completely withdrawn from a program, they may not resume their studies unless they have been formally re-admitted. Students who withdraw without approval will receive an F grade in any courses in which they are enrolled unless a grade of WX has been approved.

Villanova University Mission Statement

Villanova University is a Catholic Augustinian community of higher education, committed to excellence and distinction in the discovery, dissemination and application of knowledge. Inspired by the life and teaching of Jesus Christ, the University is grounded in the wisdom of the Catholic intellectual tradition and advances a deeper understanding of the relationship between faith and reason. Villanova emphasizes and celebrates the liberal arts and sciences as foundational to all academic programs. The University community welcomes and respects members of all faiths who seek to nurture a concern for the common good and who share an enthusiasm for the challenge of responsible and productive citizenship in order to build a just and peaceful world.

Enduring Commitments

In pursuit of this mission, we commit ourselves to academic excellence, to our values and traditions, and to our students, alumni and the global community.

To foster academic excellence, we as a University:

- Create a diverse community of scholars, united and dedicated to the highest academic standards;
- Emphasize the liberal arts and sciences as our foundation and foster in our students active engagement, critical thinking, life-long learning and moral reflection;
- Concern ourselves with developing and nurturing the whole person, allowing students, faculty and staff to grow intellectually, emotionally, spiritually, culturally, socially and physically in an environment that supports individual differences and insists that mutual love and respect should animate every aspect of university life;
- Encourage interdisciplinary research, teaching and scholarship;
- Affirm the intrinsic good of learning, contemplation and the search for truth in undergraduate and graduate education;
- Support a curriculum that encourages both a global perspective and an informed respect for the differences among peoples and cultures.

To honor our values and tradition, we as a Catholic University:

- Believe that the dialogue between faith and reason drives the pursuit of knowledge and wisdom, and fosters St. Augustine's vision of learning as a community ethos governed by love;
- Seek to understand, enrich and teach the Catholic intellectual tradition through our curricula, scholarship and activities in ways that engage diverse religious, intellectual and cultural traditions in a vigorous and respectful pursuit of truth and wisdom in every area of humanity;
- Provide opportunities for students, faculty and staff to seek guidance from Catholic intellectual and moral traditions, while always welcoming people from all faiths, cultures and traditions to contribute their gifts and talents to our mission;
- Respect and encourage the freedom proposed by St Augustine, which makes civil discussion and inquiry possible and productive;
- Look to the Order of St. Augustine to preserve our Augustinian character, by

showing appropriate preference to Augustinians in faculty and staff appointments, and by welcoming their presence and influence in our university community.

To serve our students, alumni and global community, we as an Augustinian University:

- Encourage students, faculty and staff to engage in service experiences and research, both locally and globally, so they learn from others, provide public service to the community and help create a more sustainable world;
- Commit to the common good, and apply the knowledge and skills of our students and faculty to better the human condition;
- Encourage our students and faculty to pursue virtue by integrating love and knowledge, and by committing themselves to research and education for justice, with a special concern for the poor and compassion for the suffering;
- Respect a worldview that recognizes that all creation is sacred and that fosters responsible stewardship of the environment;
- Include our alumni as an integral part of the Villanova community;
- Value highly our relationship with neighboring communities.

The full Villanova University Mission Statement can be viewed on the website for the Office of the President.

Programs

Biology

Biology
GENERAL

The Department of Biology offers both a Master of Arts degree and a Master of Science degree. The MS is intended to give students significant experience in the design and execution of an independent research project whereas the MA program provides for more structured advanced studies in a wider variety of disciplines. Both programs may be pursued on a part-time or full time basis. The Department is committed to course rotation such that most graduate courses will alternate daytime offerings with evenings or weekends over a four year cycle to accommodate the needs of part-time students.

DEPARTMENTAL REQUIREMENTS

Graduates from accredited institutions who wish to work toward either the Master of Science or Master of Arts degree in Biology should have completed a minimum of 24 semester hours of undergraduate biology including genetics. Applicants should also have completed one year of calculus (or one semester of calculus and one semester of statistics) and one year, with laboratory, in the areas of general physics, general chemistry, and organic chemistry. The Department of Biology reserves the right to require certain undergraduate courses that may be deemed necessary.

MASTER OF SCIENCE IN BIOLOGY (with thesis)

The Master of Science is a thesis degree in which research conducted by the student under the direction of a thesis mentor culminates in the writing of a thesis and a defense of the thesis research. Thesis research may be undertaken in the areas of animal and plant physiology, vertebrate and invertebrate zoology, ecology, behavior, developmental biology, systematics and evolution, microbiology, cell and molecular biology, virology, immunology, parasitology, and genetics.

Specific requirements for all students in this program are the successful completion of a minimum of 30 credits which may include a maximum of 10 credits for research (BIO 9007, 9008, 9307, 9308, 9309). All students must take the 1 semester, 0 credit Research Prospectus course (BIO 8920), preferably in their first semester of graduate study. There is no language requirement. All full time students in this program are expected to attend the weekly Department of Biology Seminar.

For the first semester of study, each student will be assigned an academic advisor. Preferably before the onset of the second semester of graduate study, the student will have chosen a faculty member willing to serve as the student's thesis mentor. The thesis mentor and two additional faculty, one of whom may be from outside the Biology Department, chosen by the student and the mentor will form an advisory committee for the student. The committee and the student will determine the plan of study for that student with regard to coursework, taking into account the nature of the thesis research and the long-term goals of the student. The committee will also be involved in evaluating the student's progress toward successful completion of the degree.

Each student is required to prepare a written proposal of the anticipated thesis research, and to orally present and defend that proposal. Upon completion of the research and of the written thesis, the results of the thesis will be orally presented and defended. These two oral presentations and defenses fulfill the comprehensive examination requirement.

MASTER OF ARTS IN BIOLOGY

The Master of Arts in Biology is a non-thesis degree based on the successful completion of a minimum of 33 credits of graduate coursework at the 7000-level or above. All students pursuing this degree program must take the 1 semester, 0 credit Research Prospectus course (BIO 8920), preferably in their first semester of graduate study, at least one course with a seminar component/presentation (usually a Special Topics, Advanced Topics, or section of BIO 8900:Seminar), and a minimum of 4 courses with laboratory other than Directed Research (BIO 9007, 9008). A maximum of 4 credits of Directed Research can be applied to the MA degree. Students who wish to specialize may concentrate their coursework in one of two areas of academic focus within the department: (1) Cell, Molecular

and Developmental Biology and (2) Ecology, Evolution and Organismal Biology. MA students who take a minimum of 24 credits in one of these fields (please see department for lists of courses in each category) will receive a degree with a concentration in either area indicated on their transcript (e.g., "Master of Arts, Biology, with concentration in Cell, Molecular and Developmental Biology" or "Master of Arts, Biology, with concentration in Ecology, Evolution and Organismal Biology").

The department also offers certificate programs in these two areas. Each student must pass a comprehensive examination near the end of their studies. There is no language requirement. All full time students are expected to attend the weekly Department of Biology Seminar.

CERTIFICATE AND ADVANCED CERTIFICATE IN BIOLOGY

The Graduate Program in the Biology Department offers two certificate programs (Certificate and Advanced Certificate) for students who do not wish to pursue the full Master's degree, at least initially. Students complete coursework primarily in one of two areas – Cell, Molecular, and Developmental Biology or Ecology, Evolution and Organismal Biology. See the departmental website for more information on courses listed in each subject area. The Certificate of Graduate Study in Biology requires a minimum of 16 credit hours of courses and at least three lab courses from the list associated with the subject area. The Certificate of Advanced Graduate Study in Biology requires a minimum of 24 credit hours of courses and at least four lab courses from the list associated with the subject area.

These programs are suitable for either full- or part-time students; matriculated students or students with non-matriculated status may enter the certificate program, the latter at the discretion of the Biology Graduate Committee. Students must maintain a 3.0 GPA in their program courses in order to receive a certificate. Such qualified students may subsequently apply for acceptance to either the MA or the MS degree programs.

BS/MS PROGRAM IN BIOLOGY

A select group of highly qualified students are invited to apply for the combined bachelor/master degree program. Students should apply directly to the program director in their first or second year of undergraduate study. Students will then be permitted to double-count up to nine credits of graduate study towards both their bachelor and master degrees. Students are eligible for up to six credits of tuition remission in the last semester(s) of their master's degree. Students will work closely with their advisor to ensure the appropriate graduate coursework is taken while still enrolled as an undergraduate student. Students must maintain a graduate GPA of 3.00 and students are not permitted to enroll in more than 16 credits while still enrolled as an undergraduate student. Students should refer to the Combined Bachelor Master Programs website for detailed policies and procedure.

Type: Master of Arts
Master of Science

Departmental Program

Note that the semester of course offerings may change. Consult website for current scheduling.

Item #	Title	Credits
BIO 7105	Vertebrate Ecology	4
BIO 7151	Biogeochemistry Lec	2
BIO 7152	Biogeochemistry Lab	2
BIO 7201	Ecosystem Ecology	3
BIO 7205	Comparative Physiology	4
BIO 7321	Immunology	2
BIO 7322	Immunology Laboratory	2
BIO 7331	Cancer Biology	3
BIO 7385	Global Change Ecology	4
BIO 7451	Behavioral Ecology	3
BIO 7555	Molecular Ecol and Evol	4
BIO 7705	Plant Ecology	4
BIO 7755	Plant Ecophysiology	4
BIO 7805	Biostatistics & Exper. Design	4
BIO 7905	Eukaryotic Microbiology	4
BIO 7940	Special Topics in Biology	2
BIO 7950	Special Topics C/M/D Biology	2
BIO 7955	Biodiversity & Systematics	4
BIO 7960	Adv Topics: C/M/D Biology	3
BIO 7962	Cell, Molecular & Develop Lab	1
BIO 7970	Spec Topics: E/E/O Biology	2
BIO 7980	Adv Topics: E/E/O Biology	3
BIO 7982	Eco, Evol, & Organismal Lab	1
BIO 8051	Advanced Bacteriology	2
BIO 8052	Adv Bacteriology Lab	2
BIO 8101	Molecular Genetics	3
BIO 8151	Molecular Cell Biology	3
BIO 8171	Molecular Developmental BIO	2
BIO 8172	Molecular Development Lab	2
BIO 8205	Imaging Technology	4
BIO 8251	Endocrine Physiol/ Pharmacology	3
BIO 8252	Endocrine Physiol/ Pharmacology	1
BIO 8295	Exptl Cell/Molec Methods	4
BIO 8451	Molec Evolutionary Genetics	3
BIO 8555	Neurophysiology	4
BIO 8655	Recombinant Gene Technology	4
BIO 8705	Virology	4
BIO 8900	Seminar	1
BIO 8910	BS/MS Res Prospectus & Thesis	1
BIO 8920	Research Prospectus	0
BIO 8940	Adv Topics in Biology	2
BIO 8941	Adv Topics in Bio Lab	2
BIO 9007	Directed Research I	2
BIO 9008	Directed Research II	2
BIO 9080	Thesis Continuation	0
BIO 9102	Graduate Biology Topics I	2
BIO 9103	Graduate Biology Topics II	3
BIO 9104	Graduate Biology Topics III	4
BIO 9303	Thesis Dir for BS/MS students	2
BIO 9304	Thesis Dir for BS/MS students	2
BIO 9305	Thesis Dir for BS/MS students	3
BIO 9306	Thesis Dir for BS/MS students	3
BIO 9307	Thesis Research I	2
BIO 9308	Thesis Research II	3
BIO 9309	Thesis Research III	5

Chemistry

Chemistry
DEPARTMENT REQUIREMENTS

MASTER OF SCIENCE IN CHEMISTRY

A graduate program leading to the degree of Master of Science is offered by the Department of Chemistry with concentrations in the following areas: analytical chemistry, biochemistry, inorganic chemistry, organic chemistry and physical chemistry. Students are eligible to be admitted as matriculated students if they have a bachelor's degree in chemistry or biochemistry. Students with a degree other than a BS or BA in chemistry or biochemistry will be considered for admission on an individual basis.

A minimum of 30 credits is required for the MS degree and students may choose a thesis or a non-thesis degree option. Full-time students are required to pursue the thesis option and take six graduate courses for a total of 18 credits. The remaining 12 credits will be covered by the research courses CHM 7807-7810. Two of the following core courses are required of full-time students: core analytical chemistry, core inorganic chemistry, core organic chemistry, core physical chemistry, and core biochemistry.

The student will plan and complete a research project under the guidance of the student's research director. An advisory committee will evaluate the student's progress during the first year. When a student has completed their research and their thesis is approved by the research director, the student will defend their thesis in a seminar presented to the Department. An off-campus thesis option is also possible for employees of participating companies who are able to conduct research at their site of employment; such students have both an industrial supervisor and a Villanova academic advisor.

Part-time students, such as those employed in the chemical industry, are required to pursue a non-thesis option and take 10 graduate courses, three of which are the core courses (see above). Seven additional courses will consist of elective graduate courses on topics of interest to the student.

Up to two elective courses may be fulfilled by graduate courses offered by other departments at Villanova; see the Graduate Director and the Master of Science Chemistry Program Policies, Procedures & Guidelines document for more details.

COMBINED BACHELOR/MASTER PROGRAM IN CHEMISTRY

A select group of highly qualified students are invited to apply for the combined bachelor/master degree program (thesis option only). Students should apply in their junior year of undergraduate study with the support of their proposed research advisor. Students will then be permitted to double-count up to nine credits of graduate study towards both their bachelor and master degrees. Students are eligible for a graduate assistantship with up to twenty-one credits of tuition remission in the last year of their master's degree. Two of the following core courses are required of BS/MS students: core analytical chemistry, core inorganic chemistry, core organic chemistry, core physical chemistry, and core biochemistry. Students will work closely with their advisor to ensure the appropriate graduate coursework is taken while still enrolled as an undergraduate student. Students must maintain a graduate GPA of 3.00. Students should refer to the Combined Bachelor Master Programs website for detailed policies and procedure.

Further information can be found on the **Chemistry Department website.**

Type: Master of Science

Departmental Program

All courses are 3 credits each unless otherwise noted.

Item #	Title	Credits
CHM 7100	Quantum Mechanics	3
CHM 7200	Thermo/Statistical Mechanics	3
CHM 7222	Organic Structure Analysis	3
CHM 7292	Core Organic Chemistry	3
CHM 7391	Core Inorganic Chemistry	3
CHM 7494	Core Physical Chemistry	3
CHM 7517	Environmental Chemistry	3
CHM 7595	Core Analytical Chemistry	3
CHM 7693	Core Biochemistry	3
CHM 7807	MS Research I	3
CHM 7808	MS Research II	3
CHM 7809	MS Research III	3
CHM 7810	MS Thesis	3
CHM 8229	Organic Reactions & Synthesis	3
CHM 8313	Solid State & Materials Chm	3
CHM 8314	Physical Meth in Inorganic CHM	3
CHM 8315	Organometallics	3
CHM 8325	Intro Polymer Chemistry	3
CHM 8331	Bioinorganic Chemistry	3
CHM 8410	X-Ray Crystallography	3
CHM 8622	Biochemical Basis of Disease	3
CHM 8641	Chemical & Biochemical Imaging	3
CHM 8645	NMR Spectroscopy	3
CHM 8663	Biochemical Parasitology	3
CHM 8665	Enzymes	3
CHM 8990	Graduate Chemistry Practicum	1
CHM 9080	Thesis Continuation	0
CHM 9221	Spec Top:Organic Chem I	3
CHM 9222	Spec Top Organic Chem II	3
CHM 9223	Spec Top Organic Chm III	3
CHM 9224	Spec. Top in Org. Chem. IV	3
CHM 9331	Spec Top: Inorganic Chem I	3
CHM 9441	Spec. Topics Phys Chem I	3
CHM 9442	Spec Top in Phys Chemistry II	3
CHM 9447	Computational Chemistry	3
CHM 9551	Spec Top Analytical Chem I	3
CHM 9552	Spec Top In Analytic Chm II	3
CHM 9553	Spec. Top. Analyt. Chem. III	3
CHM 9554	Spec. Top. in Analyt. Chem. IV	3
CHM 9661	Spec Top in Bio Chem I	3
CHM 9662	Spec Top in Bio Chm II	3
CHM 9663	Proteomics	3
CHM 9664	Spec Top in Bio Chem IV	3

Classical Studies

Classical Studies

www.villanova.edu/artsci/classical

Classical Studies at Villanova University is concerned with the languages, literatures, thought, and culture of the Greco-Roman world from Homer in the eighth century B.C.E. to St. Augustine in the fifth century C.E.

PROGRAM REQUIREMENTS

The MA in Classical Studies at Villanova University offers three possible tracks: (1) Greek/Latin, (2) Latin, or (3) Classical Culture. All tracks are available either on campus or online.

COURSE REQUIREMENTS:

Students must complete a total of 30 course credits (10 courses) for the degree and maintain a GPA of at least 3.0. Students are required to take two literature survey courses: LAT 7250 History of Latin Literature and GRK 7250 History of Greek Literature. (Students without background in Latin and/or Greek may take the courses in English.) The remaining courses will be a combination of literature courses and courses on classical culture.

COMPREHENSIVE EXAMINATIONS:

Students in the Latin track must pass a classical language translation exam in Latin prose and poetry. Students in the Greek/Latin track must pass a translation exam in Greek and Latin prose and poetry. Students in the Classical Culture track must pass an essay exam on Greek and Latin literature, history, and culture.

RESEARCH PORTFOLIO

Students will complete a research portfolio consisting of the following:

(1) Latin literature survey paper
(2) Greek literature survey paper
(3) special topic paper

The portfolio papers are written in conjunction with courses.

MODERN LANGUAGE TRANSLATION EXAM:

Students have the option of taking a translation exam of classical scholarship in French, German, or Italian.

COMBINED BA/MA PROGRAM

This combined BA/MA program allows exceptional students to complete a bachelor's and a master's degree in Classical Studies in five years. In the last year of undergraduate study students take three graduate courses (9 credits) that count toward both their undergraduate and graduate degree.

For more information about the MA in Classical Studies, please contact Dr. Valentina DeNardis, Director of Classical Studies. (valentina.denardis@villanova.edu)

Type: Master of Arts

Latin Courses

Item #	Title	Credits
LAT 7150	Prose Composition	3
LAT 7250	Hist Latin Literature	3
LAT 7270	Epigraphy/Paleography	3
LAT 7290	Rome 133 BC to 31 BC	3
LAT 7291	Rome 31 BC to AD 118	3
LAT 8051	Cicero	3
LAT 8150	Caesar	3
LAT 8250	Catullus	3
LAT 8350	Livy	3
LAT 8450	Tacitus	3
LAT 8550	Suetonius	3
LAT 9050	Roman Drama	3
LAT 9251	Vergil	3
LAT 9350	Ovid	3
LAT 9450	Horace	3

Ancient Greek Courses

Item #	Title	Credits
GRK 7250	Hist of Greek Literature	3
GRK 8150	Greek Historians	3
GRK 8250	Attic Orators	3
GRK 8350	Plato	3
GRK 8450	Homer	3
GRK 8550	Greek Tragedy	3
GRK 8551	Greek Comedy	3

Classical Studies Courses

Item #	Title	Credits
CLA 7301	Topics in Classical Studies	3

Communication

Communication

Communication concerns the creation, placement, and management of purposive messages for the realization of individual, organizational, and/or societal goals, while acknowledging the consequences and complexities of interacting with various audiences in various contexts. Our graduate programs focus on developing leaders capable of strategic and ethical thinking, speaking, writing and research on communication problems. To be effective leaders in the practice and study of communication, students learn to dynamically engage communication problems through a principled approach and are equipped with the methodological tools to evaluate the efficacy of the solutions they develop. The programs prepare students for careers or further graduate study in advertising, advocacy, consulting, corporate communication, health communication, human resources/relations, journalism, leadership, media management, new media, organizational communication, and public relations.

The department offers a program of study leading to a Master of Arts (MA) in Communication degree. The department also offers a Graduate Certificate in Strategic Communication. MA students typically satisfy the requirements of the Graduate Certificate en route to the MA degree. Students who do not wish to pursue the full Master's degree, at least initially, may use the Certificate of Graduate Study as a post-baccalaureate stepping stone toward career advancement or further graduate study. Students

who already have a Master's degree may use the Graduate Certificate to enhance their graduate education with a communication specialization.

Master of Arts Program Requirements

Core Courses (Required)

Communication theory and research are the foundation of graduate study in the department. After being oriented to graduate study within the program, students are required to engage coursework in communication theory and at least one of the two required courses in methodology, qualitative or quantitative research methods in communication, prior to engaging any other coursework in the program.

Focal Courses (Electives)

Upon completion of foundational coursework in the program, students engage focal courses in the discipline. To ensure adequate exposure to the multiple dimensions of communication, students complete two courses within each of the following focal areas: Principles, Practices and Contexts. Principles courses focus on the overarching philosophical, ethical, and methodological issues relevant to the study and practice of communication in multiple contexts. Practices courses focus on the strategic application of communication principles to the creation of messages within particular contexts. Contexts courses focus on the places, spaces, situations, and modalities within which principled communication has significant impact. Each elective course falls under one of these three areas.

Completion of a Degree Capstone

To culminate studies toward the MA in Communication degree, students must complete a capstone experience by successfully completing either a comprehensive examination plus 5-6 additional elective course credits (students may opt to take two 1-credit courses along with Orientation (COM 8008) instead of a 3-credit elective course under the advisement of their graduate faculty mentor) or a written six-credit Master's Thesis. The details of the capstone requirement are listed below.

Capstone Requirement Options

Non-thesis Option: After completing a minimum of 21 credits, students may apply to complete a written take-home comprehensive examination. The examination includes questions from two areas: Research Methods (either COM 8001 Qualitative Research Methods or COM 8002 Quantitative Research Methods) and an elective course in the student's area of specialization. Students may be invited to orally defend their written responses in order to demonstrate sufficient competency.

Thesis Option: Students may apply for permission from the program to submit a written thesis and complete an oral defense as satisfaction of the capstone requirement. Work on the thesis will earn the equivalent of two courses (6 credits) toward the degree. The thesis project will be designed and completed under the supervision of an advisor, who must be graduate faculty in communication, and who is assisted by a committee of at least two other faculty members or professional consultants, one of whom must be from Communication. Students must have completed all required courses and a total of 21 credits and have formed a thesis committee approved by the program prior to registering for thesis credits.

In summary, the MA degree requires completion of at least 33 credit hours as follows:

- **Required courses (10 hrs.):**
  - COM 8008 Orientation to Graduate Study (1 hr.) and
  - COM 8100 The Communication Perspective (3 hrs.) and
  - COM 8001 Qualitative Research Methods (3 hrs.) and
  - COM 8002 Quantitative Research Methods (3 hrs.)

Note: COM 8008, COM 8100 and either COM 8001 or COM 8002 must be completed prior to or concurrent with any other course.

- At least two focal courses in each of the following areas (5-6 hours; students may opt to take two 1-credit courses along with Orientation (COM 8008) instead of a 3-credit elective course under the advisement of their graduate faculty mentor):
  Principles (focus on the overarching

philosophical, ethical, and methodological issues relevant to the study and practice of communication in multiple contexts.)
Practices (focus on the strategic application of communication principles to the creation of messages within particular contexts.)
Contexts (focus on the places, spaces, situations, and modalities within which principled communication has significant impact.)

- Completion of Degree Capstone: either a comprehensive examination plus 5-6 additional elective course credits (students may opt to take two 1-credit courses along with Orientation (COM 8008) instead of a 3-credit elective course under the advisement of their graduate faculty mentor) or a written Master's Thesis (6 credits).

Additional Notes:

- With program approval, students may substitute up to 2 graduate courses (up to 6 credits) from outside of Graduate Studies in Communication that productively complement program offerings.
- No more than 2 independent study courses (up to 6 credits) will be counted toward MA degree requirements;
- No more than 3 one-credit courses will be counted toward MA degree requirements including the required one-credit Orientation.
- Students pursuing a Masters degree are eligible to receive a Graduate Certificate. See the section on Certificate Programs for requirements and policies.
- Students undertaking the thesis option may use Thesis 1 & 2 to satisfy the requirement for focal courses in the three areas of Principles, Practices and Contexts with the Graduate Director's approval.
- Certain courses are offered in a variety of blended in-person and online formats. See Graduate Director or program website for current offerings.

Combined Bachelor/Master Program in Communication

Exceptional Communication majors interested in obtaining a Master of Arts in Communication in conjunction with their Bachelor of Arts can earn both degrees in an accelerated timeframe through the combined BA/MA program. This program allows qualified undergraduate majors to take graduate level courses during their senior year and complete the remaining requirements for the Master's degree during a fifth year of study. Graduate courses (up to 10 credits) taken during the senior year count toward both undergraduate degree requirements as well the course requirements for the graduate program. With completion of all undergraduate requirements, students are awarded a Bachelor of Arts degree at the end of their fourth year of study and then continue in the graduate program.

Students should apply directly to the program director in their junior year of undergraduate study. Students will then be permitted to double-count up to nine credits of graduate study towards both their bachelor and master degrees. Students will work closely with their advisor to ensure the appropriate graduate coursework is taken while still enrolled as an undergraduate student. Students must maintain a graduate GPA of 3.00 and students are not permitted to enroll in more than 16 credits while still enrolled as an undergraduate student. Students should refer to the Combined Bachelor Master Programs website for detailed policies and procedure.

Type: Master of Arts

Core Courses

Note: COM 8008, COM 8100 and either COM 8001 or COM 8002 must be completed prior to or concurrent with any other course.

Item #	Title	Credits
COM 8008	Orientation to Graduate Study	1
COM 8100	The Communication Perspective	3
COM 8001	Qualitative Research Methods	3
COM 8002	Quantitative Research Methods	3

Principles Courses

Item #	Title	Credits
COM 8004	Communication Directed Study	3
COM 8005	Special Topics	3
COM 8200	Teambuilding & Small Group	3
COM 8207	Organizational Communication	3
COM 8210	Leadership Communication	3
COM 8211	Communication and Identity	3
COM 8212	Communication and Advocacy	3
COM 8301	Strategic Public Relations	3
COM 8304	Journalism	3
COM 8307	Visual Communication & Culture	3
COM 8308	Theories & Effects of Mass Com	3
COM 8309	Public Opinion	3
COM 8310	New Media	3

Practices Courses

*COM 8009, 8010, 8011, 8314, 8315, 8316, 8317, 8318, 8401, 8402, 8403 and 8404 are one-credit seminars. May take two 1-credit courses along with Orientation (COM 8008) instead of a 3-credit elective course to fulfill degree requirements.

Item #	Title	Credits
COM 8004	Communication Directed Study	3
COM 8005	Special Topics	3
COM 8102	Persuasion and Advocacy	3
COM 8203	Org. Research & Consulting	3
COM 8206	Diversity & Organizing	3
COM 8208	Public Communication Campaigns	3
COM 8300	Public Relations Writing	3
COM 8302	Advertising	3
COM 8306	Media Production	3
COM 8320	Digital Media Design	3
COM 8009	Personal Brand Promotion	1
COM 8010	Becoming an Academic	1
COM 8011	Health Promotion Messages	1
COM 8314	Photoshop	1
COM 8315	Video Shooting Lab	1
COM 8316	Audio Production	1
COM 8317	Basic Web Design	1
COM 8318	Crisis Communication	1
COM 8401	Spec Top: Qualitative Research	1
COM 8402	Spec Top: Quantitative Res	1
COM 8403	Spec Top in Applied Organ Com	1
COM 8404	Special Topics in Media Prod	1

Master of Arts Program: Contexts Courses

*COM 8012 and 8013 are one-credit seminars. May take two 1-credit courses along with Orientation (COM 8008) instead of a 3-credit elective course to fulfill degree requirements

Item #	Title	Credits
COM 8003	Internship in Communication	3
COM 8004	Communication Directed Study	3
COM 8005	Special Topics	3
COM 8012	Storytelling:Com, Cultr, Craft	1
COM 8013	IGR Dialogue	1
COM 8101	Performance Studies	3
COM 8201	Health Communication	3
COM 8204	Conflict & Negotiation	3
COM 8205	Intercultural Communication	3
COM 8209	International Public Relations	3
COM 8303	Mass Media Industries	3
COM 8305	Media Literacy	3
COM 8319	Cultural Studies	3
COM 8321	Critical Studies in Advert.	3
COM 8322	Audience Analysis	3

Strategic Communication Strategic Communication Certificate Program

The department offers a Graduate Certificate in Strategic Communication. For students who do not wish to pursue the full Master's degree but who seek a focused course of study, the Graduate Certificate can serve as a stand-alone option. For students pursuing a Master's degree in Communication, the Graduate Certificate can be used to focus and enhance your graduate education with a communication specialization. This certificate engages theoretically based strategic communication designed to influence audience behavior in a variety of contexts.

Requirements

Core Courses: Communication theory and research are the foundation of graduate study in the department. After being oriented to graduate study within the program (COM 8008), students are required to engage coursework in the communication perspective (COM 8100) and one course in methodology, qualitative (COM 8001) OR quantitative (COM 8002) research methods in communication, prior to engaging any other coursework in the program.

Elective Courses. In addition to completing COM 8008 (Orientation to Graduate Study), COM 8001 (Qualitative Research Methods), or COM 8002 (Quantitative Research Methods), and COM 8100: The Communication Perspective, students choose three electives:

- COM 8301 - Strategic Public Relations

and either

- COM 8208 - Public Communication Campaigns

or

- COM 8300 - Public Relations Writing

and one of the elective courses listed below.

Certain courses are offered in a variety of blended, in-person and online formats. See Graduate Director or program website for current offerings.

Type: Graduate Certificate

Strategic Communication Certificate: Required Courses

Item #	Title	Credits
COM 8301	Strategic Public Relations	3
	COM 8208 or COM 8300	

Strategic Communication Certificate:: Electives (choose one):

*COM 8012, 8013, 8011, 8314, 8315, 8316, 8317, 8318, 8401, 8402, 8403 and 8404 are one-credit seminars. May take two 1-credit courses along with Orientation (COM 8008) instead of a 3-credit elective course to fulfill degree requirements.

Item #	Title	Credits
COM 8003	Internship in Communication	3
COM 8004	Communication Directed Study	3
COM 8005	Special Topics	3
COM 8012	Storytelling:Com, Cultr, Craft	1
COM 8013	IGR Dialogue	1
COM 8101	Performance Studies	3
COM 8102	Persuasion and Advocacy	3
COM 8200	Teambuilding & Small Group	3
COM 8201	Health Communication	3
COM 8207	Organizational Communication	3
COM 8208	Public Communication Campaigns	3
COM 8209	International Public Relations	3
COM 8300	Public Relations Writing	3
COM 8302	Advertising	3
COM 8304	Journalism	3
COM 8305	Media Literacy	3
COM 8306	Media Production	3
COM 8309	Public Opinion	3
COM 8320	Digital Media Design	3
COM 8321	Critical Studies in Advert.	3
COM 8211	Communication and Identity	3
COM 8212	Communication and Advocacy	3
COM 8322	Audience Analysis	3
COM 8009	Personal Brand Promotion	1
COM 8100	The Communication Perspective	3
COM 8314	Photoshop	1
COM 8315	Video Shooting Lab	1
COM 8316	Audio Production	1
COM 8317	Basic Web Design	1
COM 8318	Crisis Communication	1
COM 8401	Spec Top: Qualitative Research	1
COM 8402	Spec Top: Quantitative Res	1
COM 8403	Spec Top in Applied Organ Com	1
COM 8404	Special Topics in Media Prod	1

Computing Sciences

8491

Theory and practice of information management including procedural extensions to SQL, non-relational databases, data warehousing, data mining, and machine learning.

Computing Sciences

The Graduate Programs of the Department of Computing Sciences prepare students for careers and further study and research in Computer Science or Software Engineering. Both programs build on undergraduate preparation, continue study in fundamental concepts and extend into advanced topics suited to the specialization.

PROGRAM REQUIREMENTS—COMPUTER SCIENCE (MSCS)

Students must successfully complete the five required courses and five electives. One elective course is the capstone project dealing with grand Challenges of Computing, which is completed in cooperation with a faculty member. This project may be expanded to a thesis by registering for thesis direction as one of the electives. The intention to do a thesis must be approved by the faculty sponsor when the student begins work on the capstone project. Depending on the undergraduate background, one or two of the foundations courses may be substituted for additional electives.

PROGRAM REQUIREMENTS—SOFTWARE ENGINEERING (MSSE)

Student must successfully complete six required courses and four elective courses. One elected course is the capstone project dealing with Grand Challenges of Computing, which is completed in cooperation with a faculty member. This project may be expanded to a thesis by registering for the Thesis Direction course as one of the electives. The intention to do a thesis must be approved by the faculty sponsor when the student begins work on the capstone project. Depending on the undergraduate background, one or two of the foundations courses may be substituted for additional electives.

The electives for both programs are to be selected from the courses listed below. With permission, a required course from one program may be taken as an elective in the other program. students may petition for other courses in the allied fields of Computer Engineering and Mathematics to be considered as well. However, at least eight of the courses (24 of 30 credits) in every student's program must be from Computer science ("CSC" prefix) proper. In addition, CSC 9010 (special topics in Computer science) may be retaken for credit, provided a different topic is being taught. An optional practicum track requires students to obtain related work experience. This track has the same requirements as the regular M.S. degree but adds CSC 8990. All required and elective courses are 3 credits each except CSC 8990, which is 1 credit. All continuation courses are 0 credits.

Type: Master of Science

Required Courses (MSCS)

Item #	Title	Credits
CSC 8000	Found of Algor & Data Struc	3
CSC 8301	Design and Ana of Algs	3
CSC 8310	Programming Languages	3
CSC 8400	Computer Systems	3
CSC 8510	Theory of Computability	3

Required Courses (MSSE)

Item #	Title	Credits
CSC 8000	Found of Algor & Data Struc	3
CSC 8400	Computer Systems	3
CSC 8540	Software Engineering	3
CSC 8541	Requirements Engineering	3
CSC 8542	Software Design and Evolution	3
CSC 8490	Database Systems	3

Elective Courses (MSCS/MSSE)

Item #	Title	Credits
CSC 8450	Digital Forensics	3
CSC 8470	Computer Graphics	3
CSC 8490	Database Systems	3
CSC 8491	Data Mining & DB Programming	3
CSC 8495	Information Retrieval	3
CSC 8505	Compiler Construction	3
CSC 8515	Machine Learning	3
CSC 8520	Artificial Intelligence	3
CSC 8543	Software Testing&Quality Assur	3
CSC 8544	Software Project Management	3
CSC 8545	Software Studio	3
CSC 8560	Computer Networks	3
CSC 8565	Cybersecurity	3
CSC 8566	Internet of Things	3
CSC 8570	User/System Interface	3
CSC 8600	Object Oriented Design & Prog	3
CSC 8610	Multimedia Technology	3
CSC 8700	Sys Prog - UNIX & C.	3
CSC 8990	Graduate Computing Practicum	1
CSC 8991	Grad Practicum Continuation	0
CSC 9000	Guided Study	3
CSC 9010	Special Topics	3
CSC 9025	Grand Challenges of Computing	3
CSC 9026	Grand Challenges of Comp Cont	0
CSC 9030	Thesis Direction	3
CSC 9080	Thesis Continuation	0

Background Courses

Item #	Title	Credits
CSC 7000	Algorithms & Programming	3
CSC 7100	Computer Systems	3

Education and Counseling

Education

MASTER OF ARTS IN EDUCATION

Our department offers a Master of Arts in Education with concentrations in Graduate Education, Teacher Leadership, Higher Education Leadership, and Educational Policy, as well as a

Master of Arts in Education Plus Teaching Certification. Below you will find a summary of the different degree programs.

The concentration in Graduate Education aids students in the following areas:
1) strengthening and expanding professional knowledge; 2) applying research to improve teaching practice; 3) pursuing special interests in education (e.g., curriculum design); 4) learning to apply knowledge and skills to the larger school community.

The concentration in Teacher Leadership is designed for current teachers who wish to develop their leadership ability for use in the classroom or in such expanded roles as lead teacher, team leader, curriculum developer, department chairperson, new teacher mentor or special project leader. Professionals who enter this program are leaders and future leaders of our schools.

The concentration in Higher Education Leadership is designed to prepare students for careers in college and university settings, the public policy sector, as well as organizations engaged in research, advocacy, and action pertinent to higher education.

The MA in Education with a Concentration in Educational Policy prepares students to critically analyze, craft, and implement education policy, to evaluate its impact on students and teachers, and to advocate for more equitable and effective educational policy.

The Master of Arts in Education Plus Teacher Certification is for aspiring teachers. Our accelerated program leads to a master's degree, as well as satisfies Pennsylvania Department of Education's "program approval" requirements for state certification in secondary teaching.

1) Master of Arts in Education with a Graduate Education, Higher Education Leadership, Teacher Leadership, or Educational Policy concentration (30 Credits)

Degree Requirements: A minimum of 30 graduate credits is required for each concentration of the Master of Arts in Education degree. A student may choose to take all 30 credits in Education or to combine credits in Education with up to six graduate credits in another subject or teaching field. Additionally, upon receiving approval of the Department of Education and Counseling, a student may undertake the writing of a thesis for six credits in lieu of six elective credits. Prior to being awarded the degree, students must submit and present a digital portfolio. This may be done following the completion of 24 credits, including all required courses.

2) Master of Arts Plus Teacher Certification (34 Credits)

Degree Requirements: Those seeking admission to this program should have an undergraduate major, or the majority of their undergraduate coursework, in an academic subject area and/or the necessary prerequisite coursework. Subjects available for certification are: English, Communication, Mathematics, Biology, Physics, Chemistry, General Science, Social Studies, Citizenship, French, Italian, German, Spanish and Latin. The program consists of 34 credits, observations in schools, and a full time student teaching experience. The program is typically completed in 12 consecutive months (one summer session and two semesters) and is for prospective secondary teachers, grades 7-12 only. It is also possible to complete the program on a part time basis over two years.

Graduate Education Concentration: THIRTY (30) CREDITS REQUIRED

Teacher Leadership Concentration: THIRTY (30) CREDITS REQUIRED

Higher Education Concentration: THIRTY (30) CREDITS REQUIRED

Master of Arts Plus Teaching Certification: THIRTY FOUR (34) CREDITS REQUIRED

Type: Master of Arts

Graduate Education Concentration I. Core Courses (Required):

All five core courses have signature assignments which are required in the digital portfolio. All remaining courses are electives, and should be selected from our rotating speciality courses, available in the master schedule. Up to nine electives credits may be taken in teaching content area.

Item #	Title	Credits
EDU 8561	Adv Trends & Issues in Spec Ed	3
EDU 8603	Educational Research	3
EDU 8641	Assessment and Analysis	3
EDU 8673	Philosophy Education	3
EDU 8679	Standards Aligned Sys & Curric	3

Teacher Leadership Concentration I. Core Courses (Required):

All five core courses have signature assignments which are required in the digital portfolio. Students may choose to take EDU 8603 or EDU 8641 to fulfill degree requirements. All remaining courses are electives, and should be selected from our rotating speciality courses, available in the master schedule. Up to nine electives credits may be taken in teaching content area.

Item #	Title	Credits
EDU 8561	Adv Trends & Issues in Spec Ed	3
EDU 8603	Educational Research	3
EDU 8641	Assessment and Analysis	3
EDU 8654	Policy Analysis	3
EDU 8672	Instructional Leadershp	3
EDU 8679	Standards Aligned Sys & Curric	3

Higher Education Leadership Concentration I. Core Courses (Required):

All four core courses have *signature assignments* which are required in the digital portfolio. This specific degree requires students to take a minimum of six credits of higher education leadership elective courses, which may included 1-credit workshop courses, also be included in the digital portfolio. All remaining courses are electives and should be selected from our rotating courses, available in the master schedule. Up to six electives credits may be taken in another graduate department.

Item #	Title	Credits
EDU 8603	Educational Research	3
EDU 8644	Leadershp & Admin of Higher Ed	3
EDU 8645	Contemporary Issues Higher Ed	3
EDU 8670	History of US Higher Education	3

Master of Arts Plus Teaching Certificate: 34 credits required

A digital portfolio is not required for this degree program. All courses are required, per department and Pennsylvania Department of Education guidelines, and should be taken in the prescribed order.

Item #	Title	Credits
EDU 8400	Critical Perspectives Spec Ed	3
	EDU 8530, 8540 or 8550	3
EDU 8603	Educational Research	3
EDU 8614	Curriculum & Assessment	3
EDU 8618	Adolescent Psychology	3
EDU 8669	Comparative Education	3
EDU 8673	Philosophy Education	3
EDU 8675	Development of ELL Students	3
EDU 8678	Equity & Social Justice in Edu	3
EDU 8628	Graduate Student Teaching	6
EDU 7321	Student Teaching Seminar	1

Concentration in Education Policy. Core Courses (Required):

All five core courses have signature assignments which are required in the digital portfolio. Students will take EDU 8603 Educational Research, EDU 8654 Policy Analysis, EDU 8656 Education Law, EDU 8664 Politics of Education, and EDU 8669 Comparative Education to fulfill degree requirements. All remaining courses are electives, and should be selected from our rotating speciality courses, available in the master schedule. Up to nine electives credits may be taken in teaching content area.

Item #	Title	Credits
EDU 8603	Educational Research	3
EDU 8654	Policy Analysis	3
EDU 8656	Education Law	3
EDU 8664	Politics of Education	3
EDU 8669	Comparative Education	3

Counseling
Master of Science in Counseling

The program offers a 60-credit Masters of Science in Counseling with specializations in Clinical Mental Health Counseling or School Counseling. These areas of specialization share a common core of courses required for all students. Theoretical mastery and applied skill development are emphasized. Both areas of specialization meet the Pennsylvania licensure requirements for the professional counselor (LPC). The School Counseling specialization is approved by the Commonwealth of Pennsylvania Department of Education and offers PK-12 certification in school counseling. While both the School Counseling and the Clinical Mental Health Counseling program requirements are frequently updated in response to certification and licensure requirements, counseling students are expected to meet the course and clinical requirements of the Counseling program at the semester of first matriculation.

Program Requirements

Students must choose to specialize in one of two areas; School Counseling or Clinical Mental Health Counseling. Each area of specialization (i.e., Clinical Mental Health Counseling and School Counseling) requires specific courses, recommended electives, a one-semester practicum, a two-semester internship, and a comprehensive examination to complete the degree program.

Required courses are specific to the area of specialization in addition to core program courses.

Type: Master of Science

Core Program (Courses Required for All Tracks)

Item #	Title	Credits
CHR 8605	Lab in Counseling Skills	3
CHR 8687	Counseling Theory & Prac	3
CHR 8883	Ethics & Prof. Orientation	3
CHR 8655	Lab in Group Dynamics	3
CHR 8860	Lab in Couns Div Population	3
CHR 8604	Research & Evaluation	3
CHR 8685	Lifestyle & Career Devel	3
CHR 8855	Appraisal in Counseling	3
CHR 8884	Human Growth and Development	3

Clinical Mental Health Counseling (CMHC) 60 credits: Required Courses

Six additional credits of CHR Electives are required.

Item #	Title	Credits
CHR 8688	Clinical Mental Health Orient	3
CHR 8682	Pract. Clinical Mental Health	3
CHR 8840	Community Res & Crisis Intervn	3
CHR 8844	Family Systems Theory	3
CHR 8850	Intern. I Clin. Mental Health	3
CHR 8851	Intern. II Clin. Mental Health	3
CHR 8873	Addiction Counseling	3
CHR 8874	Prevention Theory & Practice	3
CHR 8880	Psychopathology	3

School Counseling (60 credits): Required Courses

Six additional credits of CHR Electives are required.

Item #	Title	Credits
CHR 8600	Spec Ed for Counselors & Teach	3
CHR 8680	School Counseling Orientation	3
CHR 8677	Practicum in School Counseling	3
CHR 8683	Consultation Processes	3
CHR 8692	Internship I School Counseling	3
CHR 8675	Development of ELL Students	3
CHR 8694	Intern. II School Counseling	3
CHR 8750	Mental Health in Schools	3
CHR 8854	Therapeut Strat Children	3

Certificates

Education Certificates

Our department offers Certificates in Education, Teacher Leadership, and Higher Education Leadership. Below you will find a summary of the different degree programs. *These programs do not lead to teaching certification.*

Admission Requirements

Certificate programs are open to post-baccalaureate students who submit a satisfactory undergraduate transcript from an accredited institution of higher education with a minimum GPA of 3.0. The applicant must also be of good character and legal standing.

Certificate Requirements

The number of credits required is 15 for Education and Teacher Leadership Certificates and 15 for the Higher Education Leadership Certificate. Nine to twelve credits must be fulfilled by required courses, six credits will be electives. No transfer credits from other institutions will be accepted for the certificate program.

Type: Graduate Certificate

Education Certificate Required Courses

Item #	Title	Credits
EDU 8616	Methods of Teaching	3
EDU 8679	Standards Aligned Sys & Curric	3
EDU 8561	Adv Trends & Issues in Spec Ed	3

Education Certificate Elective Courses

Students should choose two of the following courses to complete their Education Certificate requirements.

With the approval of the Chairperson of the department of Education and Counseling, students enrolled in the certificate who are degree or certificate candidates in another graduate arts and sciences program at Villanova, may use one course in that program to satisfy one elective in the education Certificate.

Item #	Title	Credits
EDU 8610	Current Issues Amer Educ	3
EDU 8662	Trends Social Studies	3
EDU 8669	Comparative Education	3
EDU 8671	Hist of American Educ	3
EDU 8673	Philosophy Education	3
EDU 8678	Equity & Social Justice in Edu	3

Teacher Leadership Certificate Required Courses

Students should choose two graduate level education courses to complete the electives for their Teacher Leadership Certificate requirements. Please consult the master schedule for the most up to date offerings.

With the approval of the Chairperson of the department of Education and Counseling, students enrolled in the certificate who are degree or certificate candidates in another graduate arts and sciences program at Villanova, may use one course in that program to satisfy one elective in the education Certificate.

Item #	Title	Credits
EDU 8672	Instructional Leadershp	3
EDU 8654	Policy Analysis	3
EDU 8664	Politics of Education	3

Higher Education Leadership Certificate Required Courses

In addition to these required courses, students completing the Higher Education Leadership Certificate will be required to complete six credits of education courses, which include 1-credit workshop courses and special topics courses. Students should consult the master schedule for the most up to date workshop offerings.

Item #	Title	Credits
EDU 8670	History of US Higher Education	3
EDU 8645	Contemporary Issues Higher Ed	3
EDU 8644	Leadershp & Admin of Higher Ed	3

Higher Education Leadership Certificate Elective Courses

Students should choose 6 credits of higher education or education electives.

With approval of the program director, a student may enroll in one 3-credit course in another CLAS department.

College Admissions Counseling Certificate

The Graduate Certificate in College Admissions Counseling is a specialized online program designed for current and aspiring high school, career and independent counselors looking to enhance their skills and sharpen their knowledge of the subject. The program combines both theory and practice in diverse cohorts from across the country, providing counselors with unique perspectives on a variety of admission-specific subjects.

The **12-credit program** curriculum includes four required courses (10 credits) and two electives (2 credits).

- **Three-credit online courses are 8 weeks.**
- **One-credit online courses are 4 weeks.**

Type: Graduate Certificate

Required Courses

Required Courses: (10 credits)

- CHR 8915: Foundations of College Counseling (3 credits)
- CHR 8920: Advanced Topics in College Counseling (3 credits)
- CHR 8910: College Admissions Process (3 credits)
- CHR 7820: Financial Aid Workshop (1 credit)

Elective Courses

Sample Elective Courses: (2 credits)

- CHR 7816: Homeless and College-Bound (1 credit)
- CHR 7815: Alternatives to 4-Year College Workshop (1 credit)
- CHR 7810: Elite Admission & Scholarship (1 credit)
- CHR 7801: Counseling College Bound Athletes (1 credit)

English

English

The Department of English offers a Master's in English Literature, a Post-Master's Certificate, and options to jointly pursue a Master's degree with a certificate in several other disciplines. The curriculum combines the deepest traditions of literature and the most current approaches to and applications of literary study. This range of approaches provides students with expertise in much of the literature written in English, highly refined interpretive skills, and familiarity with the major intellectual currents shaping the discipline of literary study today. All courses are conducted as small seminars, with a maximum enrollment of 15 students. In these seminars, students are asked to consider the primary texts in a variety of contexts, including the historical moment in which they were created, the body of literary criticism that has been generated concerning them, and contemporary theoretical paradigms that might shed light on their deep structures. Upon completion of coursework students have the option of either writing a thesis or taking a field examination. In either case, this final stage of the Master's degree affords students an opportunity to pursue an area of interest deeply, while receiving extensive guidance from a faculty advisor of their choosing.

MA in English

To earn the Master's degree, students complete 30 credits, including the thesis or field examination. The only two formal requirements are a course in American literature before 1900 and another in British/Irish literature before 1800. Students must maintain an average grade of "B" or better each semester to remain within the program. Normally, students complete the program within two years, taking two to three courses each semester, but they may take up to six years. If a student does not plan to enroll in any classes for a semester (excluding summer semester), they must apply for a leave of absence. Please see the **Leave of Absence policy** for more information.

Post-Master's Certificate in English

This program invites applications from those candidates who have already attained a Master's degree (in English or Education) and who wish to extend or advance their graduate study.

It allows qualified individuals to take five courses (fifteen credit hours) in a curriculum that they design to meet their professional interests and needs.

Interested candidates should supply transcripts of undergraduate and graduate degrees and an application to be considered for admission.

MA in English with Certificate in Communication

This program combines the traditional, scholarly, literature-focused curriculum of the MA in English with a certificate designed to facilitate a career in such professional fields as public relations, marketing, university administration, electronic publishing and other areas in which cultural knowledge and advanced writing skills are in demand.

The Certificate in Communication will provide you with a unique opportunity to develop expertise in one of these professional areas while completing your English degree. The combined program requires 36 credits (24 credits in English, and 12 credits in Communication) to earn both a Master's degree and a Certificate in any one of these areas of Communication:

- Communication and Critical/Cultural Studies
- Journalism and New Media
- Mediated Communication
- Organizational Communication and Leadership
- Public Relations and Advertising;

In addition to the traditional English curriculum you will take

- ENG 8000: Literary Theory

and four courses from Villanova's Communication Program:

- COM 8100: Strategic Communication Theory
- Three electives in Communication, chosen from lists of courses designated for each certificate program.

All Communication certificate students will be individually advised by the English Graduate Director.

MA in English with Certificate in Education

This option permits students who are especially interested in secondary school teaching to take coursework from the Villanova Education Department in tandem with their English coursework. Through the certificate courses, you can develop advanced teaching techniques, learn about lesson planning and familiarize yourself with the uses of classroom technology, as well as cultivate more specialized knowledge in a range of areas of pedagogical theory and practice.

The Post-Baccalaureate Graduate Certificate in Education includes three required courses and two electives, one of which can be satisfied by a graduate English course.

This is not a PDE Certification Program and does not lead to PA Teaching Certification.

MA in English with Certificate in Gender and Women's Studies

The Gender and Women's Studies certificate permits you to pursue specialized graduate coursework in Gender and Women's studies while also earning your MA in English. This interdisciplinary 15-credit certificate program permits you to take courses focused on topics related to gender and sexuality from a wide range of graduate programs at Villanova, including History, Communication, Theater, Philosophy, Education, Psychology, Political Science and the Law School. Two courses from your English MA can also be counted toward the certificate.

Thesis Option or Oral Field Examination Option

All students must submit a thesis (3 credits) or successfully pass a combined oral/written field examination (3 credits) in partial fulfillment of the requirements for the MA degree. The coursework and the thesis or field examination are complementary, the first providing the critical base and a broad range of study in a variety of areas, the second providing focus within a particular area. The thesis offers the opportunity for sustained critical examination of an author, theme, or small selection of texts. The field examination, covering a list of works compiled in consultation with a student's advisor, allows exploration of a self-defined field. A "field" is often defined by both a literary period and a theme of the student's choosing (e.g., American environmental literature since 1950, or British war literature of the 19th century), but it may also address either a traditional historical period or a genre. The examination involves a written "comprehensive statement" and an oral examination by a committee based on the reading list and the comprehensive statement.

Type: Master of Arts

British/Irish Literature

Item #	Title	Credits
ENG 8102	Old Engl Language & Lit	3
ENG 8104	Mid English Lang & Lit	3
ENG 8106	Sem:Topics in Med Lit	3
ENG 8150	Chaucer's Canterbury Tales	3
ENG 8151	Chaucer's Troilus	3
ENG 8250	Shakespeare	3
ENG 8260	Topics Renaissance Lit	3
ENG 8310	17th Century Poetry & Prose	3
ENG 8350	Milton	3
ENG 8420	18th Century Fiction	3
ENG 8430	English Drama 1660-1780	3
ENG 8450	Age of Neo-Classicism	3
ENG 8460	Topics in 18c Brit Lit	3
ENG 8501	Age of Romanticism	3
ENG 8505	Victorian Prose	3
ENG 8506	Victorian Poetry	3
ENG 8520	19th Century British Fiction	3
ENG 8560	Topics in 19c Brit Lit	3
ENG 8580	Irish Lit before 1900	3
ENG 8610	Modern British Poetry	3
ENG 8620	Modern British Fiction	3
ENG 8630	Modern British Drama	3
ENG 8640	Topics in Mod Brit Lit	3
ENG 8680	Irish Lit after 1900	3

American Literature

Item #	Title	Credits
ENG 7055	Top. Afro-American Literature	3
ENG 9510	American Poetry to 1900	3
ENG 9520	American Fiction to 1900	3
ENG 9530	Topics 19th C Amer Lit	3
ENG 9610	Amer Poetry: 1900-1950	3
ENG 9620	Amer Fiction: 1900-1950	3
ENG 9640	Topics in Mod Amer Lit	3
ENG 9710	Amer Poetry:1950 to Pres	3
ENG 9720	Amer Fiction:1950 - Pres	3
ENG 9730	Open seminar	3

Other

Item #	Title	Credits
ENG 7200	Hist of English language	3
ENG 8000	Literary Theory	3
ENG 8010	Sem: Research & Bibliog	3
ENG 8020	Comp. & Literacy Study	3
ENG 8090	Thesis Direction I	3
ENG 8092	Field Examination	3
ENG 9031	Independent Study I	3
ENG 9035	Professional Research Option	3
ENG 9080	Thesis Continuation	0
ENG 9800	Internship in Teaching English	3

Environmental Science

Environmental Science

The Master of Science in Environmental Science (MSES) is a 30-credit degree program. Depending on track, students enroll in 7-10 credits of required foundation courses, then complete the remaining credits as part of the research and thesis track, or choose the non-thesis capstone project track or the non-thesis portfolio track. *In cooperation with the Program Director and a faculty mentor(s), students develop and customize their academic program.*

All students take **7-10 credits** of required foundation courses, depending on their chosen track:

Type: Master of Science

Foundation Courses

Note: GEV 7040 (Intro to GIS) is required for students without prior GIS experience as a pre-requisite for GEV 7041. If a student must take GEV 7040, that counts towards their free electives.

Item #	Title	Credits
GEV 7000	Research Methods in Env Sci	2
GEV 7010	Environmental Colloquium	1
GEV 7020	Advanced Env Issues Seminar	3
GEV 7041	GIS for Environmental Systems	4

Research and Thesis Track

In addition to the 10 credits of required foundation courses, students on the **Research and Thesis Track** must take GEV 7030 and GEV 9050. Additionally, they take at least 5 credits of thesis work, but no more than 10 additional credits, depending on the research plan they work out with their advisor.

Thesis courses include: GEV 7030, 9000, 9001, 9010, 9020, 9030, or 9050.

Item #	Title	Credits
GEV 7030	Proposal Development	1
GEV 9050	Thesis Writing	1
GEV 9000	Directed Research	2
GEV 9001	Thesis Continuation	0
GEV 9010	Thesis Research I	1
GEV 9020	Thesis Research II	2
GEV 9030	Thesis Research III	3
GEV 9040	Thesis Research IV	5

Non-Thesis Capstone Track

In addition to the 10 credits of foundation courses, students selecting the **Non-Thesis Capstone Track** must take GEV 9000 and GEV 9005, and will work with the MSES Director to develop a program of study that complements their career goals. Students will complete a capstone project in their final semester, which they will then publically present at the Department's Environmental Colloquium.

The following courses are required for the non-thesis capstone track:

Item #	Title	Credits
GEV 9000	Directed Research	2
GEV 9005	Capstone Project	1

Non-Thesis Portfolio Track

In addition to the 7 credits of foundation courses, students selecting the **Non-Thesis Portfolio Track** must take GEV 9002 and will work with the MSES Director to develop a program of study that complements their career goals. Students will choose the final products of three or four elective courses and compile a portfolio that will be evaluated by a panel of faculty.

Item #	Title	Credits
GEV 9002	Portfolio	0

Electives

Students enrolled in the **Research and Thesis Track** take between **8 and 13** credits of elective courses, dependent upon their research plans.

Students enrolled in the **Non-Thesis Capstone Track** take **17** credits of elective courses, at least **8** credits of which must come from laboratory courses. Up to nine credits may be taken from departments other than GEV.

Students enrolled in the **Non-Thesis Portfolio Track** take **23** credits of elective courses, at least **8** credits of which must come from laboratory courses. Up to nine credits may be taken from departments other than GEV.

GEV Elective Lecture Courses (3 credits unless otherwise noted)

Item #	Title	Credits
GEV 7100	Remote Sensing-Env Analysis	3
GEV 7101	Land Use & Env Assessment	3
GEV 7102	Sustainable Env Systems	3
GEV 7103	Env. Policy and Law	3
GEV 7104	Coastal Environments	3
GEV 7105	Sustainable Urban Environments	3
GEV 7106	Ecosystems Services	3
GEV 7107	Adv. Env. Geology	3
GEV 7108	Climate Variability	3
GEV 7109	Paleoclimates	3
GEV 7110	Sustainable Development	3
GEV 7111	Agricultural Sciences	3
GEV 7112	Environmental Health	3
GEV 7113	Soil Science	3
GEV 7114	Air Pollution	3
GEV 7115	Energy Systems	3
GEV 7116	Coral Reefs	3
GEV 7117	Water Resources	3
GEV 7118	Energy Policy	3
GEV 7119	Oceanography	3
GEV 7120	Geology	3
GEV 7121	Global Change Science	3
GEV 7122	Ecosystem Ecology	3
GEV 7123	Green Science	3
GEV 7124	Biomimicry	3
GEV 7125	Tropical Ecology	3
GEV 7126	Process Geomorphology	3
GEV 7127	Environmental Systems	3
GEV 7128	Env Systems Management	3
GEV 7129	Environmental Toxicology	3

GEV 7200	Advanced Quantitative Analysis	3
GEV 7201	Spatial Analysis of Env Syst	3
GEV 7202	Geo Statistics	3
GEV 7203	Env Model w GIS & Remote Sense	3
GEV 7204	Geospatial Project Mgmt	3
GEV 8300	Environmental Lab&Field Topic	1

GEV Elective Lab Science Courses

GEV 7040 required for students without prior GIS experience as a pre-requisite for GEV 7041

Item #	Title	Credits
GEV 7040	Intro to GIS	4
GEV 8310	Adv Topics in Env Lab Sc I	4
GEV 8320	Adv Topics in Env Lab SC II	4
GEV 8321	Microbial Processes	4
GEV 8322	Ocean and Coastal Environ	4
GEV 8323	Watershed Biogeochemistry	4
GEV 8324	Environmental Systems	4
GEV 8325	Environmental Ecology	4
GEV 8326	Environmental Geology	4
GEV 8327	Geomorphic Environments	4
GEV 8328	Climatology	4
GEV 8329	Global Change Research	4
GEV 8330	Fields Methods for Env Sci	4
GEV 8331	Field Research	4
GEV 8332	Sustainable Env. Systems	3
GEV 8333	Water and Wastewater Mgmt	3
GEV 8334	Biogeochemistry	3
GEV 8335	Hydrology & Water Resources	3
GEV 8336	Aquatic Ecology	3
GEV 8337	Terrestrial Env. Ecology	3
GEV 8338	Environmental Chemistry	4

Chemistry Courses (3 credits)

Item #	Title	Credits
CHM 7595	Core Analytical Chemistry	3

Biology Courses

Item #	Title	Credits
BIO 7105	Vertebrate Ecology	4
BIO 7151	Biogeochemistry Lec	2
BIO 7152	Biogeochemistry Lab	2
BIO 7805	Biostatistics & Exper. Design	4
BIO 7555	Molecular Ecol and Evol	4
BIO 7705	Plant Ecology	4
BIO 7755	Plant Ecophysiology	4
BIO 7955	Biodiversity & Systematics	4
BIO 7970	Spec Topics: E/E/O Biology	2
BIO 7980	Adv Topics: E/E/O Biology	3
BIO 7982	Eco, Evol, & Organismal Lab	1
BIO 8940	Adv Topics in Biology	2
BIO 8941	Adv Topics in Bio Lab	2

Public Administration Courses

Item #	Title	Credits
MPA 8100	Decision-Making	3
MPA 8400	Strategic Planning	3
MPA 8500	Effective City Management	3
MPA 8550	Urban Politics and Government	3
MPA 8600	Effective Non-Prof Mgmt	3
MPA 8800	Managing Public Networks	3
MPA 8900	Public Policy	3
MPA 8299	Spec Top in Public Admin	1

Geographic Information Systems Certificate

Geographic Information Systems study geospatial phenomena using concepts, techniques, tools, and data associated with georeferenced information, remote sensing, data visualization, global positioning systems, and spatial analysis. Over the last few decades, these theories and technologies have gained prominence in geography and are revolutionizing methods in associated fields of research including the environmental, health, social, behavioral, and biophysical sciences, as well as the operations of municipal organizations, business, industry, government, and nonprofit organizations. Students earning a GISC will be highly educated graduates who can use geospatial technologies and data analysis techniques to anticipate and respond effectively to challenges and solve complex problems. They will be able to apply their geospatial education to

anticipate uncertainties, solve complex problems, and respond effectively to challenges with confidence and reasoned judgment.

At the completion of the certificate program, a student should be able to:

• Demonstrate an understanding of fundamental concepts and practices of GIS and advances in Geospatial Information Science and Technology (GIST).

• Apply GIS analyses to geospatial problems and research questions.

• Demonstrate proficiency in the use of GIS tools to create maps and other geospatial products that are designed–for–purpose and effectively convey information.

• Apply basic geovisualization concepts such as color theory, symbolization, and map design to enable analyses of problems with a geospatial component.

• Gather and process original data using a Global Positioning System (GPS) and demonstrate proficiency in theory and application of different referencing methods.

• Demonstrate organizational skills in spatial data and project management.

• Demonstrate confidence in undertaking new analyses using GIS and troubleshoot problems in GIS.

• Apply modeling, mathematical concepts, and statistical methods to the analysis of complex geospatial problems in a variety of professional settings.

Program Notes

• Students who have successfully completed GEV 4700 at Villanova University or at an equivalent course at another institution (after review by the GISC Program Coordinator) will have the requirement for GEV 7040 waived in place of an additional 4 credits of electives. Students who have substantial professional experience with GIS will be interviewed by the GISC Program Coordinator and will, at the Program Coordinator's discretion, likewise have the requirement for GEV 7040 waived in place for elective credits.

• Students enrolled in the MSES program may count courses completed as part of their MS degree towards the GISC.

• Students will complete the 0-credit GEV 9003 GIS Portfolio course in their final semester, which entails the development and presentation of a portfolio of work completed during the GISC program.

Type: Graduate Certificate

Required Courses

8 credits

Item #	Title	Credits
GEV 7040	Intro to GIS	4
GEV 7041	GIS for Environmental Systems	4
GEV 9003	GIS Portfolio	0

Elective Courses

6 credits

Item #	Title	Credits
GEV 7042	Advanced Geospatial Applications in Environmental Science	3
GEV 7100	Remote Sensing-Env Analysis	3
GEV 7201	Spatial Analysis of Env Syst	3
GEV 7202	Geo Statistics	3
GEV 7203	Env Model w GIS & Remote Sense	3
GEV 7204	Geospatial Project Mgmt	3
GEV 8003	Speical Topics in Env Sustain	3
GEV 8320	Adv Topics in Env Lab SC II	4

Gender and Women's Studies

Gender and Women's Studies Certificate

PROGRAM DESCRIPTION

The College of Liberal Arts offers a Graduate Certificate in Gender and Women's Studies with

course offerings from a variety of disciplines. The curriculum stresses the exploration of theoretical and practical concepts of power, as applied to gender and sexuality and to all forms of oppression through a genuinely interdisciplinary approach. Honoring the social as well as the intellectual traditions of the disciplines, our courses draw on feminist models of collaborative learning and pedagogy and value the knowledge and authority that students as well as teachers bring to the classroom. Across the GWS curriculum, students experience the dynamic process of integrating the quest for knowledge with personal experience, through courses that give them a voice, a sense of community, and an invitation to work for social change.

Students who are pursuing a degree in another department will be able to apply some of their courses for both the degree and the certificate. The certificate allows students to enhance their studies with a deeper knowledge of GWS, which has transformed scholarship and challenged fundamental assumptions in the humanities, social and natural sciences, and the professions. The certificate can also be earned as a stand-alone program.

PROGRAM REQUIREMENTS

The certificate requires 15 credit hours (5 three-credit courses) including Critical Perspectives on Gender (GWS 8000) and four graduate courses with the GWS attribute. The GWS curriculum is always evolving and shown in its entirety in our course catalog. Our faculty from many disciplines frequently teach new graduate courses. Recent courses that qualify for the GWS attribute are:

Type: Graduate Certificate

Graduate Courses

Item #	Title	Credits
CHR 7155	Human Sexuality	1
COM 8005	Special Topics	3
EDU 8678	Equity & Social Justice in Edu	3
ENG 8260	Topics Renaissance Lit	3
ENG 9530	Topics 19th C Amer Lit	3
ENG 9640	Topics in Mod Amer Lit	3
ENG 9730	Open seminar	3
ENG 9720	Amer Fiction:1950 - Pres	3
GWS 8000	Critical Perspect. on Gender	3
HIS 8002	Sem in North Amer Hist	3
HIS 8207	Wm & Gender in Europe 400-1650	3
HIS 8290	Women & Gender in Mod Europe	3
HIS 8436	Women & Gender in Middle East	3
HIS 8800	Topics in Historiography	3
LAW 7148	Human Trafficking	2
LST 7301	American Studies	3
LST 7303	Peace and Justice Studies	3
PHI 8540	Feminist Theories	3
PHI 8710	Seminar in Philosophical Tops.	3
PHI 8720	Sem: Phil Figures	3
THE 8200	Theatre Topics	3

History

History

DEPARTMENTAL REQUIREMENTS

Eighteen undergraduate credits in history, at least half of them upper division, are normally required for admission to the program. The Graduate Record Examination General Test is optional. Three letters of recommendation should be transmitted to the Office of Graduate Studies. A writing sample in history is required and can be uploaded in the online application.

The program for the Master of Arts in History emphasizes broad understanding, interpretation, and analysis. The department retains strengths in the US, Europe, Latin America, Asia, Africa and the Middle East, while offering a vibrant curriculum in Public History. The program encourages students to pursue transnational developments that spanned larger regions or that bound together distant cultures. In addition to

chronological and geographical concentrations, the program offers students the opportunity to investigate gender, sexuality, class and race expressed and embodied in the diverse geographies throughout Asia, the Americas, Africa, and Europe. The objective of the program is to lead the student to probe beneath the surface of events so that those who teach history may do so with a deeper understanding of their subject and the various approaches to it, and so that all, regardless of vocation or objectives, may more fully appreciate the value of studying society by means of historical investigation. The program provides opportunities for research and specialized training for students contemplating further work at the doctoral level. Faculty collaborate with local museums and cultural institutions to provide students with experience in public history and to train interested students to find work in non profits. Given the importance of interdisciplinary work, students may take, with permission, up to two non-department graduate courses in subjects related to the student's field of study.

Thirty credits are required for the degree. In close consultation with an academic advisor, students choose a field of concentration from the following:

1. Africana
2. Americas
3. Asia
4. Atlantic World
5. Europe
6. United States
7. Empire
8. Intellectual and Cultural
9. Race and Ethnicity
10. Revolution
11. State and Society
12. Urban and Environmental History
13. Women, Gender and Sexuality
14. Chronological Concentration
15. Public History Concentration
16. Self-Designed Concentration

Students must take at least 12 credits in their concentration. In addition, all students are required to take HIS 8850 Theory and Methods, preferably in their first semester, and HIS 9002 Writing History, in their final spring semester. The remaining four courses are free electives that students may use to add to their concentration or to pursue wider interests.

Students are required to maintain a portfolio that includes a Plan of Study and a sample of their strongest piece of scholarship. The graduate committee reviews portfolios to ensure that departmental learning outcomes and students' goals are being met.

Type: Master of Arts

History/Non-Profit Management (Combined MA/Certificate) Combined MA in History and Certificate in Non-Profit Management

This combined program provides a unique opportunity to graduate students in history who are interested in pursuing careers in public history, administration of historical sites and museums, and related positions. The program educates the student in the pragmatic skills necessary for managing and promoting the political, economic, and administrative elements of public historical institutions while providing them with in-depth knowledge and experience in historical research, historiography, and methodology.

The combined Masters/Certificate Program requires students to take 36 credits (instead of the 30 credits required for the History MA degree). Four of the required 12 classes are taken in the Master of Public Administration (MPA) Program.

Program Objectives:

1. Educate students to become knowledgeable administrators and leaders in the public history community through training in historical research, professional practice, and educational outreach.
2. Provide students with the practical knowledge for the establishment and advancement of non-profit organizations, particularly those related to history.

Admission and Completion Requirements

Applicants must be evaluated and accepted by both the History Department for its Masters program and the Masters in Public Administration program for its Non-Profit Certificate program.

The same admission standards that apply for the MPA Program will apply for students in the History MA/Certificate program.

Required Courses:

24 History credit hours or 8 courses from the history curriculum, one of which must be History 8702, Introduction to Public History.
12 credit hours or 4 courses from the Masters in Public Administration's Certificate in Nonprofit Management.

History 8702 Introduction to Public History will be accepted for credit in both programs.

Total Credits: 36 (History 24 + MPA 12)

History: 24 credits:

- Theory and Methods in History 3 cr
- Concentration 12 cr
- History 8702, Introduction to Public History 3 cr
- Electives 6 cr
  The remaining 6 credits required for the MA in History are fulfilled by two MPA courses.

Masters in Public Administration Certificate in Nonprofit Management: 12 credits

MPA 8031 Financial Management
MPA 8600 Effective Nonprofit Management
MPA 8700 Fundraising for Nonprofit Organizations
One elective. For a list of electives, see *Appendix 2*.
The remaining 3 credits required for the MPA Certificate are fulfilled by History 8702, Introduction to Public History

Type: Master of Arts

Item #	Title	Credits
HIS 8002	Sem in North Amer Hist	3
HIS 8003	Amer Women & Gender His	3
HIS 8011	Amer Soc in Col. Era to 1750	3
HIS 8016	Amer Nation 1750-1800	3
HIS 8021	Early American Republic	3
HIS 8026	U.S. Civil War	3
HIS 8033	The Gilded Age, 1865-1900	3
HIS 8041	Roosevelt to Roosevelt	3
HIS 8042	U S since the New Deal	3
HIS 8061	Amer For Rel to 1914	3
HIS 8062	Amer For Rel sn 1914	3
HIS 8066	American Cultural History	3
HIS 8071	Top:Early Amer Soc Hist	3
HIS 8072	Topics:Mod Amer Social History	3
HIS 8076	Topics: Amer Econ Hist	3
HIS 8078	Top in Af-Am Hist since 1865	3
HIS 8081	Readings in Amer Ethnic His	3
HIS 8202	Seminar Topics Euro History	3
HIS 8204	Sem Topics in Ancient History	3
HIS 8205	Ancient Mediterranean	3
HIS 8206	Dark Ages	3
HIS 8207	Wm & Gender in Europe 400-1650	3
HIS 8208	Medieval Europe	3
HIS 8209	The Renaissance	3
HIS 8211	Ref & Cath Counter Reformation	3
HIS 8225	The Enlightenment	3
HIS 8231	French Rev and Napoleonic Era	3
HIS 8235	Brit Econ Soc 1689-1815	3
HIS 8241	Eur Natlsm 1815-1870	3
HIS 8245	Great Britain since 1815	3
HIS 8248	Early Modern Ireland	3
HIS 8252	Modern France since 1815	3
HIS 8262	Imperial Russia to 1917	3
HIS 8272	Europe on the Eve of WWI	3
HIS 8274	Twentieth Century Europe	3
HIS 8275	European Imperialism	3
HIS 8279	Germany since 1945	3
HIS 8281	Russia USSR 20th Century	3
HIS 8290	Women & Gender in Mod Europe	3
HIS 8402	Sem Topics in World History	3
HIS 8410	Atlantic World 1500-1800	3
HIS 8412	Colonial Latin America	3
HIS 8414	Topics Latin Amer Hist.	3
HIS 8416	Modern Latin America	3
HIS 8421	China & Japan since WWII	3
HIS 8425	Modern Japan	3

HIS 8426	Modern China	3
HIS 8433	Imperial. & Natlism in MidEast	3
HIS 8436	Women & Gender in Middle East	3
HIS 8441	Africa & Emer from Colonialism	3
HIS 8452	History of Modern South Asia	3
HIS 8454	Empire & Decolonization	3
HIS 8602	Sem Top in Comparative History	3
HIS 8603	Topics in the His of Rev	3
HIS 8613	Topics in Gender & Women's His	3
HIS 8642	Top in His of Science & Tech	3
HIS 8648	Environmental History	3
HIS 8662	Impact of War on Society	3
HIS 8682	The Cold War as History	3
HIS 8702	Intro to Public History	3
HIS 8704	Material Culture	3
HIS 8800	Topics in Historiography	3
HIS 8802	Seminar in Amer Historiography	3
HIS 8804	Seminar in Eur Historiography	3
HIS 8806	Historiography of Gender	3
HIS 8850	Theory and Methods in History	3
HIS 8900	Topics in Digital History	3
HIS 9006	Grad Internship in Public Hist	3
HIS 9012	Directed Readings in History	3
HIS 9022	Thesis Direction I	3
HIS 9032	Thesis Direction II	3
HIS 9042	Internship in Teach of History	1
HIS 9080	Thesis Continuation	0

Masters in Public Administration Certificate in Nonprofit Management (12 credits)

+ One elective. For a list of electives, see Appendix 2.

The remaining 3 credits required for the MPA Certificate are fulfilled by History 8702, Introduction to Public History

Item #	Title	Credits
MPA 8031	Financial Management	3
MPA 8600	Effective Non-Prof Mgmt	3
MPA 8700	Fundraising for Non-Prof Org	3

Post-Bachelor's Certificate Program

The certificates are designed for all who wish to continue taking courses after they have earned a Bachelors degree. The program is open to all who wish to continue their formal study of History but do not plan to pursue another degree. The certificates are especially well suited to the needs of secondary and middle school history and social studies teachers. Those who possess a Bachelor of Arts degree in history from Villanova University or any other accredited university are eligible. Applicants who hold degrees in other fields may also be admitted, subject to the approval of the history department's Graduate Steering Committee.

The Post-Bachelor's Certificate program can be tailored to the student's specific needs. Students may choose from the history department's regular course offerings on the basis of their own interests and needs. Students must complete 15 credits to be awarded a certificate. Students may earn multiple certificates.

The five available Certificates in history are:

1. Graduate Study in History
2. Graduate Study in American History
3. Graduate Study in European History
4. Graduate Certificate in Teaching Advanced History and Government
5. Graduate Study in World History

Type: Graduate Certificate

Human Resource Development

Human Resource Development (HRD) is a comprehensive program that develops HR leaders through evidence-based education and applied experiences in functional and strategic human resource management. The program is designed to provide students with a fundamental understanding of critical concepts pertaining to the field of Human Resources, aligned with the body of knowledge and competencies identified by the major professional HR associations. Professionals in the field teach selected courses thereby adding value and realism to the program. The classes are enriched through the student composition of professionals with years of HR and business experience and individuals launching their HR careers as recent undergraduates and those seeking to transition from other careers or as they return to work. Graduates of the program not only expand their general professional knowledge in HR, but also acquire new and specific skills in strategic planning, analytics and research methods for application in increasingly dynamic organizational environments. Our graduates become global HR thought leaders driving high performing, inclusive organizations that provide meaningful work experiences. The HRD Graduate Program offers a 36-credit MS in Human Resource Development, and four 15-credit certificate programs. The certificates can be earned in conjunction with the MS degree or as stand-alone certificates.

The HRD program is a multi-modal program allowing students the flexibility of taking classes both in-person and/or online as it fits their schedule. Students can decide at the time of registration which format of the course is best for their schedule. Classes have different formats depending on which modality is selected. Read more about program and schedule format. The MS HRD program can be completed with a mix of online and in-person courses depending on students' preference. Read more about he description below primarily describes the campus-based program. For information on the online program, please visit gradartsci.villanova.edu and look for the HRD program in the list of all online programs.

Human Resource Development (Combined BA/MS)

PROGRAM DESCRIPTION

Human Resource Development (HRD) is a comprehensive program that develops HR leaders through evidence-based education and applied experiences in functional and strategic human resource management. The program is designed to provide students with a fundamental understanding of critical concepts pertaining to the field of Human Resources, aligned with the body of knowledge and competencies identified by the major professional HR associations. Professionals in the field teach selected courses thereby adding value and realism to the program. The classes are enriched through the student composition of professionals with years of HR and business experience and individuals launching their HR careers as recent undergraduates and those seeking to transition from other careers or as they return to work. Graduates of the program not only expand their general professional knowledge in HR, but also acquire new and specific skills in strategic planning, analytics and research methods for application in increasingly dynamic organizational environments. Our graduates become global HR thought leaders driving high performing, inclusive organizations that provide meaningful work experiences. The HRD Graduate Program offers a 36-credit MS in Human Resource Development, and four 15-credit certificate programs. The certificates can be earned in conjunction with the MS degree or as stand-alone certificates.

COMBINED BACHELOR/MASTER PROGRAM IN HUMAN RESOURCE DEVELOPMENT

Qualified students are invited to apply for a limited number of spots (refer to HRD website for application details) for the combined BA in Psychology & MS in HRD & BA in Interdisciplinary Studies & MS in HRD program designed to offer undergraduate students a planned educational track that will prepare them for a career in the field of human resources. Students should apply directly to the Program Director in their junior year of undergraduate study. Students will then be permitted to double-count up to nine (9) credits of graduate study towards both their bachelor and master degrees. Students are eligible for up to six (6) credits of tuition

remission in the last semester(s) of their master's degree. Students will work closely with their advisor to ensure the appropriate graduate coursework is taken while still enrolled as an undergraduate student. Students must maintain a graduate GPA of 3.00 and students are not permitted to enroll in more than sixteen (16) credits while still enrolled as an undergraduate student. Students should refer to the Graduate Studies Combined Bachelor Master Programs website for detailed policies and procedure.

ADMISSION REQUIREMENTS

In addition to meeting the general requirements for admission to the graduate school, an applicant should have a bachelor's degree preferably with a major in an area of the social or behavioral sciences or business, though applicants from other disciplines will be given serious consideration. While applicants' qualifications will be considered in their entirety, in general, applicants should have a 3.0 or higher undergraduate GPA. While not required, applicants may submit evidence of their ability to handle graduate-level work such as GRE's, GMAT's, prior graduate studies, relevant certifications, etc.

In addition to university supported graduate assistantships and tuition scholarships, there are two endowed fellowships available to support a graduate student enrolled on a full- time basis in the HRD program. Applicants are invited to apply for the Rohm & Haas Company James C. Tabb Fellowship and the David F. Bush Fellowship.

Master of Science in Human Resource Development

PROGRAM REQUIREMENTS

To meet the requirements for the degree, students must successfully complete the required and elective courses outlined below. The pattern of elective course work will vary according to the professional objectives of the student. The program requires 36 semester hours. For all general advising questions, such as registration, scheduling, registration PINs, about tailoring elective options to meet career goals, or discussion about career options within HR, students should contact their academic advisor.

Special Notes: There are three (3) Psychology courses offered as part of the HRD curriculum. Two of these are required courses - PSY8475 and PSY8875.

Type: Combined Bachelor/Master

Required Courses

Item #	Title	Credits
HRD 8003	Financial & Human Capital	3
HRD 8006	People Analytics	3
HRD 8101	Intro to HR & Org. Dynamics	3
HRD 8210	Strategic Workforce Planning	3
HRD 8215	Employment Law	3
HRD 8419	Foundations of Strategic HR	3
PSY 8475	Learning & Development	3
PSY 8875	Organization Development	3
HRD 8100	Evidence-Based HR Primer	1.5-2
HRD 8888	HRD Capstone: Leading HRD	3

Electives

Item #	Title	Credits
HRD 8304	Emotional Intelligence	1.5
HRD 8212	Total Rewards:Compensation	3
HRD 8213	Total Rewards:Benefits	3
HRD 8420	Strategic & Global HR Ldrship	3
HRD 8421	Diversity in a Global Economy	3
PSY 8425	Organizational Behavior	3
HRD 8499	Special Issues in HRD	3
HRD 8305	Cultrl Compet, Equity&SocJusti	1.5
HRD 8306	Measure I&D Initiatives&Effect	1.5
HRD 8307	Work, Family&Career Considerat	1.5
HRD 8345	Relational Capital	1.5

Electives (1-1.5 credits)

The courses below are all electives of either 1 or 1.5 credits. The offerings vary by semester. Please check the master catalog for the courses given (and associated credits) for the current semester.

Item #	Title	Credits
HRD 8307	Work, Family&Career Considerat	1.5
HRD 8306	Measure I&D Initiatives&Effect	1.5
HRD 8305	Cultrl Compet, Equity&SocJusti	1.5
HRD 8304	Emotional Intelligence	1.5
HRD 8330	Human Resource Ethics	1.5
HRD 8345	Relational Capital	1.5
HRD 8899	Special Topics	1.5

Master of Science in Human Resource Development Program Requirements

To meet the requirements for the degree, students must successfully complete the required and elective courses outlined below. The pattern of elective course work will vary according to the professional objectives of the student. The program requires 36 semester hours. Students with three (3) years of direct HR experience, or five (5) years of professional organizational experience or an eligible HR certification (SHRM-CP, SHRM-SCP, PHR, SPHR, GPHR) are eligible to waive HRD 8101 for a total of 33 semester hours. For all advising questions, such as registration, scheduling, registration PINs, tailoring elective options to meet career goals, or discussion about career options within HR, students should contact their Academic Advisor.

Special Notes: There are three (3) Psychology courses offered as part of the HRD curriculum. Two of these are required courses - PSY8475 and PSY8875.

Type: Master of Science

Required Courses

HRD 8101 may be waived for students with three years of direct HR experience, or five years of professional organizational experience or an eligible HR certification (SHRM-CP, SHRM-SCP, PHR, SPHR, GPHR) at time of admission.

Item #	Title	Credits
HRD 8003	Financial & Human Capital	3
HRD 8006	People Analytics	3
HRD 8100	Evidence-Based HR Primer	1.5-2
HRD 8101	Intro to HR & Org. Dynamics	3
HRD 8210	Strategic Workforce Planning	3
HRD 8215	Employment Law	3
HRD 8419	Foundations of Strategic HR	3
PSY 8475	Learning & Development	3
PSY 8875	Organization Development	3
HRD 8888	HRD Capstone: Leading HRD	3

Electives

Item #	Title	Credits
HRD 8212	Total Rewards:Compensation	3
HRD 8213	Total Rewards:Benefits	3
PSY 8425	Organizational Behavior	3
HRD 8499	Special Issues in HRD	3
HRD 8420	Strategic & Global HR Ldrship	3
HRD 8421	Diversity in a Global Economy	3

The courses below are all electives of either 1 or 1.5 credits. The offerings vary by semester. Please check the master catalog for the courses given (and associated credits) for the current semester.

Item #	Title	Credits
HRD 8330	Human Resource Ethics	1.5
HRD 8345	Relational Capital	1.5
HRD 8899	Special Topics	1.5
HRD 8304	Emotional Intelligence	1.5
HRD 8305	Cultrl Compet, Equity&SocJusti	1.5
HRD 8306	Measure I&D Initiatives&Effect	1.5
HRD 8307	Work, Family&Career Considerat	1.5

HR Business Partner Certificate

The HR Business Partner Certificate will provide students with a strong foundation in the major

human resources functions which integrate to support the overall objectives of the business. All courses taken in the certificate are directly transferable to the MS in HRD, if students should decide to complete the MS degree.

PROGRAM REQUIREMENTS

The HR Business Partner certificate is comprised of 15 credits. To be eligible for admission to the HRD certificate programs students must have three (3) years of direct HR experience, or five (5) years of professional organizational experience, or an eligible HR certification (SHRM-CP, SHRM-SCP, PHR, SPHR, GPHR).

Type: Graduate Certificate

Required Courses (5 courses, 3 credits each = 15 credits)

Item #	Title	Credits
HRD 8003	Financial & Human Capital	3
HRD 8212	Total Rewards:Compensation	3
HRD 8213	Total Rewards:Benefits	3
HRD 8215	Employment Law	3
HRD 8419	Foundations of Strategic HR	3

HR Leadership Certificate

The HR Leadership Certificate is designed for HR professionals who will assume leadership roles in their organization. The courses in this certificate focus on aligning the human resource strategy with the strategic organizational objective. All courses taken in the certificate are directly transferable to the MS in HRD, if students should decide to complete the MS degree.

PROGRAM REQUIREMENTS

The HR Leadership certificate is comprised of 15 credits. See below for the breakdown of credits that must be completed. To be eligible for admission to the HRD certificate programs students must have three (3) years of direct HR experience, or five (5) years of professional organizational experience, or an eligible HR certification (SHRM-CP, SHRM-SCP, PHR, SPHR, GPHR).

Students in the HR Leadership Certificate would need to take an additional 1.5 credits beyond what is required in the MS HRD to earn both credentials.

Type: Graduate Certificate

Required Courses

Item #	Title	Credits
PSY 8875	Organization Development	3
HRD 8003	Financial & Human Capital	3
HRD 8420	Strategic & Global HR Ldrship	3
HRD 8421	Diversity in a Global Economy	3
HRD 8345	Relational Capital	1.5
HRD 8330	Human Resource Ethics	1.5

HR Organizational Development Certificate

The certificate in Organization Development will prepare students to evaluate overall organization effectiveness and lead planned change initiatives in their organization resulting in positive organization change. All courses taken in the certificate are directly transferable to the MS in HRD, if students should decide to complete the MS degree.

PROGRAM REQUIREMENTS

The Organization Leadership certificate is comprised of 15 credits. See below for the breakdown of credits that must be completed. To be eligible for admission to the HRD certificate programs students must have three (3) years of direct HR experience, or five (5) years of professional organizational experience, or an eligible HR certification (SHRM-CP, SHRM-SCP, PHR, SPHR, GPHR).

Type: Graduate Certificate

Required Courses (5 courses, 3 credits each = 15 credits)

Item #	Title	Credits
PSY 8875	Organization Development	3
HRD 8210	Strategic Workforce Planning	3
PSY 8475	Learning & Development	3
HRD 8421	Diversity in a Global Economy	3
PSY 8425	Organizational Behavior	3

Inclusion & Diversity Strategy Certificate

The courses in the **Inclusion & Diversity Strategy Certificate** will prepare students to support and lead strategic inclusion and diversity efforts in a variety of organizational settings. All courses taken in the certificate are directly transferable to the MS in HRD, if students should decide to complete the MS degree, however students would need to take an additional 1.5 credits beyond what is required in the MS HRD to earn both credentials.

To be eligible for admission to the HRD certificate programs students must have three (3) years of direct HR experience, or five (5) years of professional organizational experience, or an eligible HR certification (SHRM-CP, SHRM-SCP, PHR, SPHR, GPHR).

Students in the Inclusion & Diversity Strategy Certificate would need to take an additional 1.5 credits beyond what is required in the MS HRD to earn both credentials.

Type: Graduate Certificate

Item #	Title	Credits
HRD 8419	Foundations of Strategic HR	3
HRD 8421	Diversity in a Global Economy	3
PSY 8875	Organization Development	3
HRD 8304	Emotional Intelligence	1.5
HRD 8305	Cultrl Compet, Equity&SocJusti	1.5
HRD 8306	Measure I&D Initiatives&Effect	1.5
HRD 8307	Work, Family&Career Considerat	1.5

Liberal Studies

The Graduate Liberal Studies program offers five certificates which may be pursued as part of the Master of Arts in Liberal Studies degree or as stand-alone certificates. The certificates are listed below.

Liberal Studies

PROGRAM DESCRIPTION

The Master of Arts in Liberal Studies program allows students to shape their own course of study across the graduate curriculum in the humanities and social sciences. Through Liberal Studies, students can combine multiple interests through an interdisciplinary and coherent approach to graduate education.

PROGRAM REQUIREMENTS

The Master of Arts in Liberal Studies requires 30 credits or 10 three-credit courses, consisting of the following:

- Two proseminars
- Seven courses chosen from graduate course offerings in the College of Liberal Arts and Sciences
- Directed Readings capstone course (three credits)
- Qualifying Portfolio

The College of Liberal Arts and Sciences offers almost 200 courses in the humanities and social sciences to choose from across the curriculum. Almost all courses are offered in the late afternoon and evening. To ensure a breadth of exposure to multiple disciplines, students may take no more than three courses in any one graduate department.

All courses, including the Directed Readings requirement, will be selected by the students in consultation with their academic advisors. It is expected in completing the Liberal Studies program's requirements that the student will select courses that form an integrated course of studies, shaped by the student's individual interests.

Offered in the fall and the spring, the **Proseminar series** is a survey of the liberal arts featuring invited lectures from inspiring faculty across the disciplines. The Proseminars culminate in

personalized course plans for the MA based on students' initial interests. The series also serves as an introduction to the skills and expectations which are consistent with graduate-level work in the humanities and social sciences.

The fall Proseminar emphasizes the development of graduate-level reading and writing skills. The spring Proseminar focuses on conducting and presenting graduate-level research.

Upcoming Proseminar topics may include:

- Identity and Representation
- Technology and Society
- Justice
- Religion, Health and Culture
- Collapse of Complex Civilizations
- Sex and Gender in Nature and Society

A student may also propose to do an **independent study** on a topic that is not offered in Villanova's graduate course offerings. There is also precedent for Liberal Studies students to combine the Directed Readings course with an Independent Study to carry out a more ambitious culminating essay or project. The Independent Study replaces one of the disciplinary courses.

Students interested in further graduate study are strongly encouraged to enroll in a **Research Methods course** and should contact their academic advisor to learn more.

COMPLETING THE PROGRAM

There are two requirements for completing the program: **The Directed Readings** course and the **Qualifying Portfolio**.

The **Directed Readings** course is conducted in the final semester before graduating and is of the student's own design. It should explore a topic that has developed out of the student's graduate work in Liberal Studies; it should also be a subject which the student wishes to pursue in greater depth. In addition, the Directed Readings experience enables students to cap their graduate study with a culminating essay or project. Many students choose to write a thesis (roughly 30 pages long), but depending on the topic and research/analysis methods, other project models may be more appropriate. The students should work closely with their advisor to decide on the format of the project. But whatever form it takes, the final result of the Directed Readings should be a significant and tangible work of graduate level research and analysis.

In addition, the student should work closely with the advisor throughout the process of reading, research and writing. We recommend that the advisor set up a schedule with the student for the following submissions:

- Thesis or project proposal (4-5 pages)
- Reading list
- Outline of project
- Essay drafts
- Final version of project/thesis

The student should follow the deadlines in the Graduate Academic calendar for the submission of the final project/thesis.

The thesis should conform to the academic standards of the primary discipline (including bibliographic citation method, research methods, etc). In addition, because Liberal Studies encourages interdisciplinary methods, we encourage students to draw on other disciplines where appropriate concerning the topic and research.

The **Qualifying Portfolio** consists of four papers originally submitted to satisfy the requirements for seminars taken in their normal course of study during the student's coursework in Liberal studies, plus a short narrative describing how and why the student chose these essays. The papers should be representative of the student's best work; in addition, the papers should indicate the scope and trajectory of the student's course of studies. If an essay was submitted for the student's Directed Readings, that essay may be included in the portfolio. The papers may but need not be reworked by students prior to submitting them as part of their portfolio.

The portfolio will be reviewed by a committee that includes the student's Directed Readings advisor, the Director of Graduate Liberal Studies, and one other faculty member familiar with the student's work. The portfolio should also be accompanied by a short narrative (no more than five pages) describing why the student chose these papers, and how these papers demonstrate the trajectory of the student's work in Graduate Liberal Studies. There will thus be five items in the portfolio: four essays, plus the short narrative.

The committee will then judge the portfolio based on the following criteria:

- interdisciplinary breadth
- a clear sense of trajectory
- mastery of the skills of critical research and writing on the graduate level

Once the committee has read through the portfolio, they meet with the student in a quasi-defense format to ask questions raised by the various papers and to allow the student to expand upon how these essays represent a summation of their work in Graduate Liberal Studies. The defense takes about an hour.

Type: Master of Arts

Graduate Certificate in Advanced Liberal Studies

Requirements for the Graduate Certificate in Advanced Liberal Studies:

The Graduate Certificate in Advanced Liberal Studies requires 15 credits or five three-credit courses consisting of the following:

- One foundational proseminar course
- Four courses chosen from graduate course offerings in the College of Liberal Arts and Sciences

The College of Liberal Arts and Sciences offers nearly 200 courses in the humanities and social sciences to choose from across the curriculum. Almost all courses are offered in the late afternoon and evening. To ensure a breadth of exposure to multiple disciplines, students may take no more than two courses in any one graduate department to satisfy the graduate certificate requirements.

All courses will be selected by the students in consultation with their academic advisors. It is expected in completing the Liberal Studies program's requirements that the student will select courses that form an integrated course of studies, shaped by the student's individual interests.

Sample Tracks:

American Studies:

An American Studies track offers students the opportunity for the interdisciplinary study of America and American culture in an increasingly globalized world.

Past courses have included:

- Current Issues in American Education
- Mass Culture and the Modern American Novel
- The Harlem Renaissance
- 19th Century American Literature
- American Civil War Studies
- The Gilded Age
- Topics in Modern American Social History
- American Philosophy
- American Political Behavior
- Urban Politics and Government
- Catholicism in the United States: Past, Present, Future

Ancient Worlds:

An Ancient Worlds track allows students to gain a deeper understanding either of the intersections of ancient civilizations, such as Greece, Rome and Mesopotamia, or of one particular ancient civilization.

Past courses have included:

- History of Latin Literature
- Roman Drama
- History of Greek Literature
- Plato
- Greek Tragedy
- Ancient Mediterranean History
- Aristotle: Theoretical Philosophy
- Augustine's Practical Philosophy
- History of Political Thought
- The Bible and Archeology
- Ancient Christianity

Great Books:

A Great Books track allows students to explore the great books of human civilization.

Past courses have included:

- Chaucer's *Canterbury Tales*
- Victorian Prose
- Irish Literature before 1900
- American Fiction
- American Cultural History

- The Enlightenment
- Vergil
- Ovid
- Aristotle: Theoretical Philosophy
- Kant's First Critique
- Nietzsche
- Sartre
- Liberalism and its Critics
- Topics in Political Theory
- Playwriting
- Catholic Social Thought
- New Testament in Context

Peace and Justice:
A Peace and Justice track prepares students for careers in social justice, advocacy, peacemaking, conflict resolution, journalism, teaching and activism. Its focus is the development of leaders capable of assessing the conditions for creating social justice and maintaining peaceful relations.

Past courses have included:

- Intercultural Communication
- Multiculturalism, Gender and Inclusion in Schools
- Topics in American Economic History
- Industrial Revolution: Social Consequences and Ideologies
- The Impact of War on Society
- American Foreign Relations Since 1914
- Catholic Social Teaching and Peace
- Feminist Theories
- Political Philosophy
- Urban Politics and Government
- American Foreign Policy in the Middle East
- The Politics and Foreign Relations of Developing Countries
- Social Ethics
- Christian Ethics and Globalization

Type: Graduate Certificate

Mathematics and Statistics

DEPARTMENTAL PROGRAMS

The Department of Mathematics and Statistics offers two Master's programs: Master of Arts in Mathematics and Master of Science in Applied Statistics and Data Science. Courses offered in these programs normally meet weekday evenings. Each program has a core of required courses. However, within each program there are several options available, and students are encouraged to take courses from other programs when those courses fit well with their overall goals. In addition to these Master's programs, there are several certificate programs available: Certificate of Graduate Study in the Teaching of Secondary Mathematics, Post-Master's Certificate in Mathematics, and Certificate in Applied Statistics and Data Science.

Mathematics

Mathematics plays an essential part in every area of modern technology. Recognizing this diverse and important role of mathematics, the Department of Mathematics and Statistics offers a very flexible Master of Arts in Mathematics program built on a core of basic courses and a wide range of specialized electives.

By the proper selection of electives, a degree candidate may train for work as a systems analyst for a management consulting firm, an operations research analyst, a member of a research group for a computer firm, a high school teacher, a 2-year college teacher, a candidate for a PhD program in mathematics, an actuary for an insurance company or for a number of other careers involving mathematics. Sample degree programs indicating a possible selection of electives related to particular areas of mathematics can be obtained from the Department of Mathematics and Statistics.

Type: Master of Arts

Degree Requirements

Each student is required to successfully complete Linear Algebra (MAT 7660), at least one of six core courses (MAT 7600, MAT 7610, MAT 7770, MAT 8600, MAT 8650, MAT 8700), the Graduate Math Seminar (MAT 9000), and seven elective courses. The elective courses may be chosen from the following list.

In addition to this list, up to four courses may be chosen from the course list offered in the Applied Statistics program.

A student interested in writing a thesis, can do so in place of two courses, including the seminar MAT 9000. The student must submit a proposal to the Director of the program, and find a faculty member interested in supervising the thesis work.

Item #	Title	Credits
MAT 7290	Geometry	3
MAT 7300	History of Math	3
MAT 7305	Technology in Teaching of Math	3
MAT 7310	Topics in the Teaching of Math	3
MAT 7600	Advanced Calculus	3
MAT 7605	Topics in Analysis	3
MAT 7610	Complex Analysis	3
MAT 7660	Linear Algebra	3
MAT 7670	Mathematical Logic	3
MAT 7750	Numerical Analysis I	3
MAT 7770	Number Theory	3
MAT 7780	Financial Mathematics	3
MAT 7790	Dynamical Systems & Chaos	3
MAT 8430	Operations Research	3
MAT 8435	Mathematical Modeling	3
MAT 8600	Real Analysis	3
MAT 8650	Abstract Algebra	3
MAT 8655	Topics in Algebra	3
MAT 8700	Topology I	3
MAT 8705	Topics in Topology	3
MAT 8740	Applied Math I	3

Mathematics/Statistics Combined MA/Cert
THE MASTERS IN MATHEMATICS COMBINED WITH THE CERTIFICATE IN APPLIED STATISTICS AND DATA SCIENCE

Since it is possible to take four courses in Statistics while pursuing the Masters in Mathematics, it takes only one more course (for a total of 11 courses) to earn both the MA in Mathematics and the Certificate in Applied Statistics and Data Science.

Type: Master of Arts

Mathematics/Statistics Combined Masters
THE MASTERS IN MATHEMATICS COMBINED WITH THE MASTER'S IN APPLIED STATISTICS AND DATA SCIENCE

With proper course choices, students may earn both a Master's in Mathematics and a Master's in Applied Statistics and Data Science simultaneously with a total of just 16 courses. This requires double counting two eligible courses each way. Students interested in earning both Master's degrees should consult with the directors of both the Mathematics and the Applied Statistics and Data Science programs in order to formulate a course plan.

Type: Master of Arts

Applied Statistics and Data Science Admission Requirements

Applicants for admission to the program in Applied Statistics and Data Science must hold a bachelor's degree and must have completed undergraduate courses in multivariable calculus (usually calculus III) and matrix/linear algebra. The Graduate Record Examination (GRE) is optional, though it is highly recommended for applicants seeking funding or for applicants whose degree is from outside the United States. Individuals with degrees in areas other than mathematics and statistics are encouraged to apply.

Degree Requirements

Students must successfully complete ten approved courses (30 credits), including six required courses. The six required courses are STAT 7404, STAT 7500, STAT 8400, STAT 8406, and two of the following three: STAT 8401, STAT 8412, and STAT 8480. Students must also maintain at least a 3.00 Grade Point Average (GPA) and pass a comprehensive examination covering the material taught in STAT 7404, STAT 7500, and STAT 8406. Candidates for the Master's degree have six years to complete their degree after starting the program. Students are to consult with the Director of the Applied Statistics Graduate Program to formulate a program of study suited to their individual needs.

Scheduling Courses

Students in the program in Applied Statistics and Data Science must complete STAT 7404 and STAT 8400 within their first 15 credits and, depending on choice of required courses, STAT 8401 within their first 21 credits. For a typical full-time student, the following four courses should be taken during the first year of studies: STAT 7404, STAT 7500, and STAT 8400 in the first fall semester and STAT 8406 in the first spring semester. Depending on choice of required courses, STAT 8401 may also be taken in the first spring semester followed by STAT 8412 and/or STAT 8480 in the second fall semester. For most students, none of the four elective courses are taken until the first spring or second fall semester. Modifications to typical schedules may be made with approval by the Director of the Applied Statistics Graduate Program. In some cases, a student may be approved to waive a required course if they have adequate previous training in the area (so that an additional elective course may be taken).

MSAS Comprehensive Examination

The Applied Statistics Comprehensive Exam is a three-hour exam that covers material from Statistical Methods (STAT 7404), Statistical Programming (STAT 7500), and Regression Methods (STAT 8406). The exam is offered once in the fall semester and once in the spring semester. To be eligible to take the exam, a student must have completed at least 21 credit hours prior to the semester in which the student takes the exam. The student must also have completed at least five of the six required courses and, if all six required courses have not been completed, be enrolled in the sixth required course. In the event that a student does not pass the exam on the first try, one re-examination will be permitted.

Type: Master of Science

Required Courses

Item #	Title	Credits
STAT 7404	Statistical Methods	3
STAT 7500	Statistical Programming	3
STAT 8400	Statistical Theory I	3
STAT 8406	Regression Methods	3
	Choice of Required Courses	6

Elective Courses

Certain courses listed in other graduate programs may serve as electives with the prior approval of the Director of the Applied Statistics Graduate Program.

Item #	Title	Credits
STAT 8408	Multivariate Methods	3
STAT 8410	Bayesian Statistics	3
STAT 8414	Categorical Data Anal	3
STAT 8416	Design of Experiments	3
STAT 8440	Statistics Quality Control	3
STAT 8446	Survival Data Analysis	3
STAT 8448	Clinical Trials	3
STAT 8450	Longitudinal Data Analysis	3
STAT 8452	Nonparametric Statistics	3
STAT 8454	Sampling Methods	3
STAT 8462	Stochastic Modeling	3
STAT 8470		
STAT 8480	Data Mining & Predictive Analy	3
STAT 8490		
STAT 8790	Selected Topics I	3
MAT 8430	Operations Research	3
STAT 8444	Time Series & Forecasting	3

Mathematics/Applied Statistics and Data Science (Combined BS/MS)

The combined program allows highly qualified students to earn both a BS in Mathematics and an MS in Applied Statistics and Data Science in less time than would be required to earn the two degrees separately. To be eligible for the program, an undergraduate Mathematics major

must have at least junior status, a grade of at least A- in either STAT 4310 or STAT 7404, an overall GPA of at least 3.3, and a Mathematics major GPA of at least 3.5. Students admitted to the combined program will take up to four Applied Statistics and Data Science graduate courses as an undergraduate, and these courses can count towards both the BS in Mathematics and the MS in Applied Statistics and Data Science. Students who are interested in the program should apply as early as possible and should consult with the Director of the Applied Statistics and Data Science Graduate Program about their undergraduate course choices. Usually, STAT 7500 (or STAT 7404 for students who had not previously completed STAT 4310), STAT 8400, STAT 8401, and STAT 8406 are taken during the junior and senior years as an undergraduate student.

Type: Master of Science

Statistics/Applied Statistics and Data Science (Combined BS/MS)

The combined program allows highly qualified students to earn both a BS in Statistics and an MS in Applied Statistics and Data Science in less time than would be required to earn the two degrees separately. To be eligible for the program, an undergraduate Statistics major must have at least junior status, a grade of at least A- in either STAT 4310 or STAT 7404, an overall GPA of at least 3.3, and a Statistics major GPA of at least 3.5. Students admitted to the combined program will take up to four Applied Statistics and Data Science graduate courses as an undergraduate, and these courses can count towards both the BS in Statistics and the MS in Applied Statistics and Data Science. Students who are interested in the program should apply as early as possible and should consult with the Director of the Applied Statistics Graduate Program about their undergraduate course choices. Usually, STAT 8400, STAT 8401, STAT 8406, and a graduate elective are taken during the junior and senior years as an undergraduate student.

Type: Master of Science

Statistics/Applied Statistics (Combined BS/MS)

Applied Statistics and Data Science Certificate

The graduate certificate is designed for students seeking to deepen their statistical knowledge and demonstrate their expertise in statistics beyond the undergraduate level. Students must complete five graduate level statistics courses (15 credits), including STAT 7404: Statistical Methods and STAT 8406: Regression Methods, and maintain at least a 3.00 GPA. The program prerequisites are the same as for the MS in Applied Statistics and Data Science. A comprehensive exam is not required to receive the certificate.

Type: Graduate Certificate

Post-Masters Certificate in Mathematics

The Post-Masters Certificate in Mathematics is intended for individuals who have already earned a master's degree but wish to continue their graduate study. The program is open to all, but is especially well suited to the needs of middle-school and secondary-school teachers who already have a master's degree. The Post-Master's Certificate will be granted on the completion of five courses with a minimum GPA of 3.0. These courses are to be chosen from the regular graduate mathematics offerings based on each individual's interests and goals.

Type: Graduate Certificate

Secondary School Mathematics Teaching Certificate
Certificate of Graduate Study in the Teaching of Secondary School Mathematics

This program is intended for individuals who are presently teaching at the secondary school level. This 15-credit program consists of five graduate courses that cover the following areas: geometry, history of mathematics, statistics, using technology in the classroom, mathematical modeling, or a special topics course. These graduate courses can be applied to the requirements for the 30 credit Master of Arts in Mathematics also offered at Villanova. Moreover,

all secondary school teachers are eligible for a significant tuition discount at Villanova. Applicants to this program should be teachers of mathematics who have had college calculus and a course in linear algebra.

The Certificate of Graduate Study in the Teaching of Secondary School Mathematics will be awarded upon completion of five of the following six (6) courses with a minimum GPA of 3.0 (The 15 credits are required to be from Villanova's Mathematics and Statistics Program):

Type: Graduate Certificate

Item #	Title	Credits
MAT 7290	Geometry	3
MAT 7300	History of Math	3
MAT 7305	Technology in Teaching of Math	3
MAT 7310	Topics in the Teaching of Math	3
MAT 8435	Mathematical Modeling	3

Philosophy

Philosophy Doctorate PROGRAMS OF STUDY

The Department offers a program of study leading to the degree of Doctor of Philosophy. The doctoral program emphasizes continental philosophy, historical study in philosophy across different traditions, and ethics, social and political philosophy. Students in the Philosophy PhD program may also pursue an interdisciplinary specialization through courses in Philosophy and the Department of Theology and Religious Studies. The Department is committed to pluralism in teaching and research and supports diversity, equity, and inclusion in all of its activities.

THE DOCTOR OF PHILOSOPHY PROGRAM

Course Requirements. Students are required to complete 48 credits of course work. Students who follow the interdisciplinary philosophy and theology track are required to complete a total of 54 credits of course work, of which 42 credits will be in Philosophy and 12 credits in Theology and Religious Studies. Students who have completed an MA in Philosophy or the equivalent prior to starting at Villanova may request to transfer up to 9 credits. Transferred courses must generally correspond to Villanova courses, and requests are considered on an individual basis by the Director of Graduate Studies in Philosophy.

Language Requirements. Students must pass an examination or obtain a satisfactory grade in a Villanova University-offered course in one natural language other than English related to their research.

Examinations. Students must successfully complete the MA Qualifying Portfolio and Oral Examination. This examination normally takes place in the fifth semester. It is based on the previous four semesters of work.

Master of Arts. The MA is awarded to students in the PhD program who have completed 30 credits of course work, passed the language exam, and the MA Qualifying Portfolio and Oral Examination. No independent MA is offered.

Dissertation. After passing the Portfolio Examination and completing all coursework, students begin to develop a dissertation topic. The dissertation process formally begins with a written proposal defended before the student's dissertation committee. Students also present their projects at the Department's Dissertation Proposal Colloquium.

Maximum time in program: Students must complete their coursework within a four- year time period. By the end of their sixth year in the program, students must have defended a dissertation proposal. The University requires students to complete the PhD within eight years. By recommendation of the Director of Graduate Studies in Philosophy, the Graduate Dean considers requests for up to two additional two years. The Graduate Program Director consults with the dissertation committee and the graduate faculty in order to make a recommendation to the Dean.

Full details on course requirements, comprehensive examinations, language and preliminary examinations, and the dissertation are available from the Director of Graduate Studies in Philosophy.

Each year the University makes available a certain number of graduate assistantships to students in the doctoral program. One graduate assistantship is generally awarded to a student

interested in the interdisciplinary program. All graduate assistants automatically become part of a supervised teacher training program.

GREATER PHILADELPHIA PHILOSOPHY CONSORTIUM

The Villanova University Philosophy Department is a member of the Greater Philadelphia Philosophy Consortium, a co-operative arrangement which includes the graduate philosophy programs at the University of Pennsylvania and Temple University. The graduate programs in the Consortium co-operate and share facilities in a number of different ways. Villanova students are invited to take or audit graduate philosophy courses offered by the schools in the Consortium. Consult the Director of Graduate Studies for further details.

Type: PhD

Departmental Courses

Item #	Title	Credits
PHI 7000	The Pre-Socratics	3
PHI 7110	Philosophy of Socrates	3
PHI 7120	Plato: Middle Dialogues	3
PHI 7130	Plato: Later Dialogues	3
PHI 7220	Aristotle: Theoret Phil	3
PHI 7230	Aristotle: Practical Phi	3
PHI 7300	Roman Philosophy	3
PHI 7330	Medieval Philosophy	3
PHI 7340	Topics in Hist Philosophy	3
PHI 7410	Augustine's Speculative	3
PHI 7420	Augustine's Prac Phil	3
PHI 7510	Aquinas: Metaphysics	3
PHI 7520	Aquinas: Ethics and Law	3
PHI 7610	Topics: Early Mod Phil	3
PHI 7640	Spinoza	3
PHI 7710	Kant's First Critique	3
PHI 7720	Kant's Practical Phil	3
PHI 7730	Kant's Third Critique	3
PHI 7810	Romanticism to Idealism	3
PHI 7910	Hegel's Phenom of Spirit	3
PHI 7920	Hegel's Logic	3
PHI 7930	Hegel's Phil of Right	3
PHI 8020	Marx	3
PHI 8070	Nietzsche	3
PHI 8090	American Philosophy	3
PHI 8110	History of Analytic Philosophy	3
PHI 8120	Wittgenstein	3
PHI 8210	Husserl	3
PHI 8220	Heidegger's Being/Time	3
PHI 8230	Sartre	3
PHI 8250	Merleau-Ponty	3
PHI 8260	Gadamer	3
PHI 8280	Arendt	3
PHI 8310	Levinas	3
PHI 8340	Derrida	3
PHI 8350	Foucault	3
PHI 8420	Healthcare Ethics	3
PHI 8430	Concept Hlth and Disease	3
PHI 8510	Political Philosophy	3
PHI 8520	Liberalism & its Critics	3
PHI 8530	Crit Thry Frankfurt Schl	3
PHI 8540	Feminist Theories	3
PHI 8550	Body Politics	3
PHI 8560	Philosophy of Language	3
PHI 8610	Topics in Postmodernism	3
PHI 8630	Philosophy of the Image	3
PHI 8640	Philosophy Contemporary Music	3

PHI 8710	Seminar in Philosophical Tops.	3
PHI 8720	Sem: Phil Figures	3
PHI 8815	Contemp Hermeneutics	3
PHI 8830	Independent Study I	3
PHI 8835	Independent Study II	3
PHI 8870	Consortium I	3
PHI 8875	Consortium II	3
PHI 8885	Critical Theory Workshop	0
PHI 8920	Teaching Internship	0
PHI 8930	Pedagogy Workshop	0
PHI 9010	Dissertation	0
PHI 9081	Dissertation Continuation	0

Political Science

Political Science DEPARTMENTAL REQUIREMENTS

Students pursuing the M.A. degree program in Political Science must complete PSC 7000 (Research Concepts and Approaches) and one course from each of three concentrations: Political Theory, American Government, and International Relations/Comparative Politics. Students must also complete at least six elective courses from any of the three concentrations in political science. Most students satisfy their degree coursework by completing 10 three-credit graduate-level courses in political science, but students may complete up to six credits of graduate coursework (normally, two courses) in another department. A total of thirty credits is required for the degree.

Students who have completed at least 3 political science graduate courses with a cumulative GPA above 3.60 may request permission to pursue three-credits of independent study research (PSC 9080 Read and Research) with a faculty supervisor. Students who are interested in pursuing an independent study course must submit a short research proposal that must be approved by the Graduate Program Director and the faculty advisor who is supervising the student's research. The Independent Study Course will count as one of your elective courses. Please speak with the Graduate Program Director if you would like to pursue this option.

Students must also pass a written comprehensive capstone exam in their final semester of study.

COMPREHENSIVE EXAM REQUIREMENT

All students must successfully pass a written comprehensive exam in their final semester of study. The M.A. Comprehensive Exam consists of two take-home essays. Each essay response should be approximately ten typewritten pages with one-inch margins. The first essay must be drawn from the general pool of political science questions. The second essay can be drawn from the sub-field specific questions in American Government, Comparative Politics, OR International Relations.

The exam questions will be made available at the beginning of the academic year. The M.A. Comprehensive exams are administered twice annually and should be handed in by the Friday following Fall or Spring break. Students who need to rewrite one or both exam questions should submit their revised essays on the Friday of the last week of classes (Reading Day). Students who complete their final graduate courses in the Summer can request permission from the Graduate Director to take their Comprehensive exams during the Summer session.

The Comprehensive Exam essays will be graded according to the student's ability to demonstrate mastery of substantive material and integrate concepts learned in their classes. Students are expected to cite specific material covered in multiple classes. The Comprehensive Exam essays will be graded as "exceeds expectations," (i.e. A or A-), "meets expectations," (i.e. B+ or B) and "does not meet expectations" (B- or lower). Students must obtain a grade of B or higher on both questions to pass the exam. Students may rewrite one or both exam questions if they fail to obtain a grade of B or higher on their first attempt. Failure to pass second comprehensive capstone exam will lead to denial of the degree.

COMBINED BACHELOR/MASTER PROGRAM IN POLITICAL SCIENCE

A select group of highly qualified students are invited to apply for the combined bachelor/master degree program. Students should apply directly to the program director in their junior year of undergraduate study. Students will then be permitted to double-count up to nine credits of graduate study towards both their bachelor and master degrees. Students are eligible for up to six credits of tuition remission in the last semester(s) of their master's degree. Students

will work closely with their advisor to ensure the appropriate graduate coursework is taken while still enrolled as an undergraduate student. Students must maintain a graduate GPA of 3.00 and students are not permitted to enroll in more than 16 credits while still enrolled as an undergraduate student. Students should refer to the Combined Bachelor Master Programs website for detailed policies and procedure.

The qualifying and comprehensive exams consist of four pools of questions (General, American Government, Comparative Politics, and International Relations). Students have to answer two questions. The first question must be drawn from the pool of general questions. The second question must be drawn any of the other three pools. Students cannot answer the same questions on the comprehensive capstone exam as they did on the earlier qualifying exam.

Each answer should be roughly ten typewritten pages with one-inch margins. The questions are available at the beginning of the academic year. The exams are written at home. Exams are administered twice annually and should be handed in by the Friday following fall or spring break. The retake exams are due on the Friday of last week of classes. (Reading Day)

Answers will be graded according to the student's ability to demonstrate mastery of substantive material and integrate concepts learned in their classes. Students are expected to cite specific material covered in classes. Three grades are possible: "exceeding expectations," "meeting expectations" and "not meeting expectations". Students who fail the exam must retake it. Failure to pass a second qualifying exam will result in dismissal from the program. Failure to pass second comprehensive capstone exam will lead to denial of the degree.

CERTIFICATES

Students may earn a certificate in either American Politics or International Relations by satisfactorily completing five graduate courses in one of those two areas. Students may also choose to combine the MA in Political Science with a Certificate in Applied Statistics or a Certificate in Non-Profit Management. Curricula for these combined programs can be found on the Department of Political Science's website.

Type: Master of Arts

Research Courses

Item #	Title	Credits
PSC 7000	Research Concepts & Approaches	3
PSC 9080	Thesis Continuation	0
MPA 8199	Spec Top in Public Admin	3

American Government

Item #	Title	Credits
PSC 8110	U.S. Congress	3
PSC 8120	U.S. Presidency	3
PSC 8130	US Constitutional Interpretat	3
PSC 8160	Political Communication	3
PSC 8165	Cyberpolitics	3
PSC 8170	Public Opinion	3
PSC 8180	National Security Policy	3
PSC 8185	US Intelligence	3
PSC 8190	American Party Politics	3
PSC 7175	Topics in American Government	3

International Relations

Item #	Title	Credits
PSC 8210	Globalization	3
PSC 8220	International Law	3
PSC 8230	International Organization	3
PSC 8255	Genocide and Mass Killing	3
PSC 8260	International Security	3
PSC 8265	Global Inequality	3
PSC 8270	Intern'l Political Economy	3
PSC 7275	Topics in Int'l Relations	3

Comparative Politics

Item #	Title	Credits
PSC 8305	Democratization	3
PSC 8315	Comparative Civil Liberties	3
PSC 8320	Russian Politics	3
PSC 8330	African Politics	3
PSC 8340	Middle East Politics	3
PSC 8360	Latin American Politics	3
PSC 8370	Third World Politics	3
PSC 8380	European Politics	3
PSC 7375	Topics in Comparative Politics	3

Political Theory

Item #	Title	Credits
PSC 8440	Religion and Politics	3
PSC 7475	Topics in Political Theory	3

Psychological and Brain Sciences

Psychology

The Department of Psychological and Brain Sciences offers a program leading to the degree of Master of Science in Psychology. The core curriculum is designed to provide a solid theoretical-research foundation in Psychology, while the electives allow the students to pursue and develop their individual interests within the field. The program of study is individually tailored to meet each student's needs and goals such that students, depending on their particular interests, are prepared to pursue any of the major areas of specialization that comprise contemporary psychology.

Requirements for the Master of Science in Psychology include the following: PSY 8000, PSY 8050, PSY 8100, PSY 8150; four additional elective courses (one of which may be a course other than a program elective listed below, depending upon the approval of the chairperson of that discipline and the chairperson of the Department of Psychology), and thesis (PSY 9032, PSY 9033). Students are also strongly encouraged to participate in departmental colloquia (non-credit), thesis proposal seminars (non-credit) and in the research laboratories of faculty members.

Although students are only admitted to the Master of Science program, an alternative, non-thesis, Master of Arts program is available to students who decide that a thesis project is not best suited for their educational goals. The Master of Arts program is 36 credits and requires application to the program director before August 1 following completion of the first year of the Master of Science Program. The requirements for the Master of Arts degree in Psychology include PSY 8000, PSY 8050, PSY 8100, PSY 8150, PSY 9031, and seven additional elective courses (one of which may be a course other than a program elective listed below, depending upon the approval of the chairperson of that discipline and the chairperson of the Department of Psychology). Students also are strongly encouraged to participate in departmental colloquia (non-credit).

Type: Master of Science

Required Courses

Item #	Title	Credits
PSY 8000	Seminar	3
PSY 8100	Stat & Experimental Des	3
PSY 8050	Biopsychology	3
PSY 8150	Cognitive Psychology	3
PSY 9032	Thesis Direction I	3
PSY 9033	Thesis Direction II	3

Program Electives

PSY 9080 Thesis Continuation must be taken subsequent to completion of PSY 9033 if thesis is not completed. (0 cr)

Item #	Title	Credits
PSY 8175	Animal Learning & Cognition	3
PSY 8200	Perception	3
PSY 8225	Psychopathology	3
PSY 8275	Approaches to Psychotherapy	3
PSY 8300	Developmental Psychology	3
PSY 8325	Psychological Testing	3
PSY 8350	History & Systems	3
PSY 8400	Personality: Empirical Res	3
PSY 8450	Psychologic Measurement	3
PSY 8500	Psychopharmacology	3
PSY 8550	Social Psychology	3
PSY 8625	Psychopathology of Child	3
PSY 8900	Special Topics	3
PSY 9031	Individual Research	3
PSY 9080	Thesis Continuation	0

Graduate Psychology courses offered for graduate students in other departments or programs (MS Psychology students may take these courses only with special permission and are not permitted to take more than one of these courses as electives).

Item #	Title	Credits
PSY 8425	Organizational Behavior	3
PSY 8475	Learning & Development	3
PSY 8650	Psy of Child Adoles Dev	3
PSY 8750	Behav Modific in Counsel	3
PSY 8800	Psy Personal Adjustment	3
PSY 8850	Personality Theories	3
PSY 8875	Organization Development	3

Public Administration

The mission of the Master of Public Administration (MPA) program is to offer

graduates the knowledge of values, roles, skills, and practices that will help them become competent professionals capable of ethical, intelligent, inclusive, and creative leadership in public service. This program is offered either fully on-campus, fully online, or in a hybrid format (multi-modality).

This program is NASPAA accredited.

JD-MPA Joint Degree Program

The JD-MPA joint degree program enables students to earn both a JD and an MPA degree simultaneously at Villanova.

Applicants must apply to the Charles Widger School of Law and the MPA program and must meet the criteria for admission to both programs. Applicants must take the LSAT exam and include their LSAT score report in their application to the MPA program. The GRE is waived for JD-MPA students. Applicants may apply to both programs before they begin their studies in either program. Students cannot take MPA classes during their first year in Law School, so they need to work with Graduate Studies in the College of Liberal Arts and Sciences to take a leave or postpone their MPA studies for one academic year if they are accepted into the JD-MPA program. Alternatively, JD students may apply to the MPA program in the second semester of their enrollment in the JD program. While it is possible to start the JD program before taking MPA courses, it is not possible to start the MPA program before taking JD classes. MPA applications should be submitted by May 1st.

Four law courses will count towards the JD and the MPA degree. Four MPA courses will count towards the JD and the MPA degree. Only students enrolled in the JD-MPA Program may have four courses in each program double counted as described above.

The MPA Director and the School of Law's Associate Dean for Academic Affairs identify the Law and MPA courses that may count in each program. The School of Law will accept the four MPA courses toward the JD so long as the student earned a "C" or better. The School of Law will change the MPA courses to appear as Law courses on the transcript, but the grades for those courses will not affect the Law school grade point average (GPA).

The CLAS Graduate Dean will accept four Law courses toward the MPA so long as the student earned a "C" or better. The Registrar will list the Law courses as Law courses on the MPA transcript, but the grades will not affect the MPA program GPA. In short, the Law courses will be treated as "transfer" credits.

Students must maintain a 2.75 GPA in the School of Law and a 3.00 GPA in the MPA program in order to remain in the JD-MPA program.

Students may complete one of Villanova's joint graduate programs. For example, students may complete the JD-MBA or the JD-MPA, but not both.

While completing the JD degree, students must complete at least the four MPA courses that will count only in the MPA program and the four MPA courses that will count in both programs. The remaining four MPA courses may be taken after completing the JD degree. The MPA degree must be completed within the normal timeframe stated by Graduate Studies. Students in the JD-MPA joint degree program must complete the six required MPA courses.

Students may not take MPA courses at another institution to complete the degree.

If a Law student works an externship approved by the Law School and by the MPA Director, then MPA 8010 will be waived. Otherwise, the student must complete an internship for an additional 3 MPA credits.

At the completion of the MPA program, students will be required to take the written comprehensive exam. The comprehensive exam serves as a capstone experience in the MPA program. It is designed to provide students with the opportunity to integrate and apply the knowledge gained through their coursework in the program.

MPA CURRICULUM

We periodically update the types of courses we offer to reflect trends in the study of public administration as well as faculty expertise and interests. Individual research courses are reserved for advanced students with specific needs not met by available elective coursework. Approval for the individual research course must be obtained from the MPA Director. The MPA

Director may also permit students to take as many as two elective courses from another program.

Type: JD-MPA Joint Degree

Required Courses (18 credits)

Item #	Title	Credits
MPA 8011	Public Administration Theory	3
MPA 8021	Leadership Ethics	3
MPA 8031	Financial Management	3
MPA 8041	Human Centered Management	3
MPA 8051	Applied Data Analysis	3
MPA 8061	Organization Theory	3

Elective Courses (18 credits)

Item #	Title	Credits
MPA 8100	Decision-Making	3
MPA 8200	Strategic Communication	3
MPA 8400	Strategic Planning	3
MPA 8500	Effective City Management	3
MPA 8550	Urban Politics and Government	3
MPA 8600	Effective Non-Prof Mgmt	3
MPA 8700	Fundraising for Non-Prof Org	3
MPA 8800	Managing Public Networks	3
MPA 8900	Public Policy	3
MPA 8199	Spec Top in Public Admin	3
MPA 8299	Spec Top in Public Admin	1

Contingent Courses

Item #	Title	Credits
MPA 8010	Management Internship	3
MPA 8012	Individual Research I	3
MPA 8013	Individual Research II	3

Public Administration DEGREE REQUIREMENTS

The **MPA** degree is a 36- to 39-credit program designed to prepare students for management careers in the public and nonprofit sector. Students will meet with the MPA Director when they enter the program in order to develop a plan of study. Subsequent semesters, they meet with their assigned advisor. Required courses provide students with the knowledge of public administration theory and history, applied research methods, leadership ethics, organization theory and design, and the management of financial and human resources needed to be successful in their careers. Elective courses provide students with the options they need to prepare a curriculum tailored to attain a personalized graduate degree in public administration.

The MPA requires at least three years of relevant work experience. Students starting the program without such experience must complete a three-credit internship (MPA 8010: Management Internship). Students work with the MPA Director to arrange internships. Students with relevant work experience in public administration may apply for a waiver of MPA 8010 by submitting a written request to the MPA Director. Students completing an internship take 39 credits for the degree. Students must work 300 hours in their internship, submit five memos to the MPA Director throughout the duration of the semester, and write a concluding paper to earn three credits.

Students also must pass a written comprehensive examination to complete the degree. The comprehensive exam serves as a capstone experience in the MPA program. It is designed to provide students with the opportunity to integrate and to apply the knowledge they have gained through their coursework in the program. In order to pass the exam, students are expected to apply ideas (i.e., theories, concepts, practices, and examples) learned in the MPA program accurately and offer a reasonable argument defending their responses to exam questions.

Type: Master of Public Administration

City Management Certificate

The Graduate Certificate in City Management is based on the International City/County Management Association's inventory of 17 practices for effective local government management. Students may enroll in the Certificate program as (1) a pre-Master's certificate, (2) a specialization with the MPA program, or (3) as a post-Master's certificate. The Certificate is a 15-credit program.

MPA 8299 options:

- MPA 8299 Topic: Land Use and Zoning (1 credit)
- MPA 8299 Topic: Economic Development Strategies (1 credit)
- MPA 8299 Topic: Labor Relations (1 credit)
- MPA 8299 Topic: Program Evaluation (1 credit)
- MPA 8299 Topic: Effective Public Affairs (1 credit)
- MPA 8299 Topic: Civilian-Military Relations (1 credit)

Type: Graduate Certificate

Required Courses

Item #	Title	Credits
MPA 8500	Effective City Management	3
MPA 8550	Urban Politics and Government	3
MPA 8031	Financial Management	3

Students choose six credits of electives from the following courses

Item #	Title	Credits
MPA 8800	Managing Public Networks	3
MPA 8400	Strategic Planning	3
MPA 8299	Spec Top in Public Admin	1

Nonprofit Management Certificate

The Graduate Certificate in Nonprofit Management was designed based on best practices in nonprofit education as well as through consultations with students, alumni, and non-profit professionals. Students may enroll in the Certificate program as (1) a pre- Master's certificate, (2) a specialization with the MPA program, or (3) as a post-Master's certificate. The Certificate is a 15-credit program.

MPA 8299 options:

- MPA 8299 Topic: Land-Use and Zoning (1 credit)
- MPA 8299 Topic: Economic Development Strategies (1 credit)
- MPA 8299 Topic: Program Evaluation (1 credit)
- MPA 8299 Topic: Effective Public Affairs (1 credit)
- MPA 8299 Topic: Marketing in the Cultural Sector (1 credit)
- MPA 8299 Topic: Establishing a Nonprofit Organization (1 credit)
- MPA 8299 Topic: Performance Measurement (1 credit)
- MPA 8299 Topic: Civilian-Military Relations (1 credit)

Type: Graduate Certificate

Required Courses

Item #	Title	Credits
MPA 8600	Effective Non-Prof Mgmt	3
MPA 8700	Fundraising for Non-Prof Org	3
MPA 8031	Financial Management	3

Students choose six credits of electives from the following courses

Item #	Title	Credits
MPA 8021	Leadership Ethics	3
MPA 8041	Human Centered Management	3
MPA 8100	Decision-Making	3
MPA 8199	Spec Top in Public Admin	3
MPA 8200	Strategic Communication	3
MPA 8400	Strategic Planning	3
MPA 8800	Managing Public Networks	3
MPA 8900	Public Policy	3
MPA 8299	Spec Top in Public Admin	1

In addition to the above electives, students may select one of the following Political Science courses, if offered.

MPA 8012 and MPA 8013 (Individual Research I and II) may also be considered for the certificate with the permission of the MPA Director.

Item #	Title	Credits
PSC 8310	Comparative Political Economy	3

Public Administration Certificate

The Graduate Certificate in Public Administration is an option for individuals who do not seek a

Master's degree, or who wish to combine a specialization in public administration with a Master's degree they have already earned or will earn. For example, students who have earned or are in the process of earning an MBA, an MA in Political Science, Theater, History, or Theology may want to earn certificates in Public Administration, City Management, or Nonprofit Management in order to enhance their careers with government and/or nonprofit organizations.

The Graduate Certificate in Public Administration is a 15-credit program. Students may enroll in the Certificate in Public Administration as either a pre-Master's or post-Master's Certificate program.

Type: Graduate Certificate

Required Courses

Item #	Title	Credits
MPA 8011	Public Administration Theory	3
MPA 8061	Organization Theory	3

Electives

Students choose nine credits of electives from the regular graduate courses offered for MPA students.

Theatre

Theatre
DEPARTMENTAL PROGRAMS

The MA in Theatre combines rigorous courses in academic and practical theater. The core curriculum includes courses in the history of theater and production, theory, criticism, and analysis of dramatic literature. Laboratory courses include studies in acting, design, play writing and directing. Courses provide expertise in research and writing, as well as in production and performance. The degree culminates in a thesis project which specializes in the particular interest of the student including research and artistic projects. The academic and practical knowledge of the theater, achieved in the degree, provides the crucial tools for the development of professional theater practitioners, educators or scholars.

Graduation

Students who begin for fall 2024 will need a total of 30 credits to complete the Master's in Theatre program. Students will need a total of 33 credits to complete the Master's in Theatre degree with a certificate in Nonprofit Management (21 credits in Theatre, 12 credits in Nonprofit Management). Additional graduation requirements include a Comprehensive Exam upon completion of the first year and the successful oral defense of a Thesis project in the second year. A possible curriculum for the comprehensive program is as follows:

FALL

1st Year - Dramaturgy (Classic)
Script Analysis
Acting
2nd Year - Vision & Form (Classic)
Directing

SPRING

Dramaturgy (Modern)
Playwriting Characterization
Vision & Form (Modern) Directing Styles
Musical Theatre

Graduate Certificate in Practical Theatre

This program is designed to give a broad background in practical theatre to the student who may not wish to pursue the MA degree. By taking five performance and production- related courses and participating in the theatre season, the student will acquire the vocabulary and methodology fundamental to the practice of theatre.

The curriculum will be developed in consultation with an academic advisor. Upon satisfactory completion of 15 credits, students will be awarded the Graduate Certificate in Practical Theatre.

Master of Arts in Theatre with Certificate in Nonprofit Management

This program combines the scholarly, creative and practical curriculum of the MA in Theatre with a certificate designed to facilitate a career in the nonprofit sector. In addition to the theater

curriculum, you will take a course in Arts Administration and three courses from Villanova's Master of Public Administration program in nonprofit management: Financial Management of Nonprofits, Effective Nonprofit Management and Nonprofit Fundraising. This unique combination of creative, practical theatre and nonprofit management expertise can position you for a sustainable career in the nonprofit sector.

Core Courses

Item #	Title	Credits
THE 7100	Principles of Acting	3
THE 7110	Script Analysis	3
THE 7120	Dramaturgy-Classic	3
THE 7130	Dramaturgy-Modern	3
THE 7140	Dramtc Vis & Frm Classic	3
THE 7150	Dramtc Vis & Frm Modern	3

Elective Courses

Item #	Title	Credits
THE 7200	Production Practicum I	0
THE 7210	Production Practicum II	0
THE 7220	Production Practicum III	0
THE 8110	Voice & Movement	3
THE 8120	Characterization	3
THE 8130	Solo Performance	3
THE 8140	Musical Theatre	3
THE 8160	Scenography	3
THE 8170	Directing	3
THE 8180	Styles:Actors & Directors	3
THE 8190	Playwriting	3
THE 8200	Theatre Topics	3
THE 8300	The Teaching of Theatre	3
THE 9200	Spec Stud - Production	3
THE 9210	Spec Stud - Research	3
THE 9220	Stud - Voice & Movement	3
THE 9230	Spec Stud - Acting	3
THE 9260	Spec Stud - Scenography	3
THE 9270	Spec Stud - Directing	3
THE 9280	Spec Stud - Playwriting	3

Theology

Theology
DOCTOR OF PHILOSOPHY IN THEOLOGY (PhD)

The six-year program is designed to combine traditional MTS and PhD degree programs. It accommodates students on both a fully-funded and a self-funded basis, with provisions for extending the latter to as many as twenty-four semesters. The program is rooted in the Augustinian Catholic tradition. All students pursue a deeper understanding of the manifold ways in which faith and culture intersect. The Doctor of Philosophy in Theology program is accredited by the Commission on Accrediting of The Association of Theological Schools (www.ats.edu).

Requirements

The combined program requires fully-funded students to complete seventy-eight graduate credit hours of course work (less any accepted transfer credits) during their first seven semesters of residence. Fully-funded students complete an additional nine credits in theological education during semesters seven through ten of their residence. Students enroll in a dissertation writing course once they have been approved for the dissertation phase of the program. Successful completion of our "Heart of Teaching" Theological Education Formation program is a further requirement for the terminal degree.

MASTER'S PROGRAMS

All Master's programs emphasize a broad understanding of the Catholic intellectual and ministerial traditions in the light of the Second Vatican Council and the questions raised by contemporary culture. The programs prepare for secondary school teaching, lay ministry, and doctoral studies; they also provide further foundation for those in educational or ministerial leadership. All Master's programs in Theology (Master of Theological Studies; Master of Arts in Theology; and Master of Arts in Ministry and Theology) are accredited by the Commission on Accrediting of The Association of Theological Schools (www.ats.edu).

Requirements for Master of Theological Studies (MTS)

The MTS is a stand-alone degree. We also award it "on the road" to the PhD degree. To earn the MTS, students complete forty-eight credit hours of course work. The degree can be pursued along two tracks. The Theological Education track includes a supervised teaching practicum. The Research/Creative Project track includes a supervised research or creative project. In both tracks, the exit requirement is a Portfolio Review.

Requirements for Master of Arts (MA)

The MA is a stand-alone degree. To earn the MA, students complete thirty-six credit hours of course work. Students may develop a concentration in one area of study. The exit requirement is a Portfolio Review.

Requirements for Master of Arts in Ministry and Theology (MMT)

The MMT is a stand-alone degree. Students complete forty-eight credit hours of course work, including field education or Clinical Pastoral Education (CPE) units. The degree can be pursued along two tracks: the General Track or the Chaplaincy Education Track, which enables students interested in pursuing certification in hospital chaplaincy to complete necessary coursework and two CPE requirements to apply for board certification (please note that this program does NOT grant certification, but instead moves students toward being able to apply for certification). In both tracks, the exit requirement is a Portfolio Review.

Requirements for Combined Bachelor/ Master (BA/MA)

The BA/MA combines the Bachelor of Arts in Theology and Religious Studies with the Master of Arts in Theology. Students replace four undergraduate elective courses with four graduate courses—which count towards both degrees. Requirements for each program must be satisfied.

CERTIFICATES

The Department offers three Certificate Programs:

1. Theological Studies (15 credits)
2. Interdisciplinary Theological Inquiry (15 credits)
3. Pastoral Ministry (24 credits)

Each program permits students to develop concentrations and tailor courses to specific needs and professional objectives. Courses may be applied toward any of our master's degree programs.

JOINT PROGRAMS

These programs offer the opportunity to combine the MA in Theology with a departmental or extra-departmental Certificate. All programs can be completed on a full-time or a part- time basis.

1. Master of Arts with Certificate in History
2. Master of Arts with Certificate in Education
3. Master of Arts with Certificate in Non-Profit Management
4. Master of Arts with Certificate in Gender and Women's Studies
5. Master of Arts with Certificate in Advanced Theological Studies

DUAL MASTER'S DEGREES

Dual degree programs provide alternate paths to Villanova degrees. They are especially designed for students who wish to complement their theological education with studies in related or different disciplines. We currently offer dual Master's Degree Programs in Theology & History, Public Administration, English, Political Science, and Education. Other individualized programs are possible.

Course Descriptions

Please consult with the graduate program director and the master schedule for the most current information regarding prerequisites, course modality, and the semester in which the course is offered.

Biology

BIO 7105: Vertebrate Ecology
Ecology of vertebrates at individual and population levels, with emphasis on birds and mammals. Natural selection and adaptation; demography; life history ecology and evolution; behavioral ecology; speciation and species interactions; biodiversity and extinction; population viability; and endangered species management. Laboratory exercises, field trips, and student projects complement lecture material, with emphasis on collection and analysis of field data, and on familiarity with regional organisms, habitats, and conservation problems. Prerequisites: BIO 3012 or BIO 3255 or BIO 3405 or BIO 4305, or one equivalent course, or consent of instructor.
Credits: 4.0

BIO 7151: Biogeochemistry Lec
For each of several elements of the periodic table, this course will focus on patterns of geological abundance, biotic and abiotic factors affecting solubility and therefore availability, and the role of each element in biological systems (deficiency, essentiality, toxicity). While the course will emphasize the essential elements, some attention will be paid to nonessential, but potentially toxic metals.
Credits: 2.0

BIO 7152: Biogeochemistry Lab
The course will provide an in-depth coverage of methods for the collection, preservation, and storage of water and soil samples, as well as methods for the biological, chemical, and physical characterization of water and soil samples.
Credits: 2.0

BIO 7201: Ecosystem Ecology
Examination of how living organisms interact and role of non-living entities such as climate, soil and atmosphere in large-scale processes. Includes coverage of topics such as biodiversity and ecosystem function, climate change, and link between ecosystem processes, community ecology and genetics. Prerequisite: Course in ecology or permission of instructor.
Credits: 3.0

BIO 7205: Comparative Physiology
Physiological mechanisms used by vertebrates and invertebrates to survive in different environments. Laboratory to provide an in-depth study in a selected area of animal physiology. Prereq: A course in animal physiology or invertebrate zoology.
Credits: 4.0
Prerequisites:
BIO 3055 :D- or BIO 3505 :D-

BIO 7321: Immunology
Fundamental principles underlying innate and adaptive immunity. Cellular and molecular mechanism of development and function of immune cells including lymphocytes and mechanisms related to self-tolerance, antigen processing and presentation, lymphocyte activation, lymphocyte death and generation of cullular and humoral immune response. Consequences of malfunctioning of the immune response and clinical implications discussed.
Credits: 2.0

BIO 7322: Immunology Laboratory
Experimental methods used to analyze humoral and cell mediated immune responses. Qualitative and quantitative analyses of immune response, with the focus on the understanding of the rationale behind the methods used and its applicability. Develop skills in researching the literatire related to cellular and molecular immunology.
Credits: 2.0

BIO 7331: Cancer Biology
Study of characteristics, causes, genetic influences, and treatment strategies, with readings from primary literature. Emphasis on experimental approaches and analyses. Prerequisite: coursework in cell and/or molecular biology.
Credits: 3.0
Prerequisites:
BIO 4331

BIO 7385: Global Change Ecology
Explores roles of ecology in documenting, responding, feeding back to, and mitigating human-caused changes to Earth's chemistry, geography and climate. Accompanying lab includes ecological techniques, such as carbon flux measurements, and develop independent research projects in the laboratory. Prerequisite: Course in ecology or permission of instructor.
Credits: 4.0

BIO 7451: Behavioral Ecology
Advanced course in topics relating to animal behavior, including foraging, communication, sexual selection, parental care, and sociality. Emphasis on critical analysis of research papers from the primary literature. Prerequisite: Undergraduate course in ecology or animal behavior or permission of instructor.
Credits: 3.0

BIO 7555: Molecular Ecol and Evol
The application of molecular techniques to ecological and evolutionary questions. The lecture will emphasize the impact of molecular biology on advances in ecology and evolutionary biology. The laboratory will focus on applications of some molecular techniques in the examiniation of genetic variation present in field populations of field organisms. Prereqs: Undergraduates: genetics, molecular biology; Graduates: two of the following: genetics, evolution, ecology, or molecular biology.
Credits: 4.0
Prerequisites:
BIO 4505 :D-

BIO 7705: Plant Ecology
Ecological principles are considered at the plant species, population, community, and ecosystem levels of organization. Topics discussed in detail include ecological plant physiology, succession, productivity of ecosystems, soils, nutrient cycling, the effects of disturbances on ecosystem structure and function, and the major vegetation types in North America. Field and laboratory studies complement the lecture material.
Credits: 4.0

BIO 7755: Plant Ecophysiology
Plant interactions with the biotic and abiotic environment. Lecture emphasizes plant Anatomical, Morphological, Physiological, and Biochemical adaptations and acclimations determining plant and population survival, performance and distribution in dynamic ecosystems. Laboratory focuses on field methods and techniques culminating in student- driven, independent research projects.
Credits: 4.0

BIO 7805: Biostatistics & Exper. Design
Conceptualization of experimental design, hypothesis testing, execution of statistical analyses, expression of statistical results, and effective graphical presentation of quantitative data. Includes a written exercise emulating peer-reviewed journal publication.
Credits: 4.0

BIO 7905: Eukaryotic Microbiology
The structure, function, and taxonomy of representative free living and parasite protozoa; methods of culturing protozoa and preparation of permanent slides in laboratory. Prereq: Invertebrate Zoology or consent of instructor.
Credits: 4.0

BIO 7940: Special Topics in Biology
Current topics in biology. Topics will be announced on a semester by semester basis. Specific information will be available in the department office.
Credits: 2.0

BIO 7950: Special Topics C/M/D Biology
Current topics in cellular, molecular, and development biology. Topics will be announced on a semester by semester basis. Specific information available in the departmental office.
Credits: 2.0

BIO 7955: Biodiversity & Systematics
Philosophical, methodological and practical aspect of systematics, from species description to phylogeny reconstruction. The role of systematics in comparative biology and its applications in bioogeography, molecular biology, and other fields are investigated. Methods of biodiversity assessment and the implications of biodiversity data for conservation. Emphasis on the practical aspects of data collection, computer-assisted phylogeny reconstruction, and taxon identification.
Credits: 4.0

BIO 7960: Adv Topics: C/M/D Biology
More intensive coverage of current topics in cellular, molecular, and developmental biology. Topics will be announced on a semester by semester basis. Specific information available in the departmental office.
Credits: 3.0

BIO 7962: Cell, Molecular & Develop Lab
Lab to accompany Advanced Topics or other 3-credit graduate course in Cell, Molecular, and Developmental Biology. Topic to be determined by term. Three hours laboratory per week.
Credits: 1.0

BIO 7970: Spec Topics: E/E/O Biology
Current topics in ecological, evolutionary and organismal biology. Topics will be announced on a semester by semester basis. Specific information available in the departmental office.
Credits: 2.0

BIO 7980: Adv Topics: E/E/O Biology
More intensive coverage of current topics in ecological, evolutionary and organismal biology. Topics will be announced on a semester by semester basis. Specific information available in the departmental office.
Credits: 3.0

BIO 7982: Eco, Evol, & Organismal Lab
Lab to accompany Advanced Topics or other 3-credit graduate course in Ecology, Evolution, and Organismal Biology. Topic to be determined by term. Three hours laboratory per week.
Credits: 1.0

BIO 8051: Advanced Bacteriology
Advanced bacterial genetics, including applications to medicine, biotechnology, and public health. Uses current literature and lab techniques to study molecular mechanisms driving lateral gene transfer in bacteria, the spread of antibiotic resistance and virulence factors, and methods for manipulating these mechanisms to analyze and engineer bacteria. Two lectures per week. Prereq. a previous course in microbiology, molecular biology, or genetics is helpful, but not required.
Credits: 2.0

BIO 8052: Adv Bacteriology Lab
Experimental studies in advanced bacterial genetics involving conjugative plasmid transfer, bacterial transformation, growth of bacterial viruses, construction of targeted mutations, and gene expression assays. Two lab periods per week.
Credits: 2.0

BIO 8101: Molecular Genetics
Gene replication, transcription and translation; the regulation of gene expression; molecular aspects of gene recombination and genre interaction; critical analysis of research papers from the primary literature. Prereq: Undergraduate biochemistry or molecular biology.
Credits: 3.0

BIO 8151: Molecular Cell Biology
Fundamental cellular processes; information storage and transfer; energy transformation and utilization, metabolic control mechanisms; control of the intracellular environment
Credits: 3.0

BIO 8171: Molecular Developmental BIO
Current cellular and moecular approaches to cell and tissue differentiation as regulating organogenesis will be assessed by analyzing experiments from primary literature with the final goal of presenting the analysis in the form of a grant application. Prerequisites: Genetics, and undergraduate course in cell, development, or molecular biology; the instructor may waive any of these preprequisites based on relevant work experience of the student.
Credits: 2.0

BIO 8172: Molecular Development Lab
Cell and tissue differentiation applied to organogenesis; review of primary literature with submission of a grant proposal. Labs: cell and molecular techniques; organ culture. Prerequisites: genetics; plus a cell, development, or molecular biology course; or permission of instructor.
Credits: 2.0

BIO 8205: Imaging Technology
Introduction to imaging technologies, including light and fluorescent microscopy and scanning and transmission electron microscopy. Course covers both theoretical and applied microscopy.
Credits: 4.0

BIO 8251: Endocrine Physiol/ Pharmacology
A study of the molecular and physiological mechanisms by which hormones regulate homeostasis in animals. Prereq: A course in animal physiology with laboratory.
Credits: 3.0

BIO 8252: Endocrine Physiol/ Pharmacology
Selected experiments designed to illustrate fundamental principles in endocrinology. Biochemical and whole-animal experimentation will be included in the laboratories.
Credits: 1.0

BIO 8295: Exptl Cell/Molec Methods
Experimental and analytical skills to address questions in the field of cellular and molecular biology. Instruction in experimental methods to analyze DNA, RNA and proteins central to the functioning of a cell. Analyses at both the cellular and the sub-cellular level. Development of skills in experimental design and literature research related to cellular and molecular biology and presentation skills. Students will propose their own hypotheses and design experiments.
Credits: 4.0

BIO 8451: Molec Evolutionary Genetics
Explores use of molecular data to infer histories of populations and species. Using DNA sequence data, fragment analyses, and whole genome analysis, examines theoretical foundations of molecular evolution such as the neutral theory of molecular evolution and Bayesian statistical methods as it applies to both population genetics and phylogenetics. Practical aspects of downloading, aligning and analyzing DNA sequence data from public databases. Includes student presentations and discussion of primary literature.
Credits: 3.0

BIO 8455: Population Genetics
The biology of natural and experimental populations; theoretical and experimental considerations of selection, the balancing selection/neutrality controversy; the mating system; temporal and spatial variation in fitness; coadaptation; population growth; interspecies interactions; the niche; population cycles.
Credits: 3.0

BIO 8555: Neurophysiology
Fundamental principles of neurophysiology including synaptic integration, sensory physiology and selected functional aspects of neurophysiology. The laboratory experiments will illustrate sensory, motor and integrative neurophysiology. Prereq: A course in physiology or consent of the instructor.
Credits: 4.0

BIO 8610: BS/MS Thesis Proseminar
Scheduled group meetings with other research students in the department, focusing on general and specific aspects of thesis research. Fall semester. Continues as BS/MS Res Prospectus & Thesis, which culminates in a thesis proposal in Spring.
Credits: 1.0

BIO 8655: Recombinant Gene Technology

Fundamental methods of analysis most commonly used in modern molecular biology: bacterial and phaze vectors, gene cloning, DNA and RNA preparation and analysis, screening of recombinant libraries, polymerase chain reaction, protein expression and in situ hybridization. Theoretical underpinning and application to contemporary research problems. Prerequisites: Organic chemistry and undergraduate genetics.
Credits: 4.0

BIO 8705: Virology

The structures and activities of animal, plant, and bacteria viruses; experimentation in handling, growing and assaying, with special emphasis on the tissue culture method.
Credits: 4.0

BIO 8900: Seminar

Attendance at departmental seminars and student presentations in small seminar groups.
Credits: 1.0

BIO 8910: BS/MS Res Prospectus & Thesis

Development of thesis through proposal. Work primarily with thesis mentor on developing project, completing background reading, establishing experimental design, writing proposal, and presenting the thesis proposal to the department. Spring semester. Counts for the undergraduate capstone requirement.
Credits: 1.0

BIO 8920: Research Prospectus

Topics covered include library reference use, computer searching of scientific literature, presenting an effective seminar, preparing visual aids, word processing, publishing a scientific paper, and radiation safety and radioisotope use.
Credits: 0.0

BIO 8940: Adv Topics in Biology

Advanced topics in biology. Topics will be announced on a semester by semester basis. Specific information will be available in the Department office.
Credits: 2.0

BIO 8941: Adv Topics in Bio Lab

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Credits: 2.0

BIO 9007: Directed Research I

Laboratory work and conferences dealing with a selected research problem. Prereq: Consent of chairperson.
Credits: 2.0

BIO 9008: Directed Research II

Laboratory work and conferences dealing with a selected research problem. Prereq: Consent of chairperson.
Credits: 2.0

BIO 9080: Thesis Continuation

This course is offered for 0 credits and is classified as a Thesis/Dissertation Continuation. This course is offered by the Biology Department, in the College of Sciences.
Credits: 0.0

BIO 9102: Graduate Biology Topics I

Basic studies in biological fields relevant to the research of graduate thesis students. Requires approval of thesis committee and relevant course instructor.
Credits: 2.0

BIO 9103: Graduate Biology Topics II

Basic studies in biological fields relevant to the research of graduate thesis students. Requires approval of thesis committee and relevant course instructor.
Credits: 3.0

BIO 9104: Graduate Biology Topics III

Basic studies in biological fields relevant to the research of graduate thesis students. Requires approval of thesis committee and relevant course insturctor.
Credits: 4.0

BIO 9303: Thesis Dir for BS/MS students

Laboratory and library work dealing with a specific research problem.
Credits: 2.0

BIO 9304: Thesis Dir for BS/MS students

Laboratory and library work dealing with a specific research problem.
Credits: 2.0

BIO 9305: Thesis Dir for BS/MS students

Laboratory and library work dealing with a specific research problem.
Credits: 3.0

BIO 9306: Thesis Dir for BS/MS students

Laboratory and library work dealing with a specific research problem.
Credits: 3.0

BIO 9307: Thesis Research I
-
Credits: 2.0

BIO 9308: Thesis Research II
-
Credits: 3.0

BIO 9309: Thesis Research III
-
Credits: 5.0

Chemistry

CHM 7100: Quantum Mechanics
Operators, Schrodinger Equation, one dimensional problems, harmonic oscillator, angular momentum, hydrogen atom, scattering theory. One year (two semesters) Undergraduate Physical Chemistry or equivalent.
Credits: 3.0

CHM 7200: Thermo/Statistical Mechanics
Statistical methods, statistical thermodynamics, Ensembles, Partition functions. Quantum statistics. Kinetic theory of transport processes. One year (two semesters) of Undergraduate level Physical Chemistry or equivalent.
Credits: 3.0

CHM 7222: Organic Structure Analysis
Spectroscopic methods for the structural determination of molecular systems, including: NMR (1D and 2D), mass spectrometry, infrared and ultraviolet-visible spectroscopies.
Credits: 3.0

CHM 7292: Core Organic Chemistry
An expanded presentation of fundamental topics in organic chemistry: structure, bonding, stereochemistry, molecular orbital theory, reactive intermediates and reaction mechanisms.
Credits: 3.0

CHM 7391: Core Inorganic Chemistry
An intensive survey of the basic principles of inorganic chemistry from the viewpoints of bonding, structure, and energetics. Topics include periodicity, symmetry, kinetics and mechanisms,spectroscopy, and acid- base theory. student who expects to do research in inorganic chemistry.
Credits: 3.0

CHM 7494: Core Physical Chemistry
A discussion of the fundamentals of quantum mechanics, statistical mechanics, and classical thermodynamics with applications to small molecules, solid state and polymers.
Credits: 3.0

CHM 7517: Environmental Chemistry
Apply key concepts in chemistry to global scales by examining chemical systems within Earth's lithosphere, hydrosphere and atmosphere. Examine and discuss natural processes as well as anthropogenic impacts like climate change and environmental contamination using central scientific literature.
Credits: 3.0

CHM 7595: Core Analytical Chemistry
An intensive survey of selected principles and techniques in modern analytical chemistry. Topics may include basic statistics, sampling, complexation and extraction, equilibria, molecular and atomic spectroscopy, microscopy, electroanalysis, and chromatography.
Credits: 3.0

CHM 7693: Core Biochemistry
Protein structure; protein function and structure-function relationships in proteins; regulatory mechanisms in proteins, including ligand effectors, covalent modification, and proteolysis; structural and functional genomics and proteomics.
Credits: 3.0

CHM 7807: MS Research I
-
Credits: 3.0

CHM 7808: MS Research II
-
Credits: 3.0

CHM 7809: MS Research III
-
Credits: 3.0

CHM 7810: MS Thesis
M.S. thesis research to be conducted in partial fulfillment of the M.S. degree in chemistry by those students who choose the thesis option. The research will be directed by a faculty member. Prerequisites: M.S. research I, II, and III.
Credits: 3.0

CHM 7892: Graduate Seminar
Presentation of M.S. thesis research, literature presentations by students, and faculty research seminars.
Credits: 1.0

CHM 8229: Organic Reactions & Synthesis

Survey of organic reactions with emphasis on modern synthetic methods and their applications to the synthesis of complex organic compounds. Enolates, carbonyl condensation reactions, functional group interconversions, electrophilic addition reactions, reductions, organometallic reagents, concerted reactions, oxidations Synthetic strategies including retrosynthetic analysis in the context of specific examples of multi-step synthesis from recent literature.
Credits: 3.0

CHM 8313: Solid State & Materials Chm

Emphasis on novel inorganic materials. Topics may include: solid state catalysis, semi- and superconductors, ceramics, batteries and energy sources.
Credits: 3.0

CHM 8314: Physical Meth in Inorganic CHM

A survey of principles and applications of methods such as nuclear magnetic resonance, vibrational and electronic spectroscopies, electron microscopies, scanning probe microscopies, and electrochemistry.
Credits: 3.0

CHM 8315: Organometallics

Examination of the bonding, spectroscopic properties and reactivity of a range of ligands and complexes. Reaction mechanisms and catalytic cycles will be emphasized.
Credits: 3.0

CHM 8325: Intro Polymer Chemistry

Topics include: step- and chain-polymerizations, copolymerizations, molecular weight determination, polymer morphology, polymer testing and chacterization, and current advances in polymer chemistry.
Credits: 3.0

CHM 8331: Bioinorganic Chemistry

The roles metal ions play in biological systems are explored using relevant examples from natural systems and areas of current research including (but not limited to): catalysis, photosynthesis, respiration, biomimetic modeling, and solar energy conversion.
Credits: 3.0

CHM 8410: X-Ray Crystallography

Provides basis for theory and applications of X-ray crystallography. Topics include properties of crystals and x-rays, lattice symmetry, geometry of diffraction, calculations of diffracted intensities and amplitutes, Fourier series method, rotation method and Laue method.
Credits: 3.0

CHM 8622: Biochemical Basis of Disease

A study of the relationship between protein structure and disease, enzymes as therapeutic targets, peptide hormones and obesity, and glucose metabolism and cancer.
Credits: 3.0

CHM 8641: Chemical & Biochemical Imaging

The course provides a survey of recent microscopy advances that push the boundaries of image resolution. Instruments and techniques that probe the inner workings of the cell at the level of individual molecules will be discussed, including confocal, TIRF, quantum dots, AFM, and PALM.
Credits: 3.0

CHM 8645: NMR Spectroscopy

Physical principles and applications of NMR to compounds of interest to chemists and biochemists. Solution and solid state NMR, 2D-NMR, advance techniques and real laboratory problems will be covered.
Credits: 3.0

CHM 8663: Biochemical Parasitology

Brief overview of parasitology, the unique biochemistry associated with parasites, discussions of relevant therapeutic applications. The parasites responsible for malaria, toxoplasmosis, trichomoniasis, giardiasis, and African Sleeping Sickness will be studied. The biochemistry of host parasite interaction will also be explored.
Credits: 3.0

CHM 8665: Enzymes

Structural and mechanistic aspects of enzymes. Topics include chemical catalysis, steady state and pre-steady state kinetics, mechanisms, and biological relevance of specific enzyme systems.
Credits: 3.0

CHM 8990: Graduate Chemistry Practicum
Elective course for students seeking work experience in chemical industry. Departmental approval required for a specific work opportunity. Prerequisite: Completion of 30 graduate credits.
Credits: 1.0

CHM 9080: Thesis Continuation
-
Credits: 0.0

CHM 9221: Spec Top:Organic Chem I
-
Credits: 3.0

CHM 9222: Spec Top Organic Chem II
-
Credits: 3.0

CHM 9223: Spec Top Organic Chm III
-
Credits: 3.0

CHM 9224: Spec. Top in Org. Chem. IV
Approaches to drug discovery: modification of natural products, synthesis, screening, and rational design. Recent and historical examples of therapeutically significant pharmaceuticals will be emphasized.
Credits: 3.0

CHM 9331: Spec Top: Inorganic Chem I
-
Credits: 3.0

CHM 9441: Spec. Topics Phys Chem I
The physical chemistry of solutions, surfaces, monolayers, surfactants, emulsions, colloids, and interfaces.
Credits: 3.0

CHM 9442: Spec Top in Phys Chemistry II
Provides basis for theory and applications of X-ray crystallography. Topics include properties of crystals and X-rays, lattice symmetry, geometry of diffraction, calculations of diffracted intensities and amplitudes, Fourier series method, rotation method, and Laue method.
Credits: 3.0

CHM 9447: Computational Chemistry
Focus on basic theories behind popular computational models (e.g., molecular mechanics, density functional theory) and their application to chemical problems.
Credits: 3.0

CHM 9551: Spec Top Analytical Chem I
Topic to be arranged.
Credits: 3.0

CHM 9552: Spec Top In Analytic Chm II
Through this course, students will achieve an advanced understanding of electrochemical concepts and techniques. This course will delve into topics related to electrochemical cell processes, electrode properties, kinetics and thermodynamics of electrochemical reactions, and electroanalytical techniques used in chemical analysis.
Credits: 3.0

CHM 9553: Spec. Top. Analyt. Chem. III
Topic to be arranged.
Credits: 3.0

CHM 9554: Spec. Top. in Analyt. Chem. IV
Topic to be arranged.
Credits: 3.0
Prerequisites:
199930

CHM 9661: Spec Top in Bio Chem I
This course will focus on the physical tools that exist to obtain information about biological macromolecules, with an emphasis on spectroscopic and imaging techiniques (e.g., circular dichroism, fluorescence spectroscopy, FRET, electron microscopy, atomic force microscopy, dynamic light scattering, analytical ultracentrifugation, x-ray crystallography, and surface plasmon resonance). Undergraduate students approved to take CHM-9661 require the prerequisite of CHM 4621 or CHM 4610 or CHM 4611. Undergraduates must have permissions to enroll in the graduate course from the Department.
Credits: 3.0

CHM 9662: Spec Top in Bio Chm II
-
Credits: 3.0

CHM 9663: Proteomics
Principles, techniques and applications for the large-scale study of proteins, particularly in human. Mass spectrometry will be covered in detail, and alternative methods and approaches will also be covered.
Credits: 3.0

CHM 9664: Spec Top in Bio Chem IV
-
Credits: 3.0

Classical Studies

CLA 7301: Topics in Classical Studies
A course in English on classical culture. Themes vary and may focus on: Greek and Roman art, architecture and archaeology, Greek and Roman social history, the classical tradition, etc.
Credits: 3.0

CLA 8000: Topics in Classical Literature
A course in English on classical literature. Topics vary and may focus on themes, such as Greek Tragedy, Roman Elegy, etc., or specific authors and works, such as Homer's Iliad, Selections from Ovid, etc.
Credits: 3.0

CLA 9000: Independent Study
-
Credits: 3.0

GRK 7250: Hist of Greek Literature
-
Credits: 3.0

GRK 8150: Greek Historians
-
Credits: 3.0

GRK 8250: Attic Orators
-
Credits: 3.0

GRK 8350: Plato
-
Credits: 3.0

GRK 8450: Homer
-
Credits: 3.0

GRK 8550: Greek Tragedy
-
Credits: 3.0

GRK 8551: Greek Comedy
-
Credits: 3.0

GRK 9000: Grad Greek Independent Study
Graduate level independent study in Greek literature.
Credits: 3.0

LAT 7150: Prose Composition
-
Credits: 3.0

LAT 7250: Hist Latin Literature
-
Credits: 3.0

LAT 7270: Epigraphy/ Paleography
-
Credits: 3.0

LAT 7290: Rome 133 BC to 31 BC
-
Credits: 3.0

LAT 7291: Rome 31 BC to AD 118
-
Credits: 3.0

LAT 8051: Cicero
-
Credits: 3.0

LAT 8150: Caesar
-
Credits: 3.0

LAT 8250: Catullus
-
Credits: 3.0

LAT 8350: Livy
-
Credits: 3.0

LAT 8450: Tacitus
-
Credits: 3.0

LAT 8550: Suetonius
-
Credits: 3.0

LAT 9050: Roman Drama
-
Credits: 3.0

LAT 9251: Vergil
-
Credits: 3.0

LAT 9350: Ovid
-
Credits: 3.0

LAT 9450: Horace
-
Credits: 3.0

LAT 9850: Proseminar
-
Credits: 3.0

Communication

COM 8001: Qualitative Research Methods
Qualitative approaches to communication research including phenomenology, ethnography, rhetorical criticism, and semiotic analysis. Emphasis on the performative turn in ethnography and alternative forms of ethnographic writing. Primary work consists of semester-long original study. With Departmental permission, this course can substitute for Senior Project.
Credits: 3.0
Prerequisites:
COM 8008 :Y

COM 8002: Quantitative Research Methods

Fundamentals of quantitative communication research. After reviewing the philosophy and practice of social scientific inquiry, students engage in research design and execution, thematic and statistical inference, and presentation of research results.
Credits: 3.0
Prerequisites:
COM 8008 :Y

COM 8003: Internship in Communication

Internships at area businesses and organizations supervised by a faculty member. Graduate students may only take this course once.
Credits: 3.0
Prerequisites:
(COM 8008 and COM 8100) and (COM 8001 or COM 8002)

COM 8004: Communication Directed Study

Individual research project in an advanced area of communication, conducted under the guidance of a faculty member. Requires permission of Program Director.
Credits: 3.0
Prerequisites:
(COM 8008 and COM 8100) and (COM 8001 or COM 8002)

COM 8005: Special Topics

Contemporary topics in communication. Taught on an occasional basis to reflect critical and changing debates and inquiries in the discipline. NOTE: Graduate Director Approval for all student registrations will be required.
Credits: 3.0
Prerequisites:
(COM 8008 :Y and COM 8100 :Y) and (COM 8001 :Y or COM 8002 :Y)

COM 8006: Thesis Direction I

Independent capstone research experience under the direction of a graduate faculty advisor. Satisfactory completion requires a successful defense of a prospectus. Requires permission of Program Director.
Credits: 3.0
Prerequisites:
COM 8001 and COM 8002 and COM 8008 and COM 8100

COM 8007: Thesis Direction II

Independent capstone research experience under the direction of a graduate faculty advisor. Satisfactory completion requires a successful defense of a completed research project. Requires permission of Program Director.
Credits: 3.0
Prerequisites:
COM 8001 and COM 8002 and COM 8008 and COM 8100

COM 8008: Orientation to Graduate Study

Orients new students to graduate study in communication.
Credits: 1.0

COM 8009: Personal Brand Promotion

Discover and develop your personal brand. Engages comprehensive strategies and competitive advantages in many areas of self-promotion in Communication.
Credits: 1.0
Prerequisites:
(COM 8008 :Y and COM 8100 :Y) and (COM 8001 :Y or COM 8002 :Y)

COM 8010: Becoming an Academic

Prepares Master's students interested in academic professions. Introduces students to the life of an academic, the PhD experience, the job search process, preparing and presenting research through conferences and publications, building an academic reputation, and developing a Curriculum Vitae (CV).
Credits: 1.0
Prerequisites:
(COM 8008 :Y and COM 8100 :Y) and (COM 8001 :Y or COM 8002 :Y)

COM 8011: Health Promotion Messages

Guides students through process of planning and strategy development; developing and pretesting concepts, messages, and materials; implementing program, assessing effectiveness and making refinements.
Credits: 1.0
Prerequisites:
(COM 8008 :Y and COM 8100 :Y) and (COM 8001 :Y or COM 8002 :Y)

COM 8012: Storytelling:Com, Cultr, Craft

Learn to create, shape, adapt and embody narratives for various contexts, audiences, and purposes - both personal and professional.
Credits: 1.0

COM 8013: IGR Dialogue
Sustained, co-facilitated, social justice-oriented pedagogical approach helps participants broaden perspectives, identify shared meaning, and build relationships across different social and cultural identities. Learn tools of intergroup dialogue while experiencing and theorizing about the dialogic process. Learn more at www.villanova.edu/igr.
Credits: 1.0
Prerequisites:
COM 8008 :Y and COM 8100 :Y and (COM 8001 :Y or COM 8002 :Y)

COM 8100: The Communication Perspective
Grounds students in communication theory by introducing them to theoretical and ethical issues involved in strategic discourse. Tracing historical and contemporary issues in the development of communication study, the course examines meaning-making and its consequences in various contexts.
Credits: 3.0
Prerequisites:
COM 8008 :Y

COM 8101: Performance Studies
Examines performance across contexts: public to interpersonal, verbal to nonverbal, stage to everyday life. Uses performance, rhetorical, and cultural studies theory to experience the strategic nature of performance in aesthetic, political, interpersonal, organizational, and cultural contexts. Emphasizes both analyzing and creating performance.
Credits: 3.0
Prerequisites:
(COM 8008 :Y and COM 8100 :Y) and (COM 8001 :Y or COM 8002 :Y)

COM 8102: Persuasion and Advocacy
Using the principles of persuasion from classical and contemporary rhetorical theory and criticism, students engage message analysis and construction; audience/ situational analysis; and strategic oratory.
Credits: 3.0
Prerequisites:
(COM 8008 :Y and COM 8100 :Y) and (COM 8001 :Y or COM 8002 :Y)

COM 8200: Teambuilding & Small Group
Theories of small group communication; methods for conducting small group research; models of group development; group processes (e.g., decision-making, conflict, coordination); effective group functioning and processes in varied organizational contexts; practice-oriented team-building strategies; effective and shared group leadership; individual, team, and organizational outcomes.
Credits: 3.0
Prerequisites:
(COM 8008 :Y and COM 8100 :Y) and (COM 8001 :Y or COM 8002 :Y)

COM 8201: Health Communication
Examines interpersonal, organizational and mediated communication in various health domains. It includes a review of relevant health communication theory and methods to inform such areas as developing and evaluating public health campaigns, doctor/patient communications, and communication about health in organizations.
Credits: 3.0
Prerequisites:
(COM 8008 :Y and COM 8100 :Y) and (COM 8001 :Y or COM 8002 :Y)

COM 8203: Org. Research & Consulting

Course is designed to prepare students to understand and analyze organizations as researchers and to prepare them to conduct consulting interventions in organizations as communication consultants.
Credits: 3.0
Prerequisites:
(COM 8008 :Y and COM 8100 :Y) and (COM 8001 :Y or COM 8002 :Y)

COM 8204: Conflict & Negotiation

The role of communication in the development and management of conflict and negotiation; types of conflict, resolution strategies, and power relationships. Applications may include intercultural/international conflict; conflict in organizations; and conflicts between and among stakeholders.
Credits: 3.0
Prerequisites:
(COM 8008 :Y and COM 8100 :Y) and (COM 8001 :Y or COM 8002 :Y)

COM 8205: Intercultural Communication

The origin of culture, different paradigms and research methods, intercultural communication in various contexts, and migration experience. Topics include cultural dimensions; individual differences; interpersonal and intergroup interactions; cultural shock and adaptations; communication competence; and conflict management.
Credits: 3.0
Prerequisites:
(COM 8008 :Y and COM 8100 :Y) and (COM 8001 :Y or COM 8002 :Y)

COM 8206: Diversity & Organizing

Explores the relational, axiological and cultural implications of communication practices in the negotiation of difference and social identity as central to the organizing process.
Credits: 3.0
Prerequisites:
(COM 8008 :Y and COM 8100 :Y) and (COM 8001 :Y or COM 8002 :Y)

COM 8207: Organizational Communication

Centrality of communication to organizing and practices of organizational life. Theoretical and historical perspective on organizational structure and culture, communication networks, decision making, socialization, training, consulting, and workplace democracy.
Credits: 3.0
Prerequisites:
(COM 8008 :Y and COM 8100 :Y) and (COM 8001 :Y or COM 8002 :Y)

COM 8208: Public Communication Campaigns

This course explores a variety of public communication campaigns and case studies in the field of public relations including examples in media relations, crisis communication and planning. Following the review of cases, student teams are created and spend the remainder of the semester developing a professional communication campaign for a client. The final project is a presentation of this overall public relations plan.
Credits: 3.0
Prerequisites:
(COM 8008 :Y and COM 8100 :Y) and (COM 8001 :Y or COM 8002 :Y)

COM 8209: International Public Relations

This class explores public relations theory, research, and practice in an international context.Through various readings, writing assignments, and discussions, students will develop a body of knowledge that should help them in future work as a communication scholar or professional.
Credits: 3.0
Prerequisites:
(COM 8008 :Y and COM 8100 :Y) and (COM 8001 :Y or COM 8002 :Y)

COM 8210: Leadership Communication

Study of effective leadership. Examines communication environment and organizational politics. Participant model of leadership; group/team observation and participation.
Credits: 3.0
Prerequisites:
(COM 8008 :Y and COM 8100 :Y) and (COM 8001 :Y or COM 8002 :Y)

COM 8211: Communication and Identity

Examines the communication negotiation of and struggle over identity in different contexts. Draws on specific theoretical works/traditions to explore areas such as gender, race, sexuality and class.
Credits: 3.0
Prerequisites:
(COM 8008 :Y and COM 8100 :Y) and (COM 8001 :Y or COM 8002 :Y)

COM 8212: Communication and Advocacy

Acquaints students with ways of critically assessing the use of communication for social, economic, and/or cultural transformation. Course will incorporate perspectives from at least one of the following areas: rhetoric, critical/cultural studies, communication campaigns, organizational communication or media studies.

Credits: 3.0

Prerequisites:

(COM 8008 :Y and COM 8100 :Y) and (COM 8001 :Y or COM 8002 :Y)

COM 8300: Public Relations Writing

Areas covered include journalistic style of writing; targeting audiences, practice in fundamentals and media relations techniques. Students will create portfolio writing samples, e.g. industry standard news releases, pitch letters and features, Q&A documents, crisis statements and position papers.

Credits: 3.0

Prerequisites:

(COM 8008 :Y and COM 8100 :Y) and (COM 8001 :Y or COM 8002 :Y)

COM 8301: Strategic Public Relations

The course explores the foundation of public relations, including history/evolution, media relations, client relationships, working with management, ethical counsel and crisis communication, as well as core concepts in PR writing. Students also engage PR planning skills, such as creating appropriate, goal-driven strategies and tactics, while taking on a client and presenting a PR plan for review and critique.

Credits: 3.0

Prerequisites:

(COM 8008 :Y and COM 8100 :Y) and (COM 8001 :Y or COM 8002 :Y)

COM 8302: Advertising

Advertising campaign planning, including research, audience segmentation, strategy, creative development, execution, media planning, and evaluation; advertising & IMC; brand development; new and non-traditional advertising; digital advertising, client management; advertising & society.

Credits: 3.0

Prerequisites:

(COM 8008 :Y and COM 8100 :Y) and (COM 8001 :Y or COM 8002 :Y)

COM 8303: Mass Media Industries

Surveys media industries - newspaper, film/home video, broadcast television, cable television and the Internet - focusing on how consumer demand, technology and government policies interact to affect industry behavior. Examines audiences as products of mass media industries.

Credits: 3.0

Prerequisites:

(COM 8008 :Y and COM 8100 :Y) and (COM 8001 :Y or COM 8002 :Y)

COM 8304: Journalism

Covers principles of journalism through theoretical, methodological, critical, and practical lenses. Areas of study include history, ethics, production, consumption, impact on individuals and society, content, and industry structure, all with an emphasis on the current and future state of journalism in the new media environment.

Credits: 3.0

Prerequisites:

(COM 8008 :Y and COM 8100 :Y) and (COM 8001 :Y or COM 8002 :Y)

COM 8305: Media Literacy

This course examines the reciprocal relationship between culture and technology in the emergence of communication media. Students explore socio-cultural, economic, historical, and philosophical perspectives relevant for understanding the conjunctures in which media as technologies are problematized in culture and society.

Credits: 3.0

Prerequisites:

(COM 8008 :Y and COM 8100 :Y) and (COM 8001 :Y or COM 8002 :Y)

COM 8306: Media Production

Provides an overview of the video production experience for those who want to include media production in business, advocacy, research and education.

Credits: 3.0

Prerequisites:

(COM 8008 :Y and COM 8100 :Y) and (COM 8001 :Y or COM 8002 :Y)

COM 8307: Visual Communication & Culture

Theoretical and methodological introduction to the study of images as communicative and cultural phenomena. Theories of the image; implications for visual communication and culture; analysis and production of images in a variety of media and contexts.

Credits: 3.0

Prerequisites:

(COM 8008 :Y and COM 8100 :Y) and (COM 8001 :Y or COM 8002 :Y)

COM 8308: Theories & Effects of Mass Com

Social scientific investigation of media effects and history of mass communication research. Globalization of mass media, direction and impact of new forms of communication, emerging media technologies and media convergence.

Credits: 3.0

Prerequisites:

(COM 8008 :Y and COM 8100 :Y) and (COM 8001 :Y or COM 8002 :Y)

COM 8309: Public Opinion

Influences of strategic communication on attitudes, beliefs, and behaviors of message recipients. definitional, ethical and methodological issues; rhetorical and social scientific approaches to opinion and attitude change; application to advertising, public relations, politics, and health communication.

Credits: 3.0

Prerequisites:

(COM 8008 :Y and COM 8100 :Y) and (COM 8001 :Y or COM 8002 :Y)

COM 8310: New Media

Covers new media from multiple perspectives including communication theory, the history of technology, cultural studies, and software studies. Topics include eletronic media, digital media, markets, platforms, and algorithmic culture.

Credits: 3.0

Prerequisites:

(COM 8008 :Y and COM 8100 :Y) and (COM 8001 :Y or COM 8002 :Y)

COM 8313: Communication Directed Study

Individual research project in an advanced area of communication, conducted under the guidance of a faculty member. Requires permission of Program Director.

Credits: 1.0

Prerequisites:

(COM 8008 and COM 8100) and (COM 8001 or COM 8002)

COM 8314: Photoshop

Introduce students to Adobe Photoshop software. Learn how to use Photoshop to alter existing images, to create new material, such as banners or logos.

Credits: 1.0

Prerequisites:

(COM 8008 :Y and COM 8100 :Y) and (COM 8001 :Y or COM 8002 :Y)

COM 8315: Video Shooting Lab

Designed to give students who already have a basic understanding of video shooting a chance to explore issues of lighting, framing, lens choice, white balance, and shutter speed.

Credits: 1.0

Prerequisites:

(COM 8008 :Y and COM 8100 :Y) and (COM 8001 :Y or COM 8002 :Y)

COM 8316: Audio Production

Introduce students to the technology and related issues in the production of audio-only work. Combined theory and production lab devoted to developing critical and theoretical skills around sound and focusing on technology and software.

Credits: 1.0

Prerequisites:

(COM 8008 :Y and COM 8100 :Y) and (COM 8001 :Y or COM 8002 :Y)

COM 8317: Basic Web Design

Covers the basic concepts of web design and the technologies used to create interactive media.

Credits: 1.0

Prerequisites:

(COM 8008 :Y and COM 8100 :Y) and (COM 8001 :Y or COM 8002 :Y)

COM 8318: Crisis Communication

Essential strategies and tools needed by professional communicators. Proven techniques for crisis statements, talking points for media interviews, briefs for management and legal counsel and message vehicles for the post-crisis environment. Agency teams formed to manage crisis through developed materials.
Credits: 1.0
Prerequisites:
(COM 8008 :Y and COM 8100 :Y) and (COM 8001 :Y or COM 8002 :Y)

COM 8319: Cultural Studies

Introduces students to interdisciplinary area of Cultural Studies. Explores Cultural Studies' intellectual influences, emergence in the post-war era, and proliferation thereafter, with particular attention to its relevance for the study of communication.
Credits: 3.0
Prerequisites:
(COM 8008 :Y and COM 8100 :Y) and (COM 8001 :Y or COM 8002 :Y)

COM 8320: Digital Media Design

Designed to provide a broad-based overview of the Media Arts & Design industry, focusing on the research, strategies and methods that go into designing and preparing media for consumption via a variety of delivery methods (including traditional mass media, online, and mobile devices). Students will gain a theoretical understanding of and practical experience with: digital photography and videography, web design and development, and multimedia production.
Credits: 3.0
Prerequisites:
(COM 8008 :Y and COM 8100 :Y) and (COM 8001 :Y or COM 8002 :Y)

COM 8321: Critical Studies in Advert.

Students examine the reciprocal relationship between culture and commerce in understanding advertising. Students examine the socio-cultural, ontological, economic, historical, and philosophical perspectives relevant for understanding advertising as cultural expression. Through historical and contemporary examples, students explore the social significance of advertising practices and products.
Credits: 3.0
Prerequisites:
(COM 8008 :Y and COM 8100 :Y) and (COM 8001 :Y or COM 8002 :Y)

COM 8322: Audience Analysis

Introduction to audience analysis including review of services provided by media research organizations and procedures of applied survey research for the media.
Credits: 3.0
Prerequisites:
COM 8008 :Y and COM 8100 :Y and COM 8002 :Y

COM 8401: Spec Top: Qualitative Research

Concentrated workshop in Qualitative Research area.
Credits: 1.0
Prerequisites:
COM 8008 :Y and (COM 8001 :Y or COM 8100 :Y)

COM 8402: Spec Top: Quantitative Res

Concentrated workshop in Quantitative Research area.
Credits: 1.0
Prerequisites:
COM 8002 :Y and COM 8008 :Y

COM 8403: Spec Top in Applied Organ Com

Concentrated workshop in a specific area of applied organizational communication. Possible topics include: facilitating participation in organizations, leading diversity and social change, multicultural leadership for training teams and conflict mediation processes.
Credits: 1.0
Prerequisites:
(COM 8008 :Y and COM 8100 :Y) and (COM 8001 :Y or COM 8002 :Y)

COM 8404: Special Topics in Media Prod

Concentrated workshop in specific area of media production.
Credits: 1.0
Prerequisites:
COM 8008 :Y and COM 8100 :Y and COM 8001 :Y or COM 8002 :Y

COM 8405: Internship in Communication

Internships at area businesses and organizations supervised by a faculty member. Graduate students may only take this course once.
Credits: 1.0
Prerequisites:
(COM 8008 and COM 8100) and (COM 8001 or COM 8002)

COM 9080: Thesis Continuation

Continuation of supervised research for students writing master's theses. Permission of Chair or Graduate Director required.
Credits: 0.0
Prerequisites:
COM 8001 and COM 8002 and COM 8008 and COM 8100

Computing Sciences

Theory and practice of information management including procedural extensions to SQL, non-relational databases, data warehousing, data mining, and machine learning.

CSC 7000: Algorithms & Programming

Algorithm design and refinement; extensive programming; loop and selection control; recursion; arrays, pointers, records and strings; abstract data types: linked lists, stacks, queues, binary trees; elementary search and sorting.
Credits: 3.0

CSC 7100: Computer Systems

Fundamental concepts in computer architecture and operating systems. Information representation, gates and digital logic, ALU and central processing organization, instruction sets, basics of pipelining, processes, memory management and file systems.
Credits: 3.0

CSC 8000: Found of Algor & Data Struc

Programming in Java or another object-oriented language. Program design with an emphasis on the object paradigm. Classic algorithms and data structures. Significant programming assignments are required.
Credits: 3.0

CSC 8200: Hlth Informatics & EHealth Sys

Evolution, current status, and emerging trends of US and global computerized health information systems, architectures, technical standards, regulations, including administrative and clinical applications, clinical decision support and data-analytics systems, electronic medical and personal health record systems/tools, personal health/fitness and medical device integration solutions, rapidly emerging mobility/ tablet/smartphone/ app, product/system interoperability concepts, issues, and implications (aka mHealth, pHealth, and uHealth), and overarching population health patient safety, and health quality/ outcome goals, gaps and challenges.
Credits: 3.0

CSC 8210: Hlthcare Safety Secur Law&Eth

US and relevant international health and data security and privacy laws/regulations, HIPAA and HITECH compliance for EHR software and medical devices, federal and state patient privacy and health data access rights, electronic transmission of health data, health insurance, FDA rules and regulations, unauthorized access, vulnerabilities, unsecured wireless access, inadequate encryption, authentication failures, and other access control vulnerabilities, security risk assessment, privacy and security gaps in health information exchanges, federal and state privacy breach notification laws and related civil and criminal penalities, and successful security compliance audit and management strategies.
Credits: 3.0

CSC 8220: Software Engr&Hlth Informatic

An introduction to software engineering covering development life-cycle models, requirements analysis and specification, design concepts and methods, UML, testing, maintenance, CASE tools and management concerns, middleware and data/function integration, medical device/system interoperability.
Credits: 3.0

CSC 8230: Database System&Hlth Infomatic

Architecture of a database system; conceptual and implementation models; query languages; integrity, security, and concurrency; hands-on experieince with selected US government EMR/PHR/MRS/HIS systems; SQL and NoSql DBs; Big Data in eHealth; database access via web services; data representation standards such as XML, JSON, HL7.
Credits: 3.0

CSC 8301: Design and Ana of Algs

Fundamental strategies for algorithm design; mathematical and empirical techniques for analysis of nonrecursive and recursive algorithms, with applications such as sorting, searching, string processing and graphs; NP-complete problems and approximation algorithms.
Credits: 3.0

CSC 8310: Programming Languages

Organization, characteristics, constructs, and design principles of programming languages; syntax, semantics, and pragmatics; language implememtation issues; different programming paradigms such as imperative, functional, object-oriented, and logic programming.
Credits: 3.0

CSC 8400: Computer Systems

A continuation of the study of properties of computing systems. Topics include computer performance; pipelining; storage technologies; systems aspects of interconnection networks; parallel and distributed architectures. Prerequisite is CSC 7100 or the equivalent.
Credits: 3.0

CSC 8450: Digital Forensics

Digital forensics plays a vital role in cybersecurity, criminal/civil investigations and internal corporate investigations. This course provides an in-depth study of digital evidence preservation, digital forensic techniques and data analysis. Password cracking, encryption/decryption, volatile data extraction and network forensics are just some of the forensic techniques that will be covered. The course will also cover the use of advanced forensic tools, legal and ethical issues related to forensics, and security management techniques required for resiliency in today's digital workplace.
Credits: 3.0

CSC 8470: Computer Graphics

Interactive program development in 2D/3D graphics: event handling, real-time data sampling, and strategies in programming computer games; 2D/3D modeling; perspective viewing; object transformation; graphical user interface design.
Credits: 3.0

CSC 8490: Database Systems
Modern database systems, including relational and NoSQL systems. Emphasize practical knowledge while covering the essential theory design; query lanquages; security; transactions. Focus on both theory and practice.
Credits: 3.0

CSC 8491: Data Mining & DB Programming
Theory and practice of information management including PL/SQL; object and object-relational databases; data warehousing; data mining.
Credits: 3.0

CSC 8495: Information Retrieval
Study of storage and retrieval of information on a large collection of resources. Topics include: algorithms for efficient storage and retrieval, information discovery, extraction, NLTK, web crawling, precision and recall, document classification, Python programming, discussion and review of current literature.
Credits: 3.0

CSC 8505: Compiler Construction
Finite state methods for lexical and syntactical analysis; symbol table construction, run-time-code organization for block structured language, intermediate code generation, and pseudo-object machines. LR(k) and LL(k) parsers. Programming assignments and exercises are given.
Credits: 3.0
Prerequisites:
CSC 8301 :C and CSC 8310 :C

CSC 8510: Theory of Computability
Automata theory: deterministic and non-deterministic finite automata, pushdown automata, regular languages, context-free grammars, pumping lemma. Computability and recursion theory: Turing machines and their variations, decidability and recursive enumerability, mapping reducibility and Turing reducibility, undecidability of the halting problem, logical theories and Godel's incompleteness theorem. Complexity theory: time complexity, space complexity, major open problems on computational complexity. Corequisite: CSC 8301 or degree program in mathematics.
Credits: 3.0

CSC 8515: Machine Learning
Study of algorithms and systems that can learn without being explicitly programmed. Topics include: clustering, classification, prediction, supervised learning, unsupervised learning, decision trees, support vector machines, random forests, regression, dimensionality reduction, neural networks, deep learning, and probabilistic graphical models.
Credits: 3.0

CSC 8520: Artificial Intelligence
Problem-solving methods; knowledge representation; search; predicate calculus; automated theorem proving; natural language processing.
Credits: 3.0
Prerequisites:
CSC 8301 :C

CSC 8525: Computer Vision
Graduate research seminar exploring the algorithms and state-of-the-art techniques in the field of computer vision and image processing. Topics include image processing, pattern recognition, feature detection, image and object segmentation, computational photography, object detection, and face recognition. A familiarity with linear algebra and statistical methods is recommended but not required.
Credits: 3.0

CSC 8540: Software Engineering
An introduction to software engineering covering development life cycle models, requirements analysis and specification design concepts and methods, testing, maintenance, CASE tools and management concerns. Additional topics may include reuse metrics, experimentation, reengineering, development environments, and standards. The student may be required to write a research paper and/or give an in-class presentation.
Credits: 3.0

CSC 8541: Requirements Engineering
Requirements elicitation and analysis; requirement specification; test driven development; system modeling; requirements validation; requirements management.
Credits: 3.0

CSC 8542: Software Design and Evolution

Evolutionary design using agile methods including refactoring; design issues for mobile computing/embedded systems; designing for testability; analysis patterns and design patterns; configuration management; software evolution through release management.
Credits: 3.0

CSC 8543: Software Testing&Quality Assur

Role of Software Quality in SDLC, Test Planning Theory, Model Driven Test Development, Problem Solving, SQA. Student's projects and presentations integral to the course.
Credits: 3.0

CSC 8544: Software Project Management

Provides an in-depth study of project management theory, with a focus on the unique characteristics of software projects, using practical examples and team exercises to reinforce concepts. Topics include: managing project goals and constraints, emphasizing fundamental scope, schedule, budget and quality objectives, processes, tools, techniques, risks and outcomes, team building, conflict management and communications.
Credits: 3.0

CSC 8545: Software Studio

The art and science of creating reliable and maintainable code. Topics include: test-driven development, code quality metrics, code coverage, defensive programming, risk conscious maintenance, debugging, refactoring, professional tools, distributed version control, cultivating an expressive coding style, code review, pair programming, software craftsmanship, software experimentation and myth-busting.
Credits: 3.0

CSC 8550: Computing for Data Science

The computing parts of the interdisciplinary subject, Data Science. Topics include: data cleaning, data wrangling, visualization, time series, machine learning fundamentals. Python or similar libraries that support managing datasets. Review of current data science research papers. Students will complete a major project that demonstrates an understanding of the entire data science process.
Credits: 3.0

CSC 8560: Computer Networks

Computer networks as an application development platform; services required by and provided to distributed application electronic mail systems enhancement; access to remote file systems; integration of remote resources such as components of the World Wide Web into applications; abstract syntax notation; data compression and encryption; session control and synchronization; transport protocols; network addressing and routing; LAN and MAN medium access control; bridging. Treatment of Open Systems Interconnection and Internet protocols and services.
Credits: 3.0
Prerequisites:
(CSC 8301 :C and CSC 8410 :C)

CSC 8565: Cybersecurity

High level overview of issues, challenges and solutions surrounding cyber security and the protection of people, assets and information. Topics include the evolution, present state and future of cyber risk: security fundamentals; cyber security drives including regulations, privacy and brand protection; the techniques and technologies used to address cyber risks; challenges to implementing cyber controls, organization, management and operating models.
Credits: 3.0

CSC 8566: Internet of Things
The advancement of embedded processes and sensor networks that have made the IOT feasible. Topics include: Introduction, Domains of application, IOT VS M2M, IOT Management, Protocols, Design Methodologies, Hands on Design using Raspberry Pi and Python, Reviewing servicers and clouds, and data analytics.
Credits: 3.0

CSC 8570: User/System Interface
The design and measurement of human-computer interfaces, with the objectives of developing models of user communities, summarizing current research in user-oriented design, defining design criteria for the user/system interface, and constructing test strategies for interactive software systems.
Credits: 3.0

CSC 8600: Object Oriented Design & Prog
Introduces the theoretical and practical issues underlying the object-oriented paradigm, including classes, encapsulation, inheritance, and polymorphism. Primary topics also include object-oriented analysis and design, databases, and technology transfers. The use of an object- oriented programming language, such as Java or C++, is an integral part of the course. Problems involving program design and implementation will be assigned. The student may be required to write a research paper and/or give an in-class presentation.
Credits: 3.0
Prerequisites:
(CSC 8301 :Y :C or CSC 8410 :Y :C)

CSC 8610: Multimedia Technology
Theory and practice of multimedia content, representation, compression, storage, and delivery. Content types include text, audio, images, graphics, animations, and video. Student projects and presentations as integral part of the course.
Credits: 3.0
Prerequisites:
CSC 8301 :C

CSC 8620: Logic
Boolean connectives and propositional logic; quantifiers and first-order logic; natural deduction, resolution and other methods of human or computer reasoning; set theory; induction; formal arithmetic.
Credits: 3.0

CSC 8700: Sys Prog - UNIX & C.
The UNIX operating system: command interpreters, shell programming, process structure, file system, utilities like grep, sed, awk, and perl. C programming: file processing, libraries, program environment, system calls.
Credits: 3.0

CSC 8990: Graduate Computing Practicum
Work experience in computing, CSC graduate program approval required for a specific work opportunity. Prerequisite: Completion of graduate CSC core: CSC 8301, 8310, 8400, 8410, and 8510.
Credits: 1.0

CSC 8991: Grad Practicum Continuation
Continuation of existing practicum experience for second consecutive semester. Open to graduate students in computer science or software engineering.
Credits: 0.0
Prerequisites:
202110

CSC 9000: Guided Study
Faculty-directed study by small number of students on topic of mutual interest. Topics vary with faculty & student goals. May replicate rarely offered course or research topics not covered in existing courses. Requires permission of instructor & program director. Open to graduate students in computer science or software engineering.
Credits: 3.0

CSC 9010: Special Topics
Advanced elective study of topics of current interest and importance in the computer field. This may be retaken for a different topic.
Credits: 3.0

CSC 9025: Grand Challenges of Computing
Project-based course; research track; research topics, tools for investigation, modes of discovery and presentation, sources of information, inspiration, foundations of computing application; development track: significant software development, approaches, tools, techniques, trends, domains of applications.
Credits: 3.0

CSC 9026: Grand Challenges of Comp Cont
Credits: 0.0

CSC 9030: Thesis Direction
Expanded independent study in which the student makes an original contribution to the computer science field.
Credits: 3.0

CSC 9080: Thesis Continuation
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Credits: 0.0

Education and Counseling

CHR 7130: Dialectical Behavior Therapy
Dialectical Behavior Therapy (DBT) is an innovative, evidence-based intervention used to address a multitude of treatment concerns. Counselors will learn specific tenets of DBT: Mindfulness, Distress, Tolerance, Emotion Regulation, Interpersonal Effectiveness, Middle Path and behavior shaping.
Credits: 1.0

CHR 7131: Assertiveness Training
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Credits: 1.0

CHR 7132: Eth & Leg Issues in Counseling
Ethical issues in School and Community settings in relation to the American Counseling Association and the American Psychological Association Ethical Guidlines.
Credits: 1.0

CHR 7140: Abuse & Harassment
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Credits: 1.0

CHR 7141: Online Counseling
This workshop provides an overview of the ethical issues, techniques, and considerations associated with Online Counseling.
Credits: 1.0

CHR 7144: Advanced Strategies in CBT
In this workshop, graduate students will have the opportunity to learn and gain hands on experience with state-of-the-art CBT strategies, including the REBT - ABC model, emphasizing recognizing and intervening in the client's underlying problem in the briefest time frame possible.
Credits: 1.0

CHR 7150: Competence in Cross-Racial Wk.
Exploring and understanding the history of race and whiteness and its effects on persons of color and implementing protocols to solve systemic inequalities.
Credits: 1.0

CHR 7155: Human Sexuality
Addresses issues related to normal psycho-sexual development. Sexual concerns often are a source of confusion for clients. Workshop will help counselors become more comfortable & knowledgeable about the subject matter.
Credits: 1.0

CHR 7156: Counsel Death and Dying
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Credits: 1.0

CHR 7164: Marriage Counseling
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Credits: 1.0

CHR 7165: Counsel Psychopharmacol
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Credits: 1.0

CHR 7169: Introduction to Play Therapy
Enhance the counseling relationship with children by utilizing toys and play media to facilitate children's expression, personal growth, and self-understanding. Role-playing and watching practice video is an integral part of this workshop.
Credits: 1.0

CHR 7174: Christian Counseling
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Credits: 1.0

CHR 7176: Depression & Suicide
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Credits: 1.0

CHR 7177: Cog Dev Theory For Prof
Assists students in providing Cognitive Developmental Theory as an organizing framework for conceptualizing their future work as teachers and counselors.
Credits: 1.0

CHR 7181: Psychodrama
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Credits: 1.0

CHR 7184: Object Relations Theory
The primary tenets of Object Relations Theory applied to current issues and counseling modalities.
Credits: 1.0

CHR 7200: Qual Improve in Mental Health

Covers the fundamental skills needed for interpreting, assessing, integrating, and translating research evidence into clinical practice, monitoring client progress, and making treatment adaptations across diverse clinical settings. A continuous quality improvement framework applied to cognitive behavioral therapy will guide content.
Credits: 1.0

CHR 7210: Domestic Abuse

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Credits: 1.0

CHR 7220: Counseling and Adoption

This workshop will increase student knowledge and skills in counseling individuals who are, in some form, touched by adoption.
Credits: 1.0

CHR 7230: Counseling Expectant Mothers

Common problems that arise in counseling with expectant mothers, the psychology of pregnancy, and how to apply psychodynamic theories such as attachment and mentalization to counseling women who are pregnant.
Credits: 1.0

CHR 7235: Mindfulness&Emotion Regulation

Mindfulness practices enable stress reduction, enhanced value clarification, and overall improved health. Workshop will review research evidence for these strategies and the practice of integrating them into your own life and the lives of your students and clients.
Credits: 1.0

CHR 7240: Intr to Motivational Interview

This workshop will provide a foundation in the use of motivational interviewing in working with a variety of concerns, including mental illness, substance abuse, and engagement in medical treatment.
Credits: 1.0

CHR 7305: Short Term Dynamic Counseling

Will provide a basic proficiency in case conceptualization and practice of Short-Term Dynamic Counseling (STDC). Will review selected STDC readings, covering theoretical, clinical and research contributions and engage with actual clinical case material (i.e. videotaped and/or transcript) to enhance understanding.
Credits: 1.0

CHR 7601: Eating Disorders

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Credits: 1.0

CHR 8600: Spec Ed for Counselors & Teach

Focuses on children with special needs, and the role of the guidance counselor and teacher in working with them.
Credits: 3.0

CHR 8602: Counsel the Exceptional Child

Focuses on strategies and accommodations for addressing the needs of the exceptional child. The responsibilities of the counselor/teacher as they pertain to special education students, teachers and families will be considered.
Credits: 3.0

CHR 8604: Research & Evaluation

Analysis of major types of social science research; familiarization with research resources and literature survey procedures; evaluation of research; its implications for, and its applications to counseling; practice in using common research procedures.
Credits: 3.0

CHR 8605: Lab in Counseling Skills

Introductory course in counseling focusing on such skills as attending, listening, perceiving, reflecting, summarizing, questioning, confronting, goal-setting and decision-making. Ethical and professional issues will also be discussed. Students will participate in experiential exercises and/or actual counseling sessions utilizing these skills.
Credits: 3.0

CHR 8655: Lab in Group Dynamics

An examination of group development theories, concepts in leadership, ethical and professional issues in groups. Combines use of lectures, discussion, experimental exercises, and readings to advance students' knowledge and skills in ethical group leadership.
Credits: 3.0

CHR 8661: Prevent Meths in Couples Coun

Survey of major preventative programs which enhance couple relationships.
Credits: 3.0

CHR 8675: Development of ELL Students

Course provides theoretical principals and practical knowledge essential for counselors to understand the development and education of the English Language Learner. Topics covered include: language acquisition process, relevant cultural factors, assessment, professionalism, and Legal and Ethical responsibilities.
Credits: 3.0

CHR 8677: Practicum in School Counseling

Purpose of the course is to help students begin to translate their academic understanding into actual counseling practice through direct client contact, observation, and school involvement.
Credits: 3.0

CHR 8679: Orientation to Pastoral Cslg.

Course demonstrates the foundational principles of pastoral care and counseling as part of community based service.
Credits: 3.0

CHR 8680: School Counseling Orientation

To develop a guidance philosophy, objectives and goals, that are complementary and consistent with the philosophy of the school and to develop the counselor as a catalyst to produce a positive environment for learning.
Credits: 3.0

CHR 8681: Prac in Sec Sch Counseling

An experiential course designed to provide students in secondary school counseling with their first client contact and the opportunity to begin translating their academic understanding into actual counseling practice.
Credits: 3.0
Prerequisites:
(CHR 8605 and CHR 8655 and CHR 8687)

CHR 8682: Pract. Clinical Mental Health

An experiential course designed to provide students in clinical mental health counseling with their first client contact and the opportunity to begin translating their academic understanding into actual counseling practice.
Credits: 3.0
Prerequisites:
(CHR 8605 and CHR 8687)

CHR 8683: Consultation Processes

The effective use of the techniques of counseling in the application of consultative services are explored. Basic individual and group skills, organizational structure and effective communication are presented.
Credits: 3.0

CHR 8684: Pract in Elem Sch Counseling

An experiential course designed to provide students in elementary school counseling with their first client contact and the opportunity to begin translating their academic understanding into actual counseling practice.
Credits: 3.0
Prerequisites:
(CHR 8605 and CHR 8655 and CHR 8687)

CHR 8685: Lifestyle & Career Devel

This course focuses upon various psychological theories of career development and vocational adjustment with an emphasis on vocational and lifestyle choice processes across a lifespan.
Credits: 3.0

CHR 8686: Group Couns Theo & Pract

An examination of group development theories, concepts in leadership, ethical and professional issues in groups. Students will observe and critique a beginning group. To help integrate the experential with the theoretical components of group study, a group experience and an opportunity to co-faciliatate the group are included.
Credits: 3.0

CHR 8687: Counseling Theory & Prac

A study of the major counseling theories and practices used in helping relationships utilizing various counseling techniques in simulated and actual situations.
Credits: 3.0

CHR 8688: Clinical Mental Health Orient

Designed to introduce students to the profession and to acquaint them with the history, structure, practices, standards, values and ethics of the clinical mental health counselor.
Credits: 3.0

CHR 8689: Intern I Elem Sch Coun

On-Campus instruction combined with client contact and other field experiences dealing with elemenary school organization; relationship with staff, community and pupils; program evaluation; referrals and resources; and the general concept of helping services within the framework of the school. Students spend at least 150 hours in the field and have 8 class meetings.
Credits: 3.0

CHR 8690: Intern I Sec Sch Coun

On-Campus instruction combined with client contact and other field experiences dealing with secondary school organization; relationships with staff, community and pupils; program evaluation; referrals and resources; and the general concept of helping services within the framework of the school. Students spend at least 150 hours in the field and have 8 class meetings.
Credits: 3.0

CHR 8691: Intern II Elem Sch Coun

Supervised field experience in elementary guidance in an approved elementary school. Play therapy, test interpretation, small group counseling, large group guidance and the development of an inservice workshop are among the required activities. Students will explore current trends, problems, issues and techniques of elementary guidance. Emphasis is placed on the guidance functions of counseling, consultation and coordination.
Credits: 3.0

CHR 8692: Internship I School Counseling

Course is designed to give advanced students the opportunity to put into practice the skills and knowledge they have developed throughout their counseling program and to translate those skills into actual school counseling practice.
Credits: 3.0
Prerequisites:
CHR 8677 or CHR 8681 or CHR 8684

CHR 8693: Intern II Sec Sch Coun

Supervised field experience in secondary school counseling in an approved secondary school; intensive study and application of various methods of counseling; critiquing live and simulated counseling sessions employing audio and videotape methods.
Credits: 3.0

CHR 8694: Intern. II School Counseling

Designed to give advanced students in counseling the opportunity to put into practice the skills and knowledge they have developed throughout their counseling program and use them in actual counseling practice.
Credits: 3.0
Prerequisites:
CHR 8692 and CHR 8677

CHR 8695: Co-facilitating Groups

A practicum experience in co-facilitating goups will give the student actual practice in conducting a group, dealing with leadership styles, group problems, and difficult group member types.
Credits: 3.0

CHR 8710: Childhood: Play & Practice

This hands-on class prepares students to work with children (3-11 years old) in educational and counseling settings. We focus on childhood as a distinct period in human life and teach students how to interact with children in developmentally appropriate ways. RESTRICTION: Graduate Student or by permission
Credits: 3.0

CHR 8750: Mental Health in Schools

Overview of critical mental health issues in schools causing situational and developmental crisis such as Rape, Sexual abuse, Eating disorders, and Crime/Violence. Theory and lab experience in crisis work. Exploration of Community Resources. Restricted to CHR: Graduate counseling program.
Credits: 3.0

CHR 8753: Psychodynamic Therap For Women

Special needs and considerations for counseling with women addressed, including: violence against women, women living in poverty, health concerns, infertility, motherhood, interpersonal relationships, racial-ethnic differences, inhibited anger, envy, success or inhibition, and gender stereotypes, and more. Feminist psychoanalysis emphasized.
Credits: 3.0

CHR 8840: Community Res & Crisis Intervn

Overview of critical issues causing situational and developmental crisis such as HIV/AIDS, Rape, Sexual abuse, Child abuse, Eating disorders, and Crime/Violence. Theory and lab experience in crisis work. Exploration of Community Resources.
Credits: 3.0

CHR 8844: Family Systems Theory

Basic understanding of constructs underlying major systemic models of couples and family therapy.
Credits: 3.0

CHR 8845: Family Interventions

Family therapy & theories of family development, crisis, & change over the life cycle. Patterns of family-member interaction. Emphasis is on working with families around child-parent of marital problems in order to open communication, identify problems, & resolve conflict.
Credits: 3.0
Prerequisites:
(CHR 8605 and CHR 8655 and CHR 8687)

CHR 8850: Intern. I Clin. Mental Health

Initial counseling placement in a community agency to acquaint the student with on-site organization, funding, staff relations, program evaluation, working with volunteers, record keeping, and cooperations with other community services. Beginning counseling experience and participation in team and case conferences will be included.
Credits: 3.0

CHR 8851: Intern. II Clin. Mental Health

Supervised field experience in an approved clinical mental health agency providing on-site supervision and in-depth experiences in counseling; intensive study and application of various techniques of counseling, critiquing live and simulated counseling sessions using audio and videotape methods.
Credits: 3.0

CHR 8853: CBT Approach to Counseling

Addresses the major concepts and applications of Cognitive Behavioral Therapy as applied to substance abuse, depression, and anxiety disorders.
Credits: 3.0

CHR 8854: Therapeut Strat Children

Participants will learn techniques involved in play therapy, child counseling, and consulting with teachers, parents, and other professionals. Actual practice will be included.
Credits: 3.0
Prerequisites:
(CHR 8605 and CHR 8655)

CHR 8855: Appraisal in Counseling

A survey of psychological tests and instruments commonly used in schools and agencies providing human services. Following a review of scoring interpretation and uses of various instruments including standardized intelligence, personality and psycomotor tests as well as stress will be given.
Credits: 3.0

CHR 8856: The Supervision Process

Post-master's seminar, which may be taken twice, focusing on the development of specific skills and interventions that can be used by the practitioner. Evaluation and application of new ways of counseling clients.
Credits: 3.0

CHR 8857: Adol Counseling

Individual, family and school/institution therapeutic interventions for working with adolescents. Adolescent develop- mental states and tasks as they relate to mental health, with emphasis on gender and cultural differences. Practice in developmental and remedial strategies.
Credits: 3.0

CHR 8858: Goals of Indiv & Grp Supervisn

Post-master's supervised practicum, which may be taken twice, providing a professional forum allowing participants to analyze and apply different approaches to specific counseling situations. Discussion of ethical issues involving the counseling relationship.
Credits: 3.0

CHR 8859: Intern and Sem in Couns III

Extended counseling placement in a community or school setting designed to allow students to fulfill their internship hour requirement (Prereqs.: Level I and Level II courses).
Credits: 3.0

CHR 8860: Lab in Couns Div Population

This course will explore the social, psychological, cultural, economic and environmental influences that affect various client populations. The special counseling needs of women, men, ethnic and cultural minorities, and the handicapped will be explored.
Credits: 3.0

CHR 8862: Couples Counseling

Foundational to both theory and intervention strategies for counseling couples and families, addressing both the couple and individual systems.
Credits: 3.0

CHR 8864: Brief Strategic Therapy

This course will explore the brief strategic therapy model. Some of the approaches to be studied include: Neurolinguistic Programming, Ericksonian hypnotherapy and strategic therapy.
Credits: 3.0
Prerequisites:
(CHR 8605 and CHR 8687)

CHR 8866: Adv Seminar in Supervision

Continuation of CHR 8856. Prerequisite: Master's degree.
Credits: 3.0
Prerequisites:
CHR 8856 :C

CHR 8868: Practicum in Supervision

Continuation of CHR 8858. Prerequisite: Master's Degree.
Credits: 3.0
Prerequisites:
CHR 8858 :C

CHR 8870: Prin of Addictions Counseling

Exploration of various addicitions, counseling skills and techniques pertaining to each addiction.
Credits: 3.0

CHR 8871: Creativity in Counseling

Exposure and experience with action-therapies using creative approaches. J. L. Moreno's theory of group therapy as Sociometry and Psychodrama will be explored as well as other therapeutic modalities using music, art, poetry and movement implementing, video, and audio.
Credits: 3.0

CHR 8873: Addiction Counseling

The Addiction Counseling course focuses on the effect the various substances have on the individual's physiological, sociological and psychological systems. Effective approaches for rehabilitating these negatively afflicted systems will be explored.
Credits: 3.0

CHR 8874: Prevention Theory & Practice

Theoretical foundation & evidence-based prevention practices for psychiatric & behavioral disorders. Application & critique of specific interventions in the context of student learning & application.
Credits: 3.0

CHR 8875: Adv Assess & Treat Sub Abuse

Advanced course will prepare students to evaluate and provide individual intervention for substance-abusing individuals.
Credits: 3.0

CHR 8876: Adolesc Substan Abuse Treatmt

Clinical training course. Overview of evidence-based screening, assessment, & treatment approaches for adolescent substance use, abuse, & dependency.
Credits: 3.0

CHR 8880: Psychopathology

Introduces students to the multiaxial diagnostic system of the Diagnostic and Statistical Manual (DSM) with emphasis given to diagnosis and criteria for various disorders. Case material will integrate specific diagnoses as applied to a clinical setting.
Credits: 3.0

CHR 8883: Ethics & Prof. Orientation

Students will be presented with a systematic model for ethical decision making, considering personal and work values and the ethical standards of the American Counseling Association.
Credits: 3.0

CHR 8884: Human Growth and Development

Developmental stages and tasks as they relate to mental health will be explored. Psychological, sociological, and biological dimensions will be reviewed and counseling strategies for dealing with problems and life crises will be demonstrated.
Credits: 3.0

CHR 8886: Topics in Counseling

Topics in School or Clinical Mental Health Counseling chosen according to instructor area of expertise.
Credits: 3.0

CHR 8890: Introduction to Play Therapy

Learn ways to develop the counseling relationship with children by using toys and play media. Developmentally appropriate counseling skills that facilitates children's self-expression and healing will be covered in this course. Students are required to watch practice video and conduct role play as part of this course.
Credits: 3.0
Prerequisites:
CHR 8605 and CHR 8687 and CHR 8883

CHR 8892: Intro. to Motivational Interv.

This course provides a comprehensive overview of the theoretical background and techniques associated with Motivational Interviewing.
Credits: 3.0

CHR 9031: Independ Study & Res I

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Credits: 3.0

CHR 9034: Thesis I

Direction of writing of the thesis under supervision of an individual instructor. Restricted to CHR graduate students who elect the Thesis option.
Credits: 3.0

CHR 9035: Thesis II

Direction of writing of the thesis under supervision of an individual instructor. Restricted to CHR graduate students who elect the Thesis option.
Credits: 3.0

CHR 9080: Thesis Continuation

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Credits: 0.0

EDU 7031: Independent Study

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Credits: 1.0

EDU 7111: Legal Ethical Counseling

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Credits: 1.0

EDU 7112: School Law Workshop

Will review the laws that apply to public and private schools, to teachers and to students. Topics will include State and Federal Constitutional provisions applicable to school districts, including First Amendment free speech and separation-of-church-and-state rights and limitations, civil rights laws, their derivation and application, liability and contract issues.
Credits: 1.0

EDU 7124: Digital Literacies

This one-credit course examines how digital technology is changing literacy and learning for K-12 students. Participants will study the ways in which digital tools shape and are shaped by sociocultural processes of learning and development.
Credits: 1.0

EDU 7125: Flipping the Classroom

This one-credit course prepares educators to create active learning experiences for students by flipping their classrooms. Educators will learn to utilize various technological tools, to interpret the data these tools yield, and to make the most of classroom time.
Credits: 1.0

EDU 7126: Teaching for Engagement

This one-credit course will examine theory and research on student engagement, including its constituents, antecedents, and effects. Participants will learn to use this literature and design-thinking to create learning environments and experiences that promote active student engagement in learning.
Credits: 1.0

EDU 7127: YPAR in the Classroom

This one-credit course examines the basic principles and processes of conducting youth-led participatory action research (YPAR). The course helps teachers learn to use YPAR in their classrooms to strengthen students' research skills, accelerate their sociopolitical development, and enhance local knowledge.
Credits: 1.0

EDU 7128: Science Curriculum Study

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Credits: 1.0

EDU 7129: Peer Counsel Training

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Credits: 1.0

EDU 7133: Classroom Management

Investigation of successful strategies for positive approaches to classroom management as well as examination of school & school district policies.
Credits: 1.0

EDU 7141: Integr Teaching Sci, Mat, Tech

Students will learn a method of integrating the teaching of Science, Mathematics and Technology. The method is based on a laboratory experience and is modeled using physics experiments leading to determining the earth's field. Participants will take measurements and analyze results with the aid of the computer. There are no course prerequisites in the technical fields. Those seeking credit will be required to submit a formal laboratory report on the material learned with appropriate additional requirements.
Credits: 1.0

EDU 7142: Parents & Community Partnershp

This one-credit course prepares teachers to build effective relationships with families and surrounding school communities. Participants will examine research and best practices on school-family partnerships, conferencing, communication, and the community schools model.
Credits: 1.0

EDU 7143: Critical Thinking Skills

Theories about the teaching of critical thinking, and their applications to lesson and unit planning and to the assessment of students' thinking. To conclude the workshop, participants will design a unit which emphasizes critical thinking skills.
Credits: 1.0

EDU 7149: Mindfulness in Schools

Participants will examine the concepts and engage in the practice of the fundamental elements of mindfulness. The workshop will review the research on the integration of mindfulness into schools and prepare to incorporate these practices with their students.
Credits: 1.0

EDU 7150: Multiple Intelligences in Schl

Foundational to both theoretical and practical instructional strategies for teachers, addressing Gardner's Theory of Multiple Intelligences.
Credits: 1.0

EDU 7152: Edu of Students w/ Disabilities

Workshop will cover the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, The Family Rights and Privacy ACT (FERPA), and Constitutional Due Process and their affect on the education of students. This material will benefit educators, counselors, school leaders and anyone interested in the legal aspects of special and regular education.
Credits: 1.0

EDU 7153: Urban Education

For inservice teachers, this workshop will provide confirmation of the challenges they face as well as a new set of instructional and affective strategies for meeting the needs of many urban students.
Credits: 1.0

EDU 7168: Teaching Gifted Child

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Credits: 1.0

EDU 7197: Green Schoolyard Wkshop

Students will investigate designs, development, implementation and multi-curricular applications of outdoor classrooms (green schoolyards). Workshop provides protocol for planning, designing, funding, installing and using green schoolyards as place-based instructional tools for the whole curriculum.
Credits: 1.0

EDU 7201: Admin Cross Cult Environ

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Credits: 1.0

EDU 7222: Instructional Design

Workshop addresses latest trends in instructional designed-based research and teaching. Combining learning theory with evidenced-based best practices, participants will learn to develop lessons and learning environments to optimize student engagement, skill development, understanding and retention.
Credits: 1.0

EDU 7223: School Finance & Budgeting

Workshop focuses on budgeting & finance fundamentals for PA school districts. Participants will learn about policies, laws, and accounting standards. School district funding trends along with the Governor's budget recommendations will also be analyzed. Budget development concludes workshop.
Credits: 1.0

EDU 7240: Soliciting Student Voices

The workshop will address the definition of student voices; the pedagogical and philosophical warrants for it; the benefits and drawbacks of student voice efforts; and best practices for soliciting and using student voice to improve instruction and strengthen schools.
Credits: 1.0

EDU 7250: Leadership Seminar I

Taken during the fall semester when matriculating, this seminar introduces students to school leadership practice. Emphasizes adult learing theory, reflection-on-practice, content-based decision-making, the formation of learning communities, and leadership ethics. Students begin organ- izing their professional portfolios.
Credits: 1.0

EDU 7271: Delivering Career Services

Explore how higher education career services functions deliver positive career outcomes to students and alumni in an environment fueled by rising costs, dynamically changing economic conditions, and an ever-increasing diverse community of scholars.
Credits: 1.0

EDU 7272: Systemic Approaches to Equity

Examines systemic approaches to address equity in education with a focus on institutional change models. Reviews common elements across models, as well as challenges and effectiveness of these approaches, through the use of case studies and current research.
Credits: 1.0

EDU 7273: Legal Update for School Leader

Current legal issues and strategies to resolve them.
Credits: 1.0

EDU 7275: Conducting Action Research

Provide practicing teachers and administrators in Graduate Teacher Education, including Master's + Certification, and Educational Leadership programs with the tools and guidance to carry out an action research project from statement of the problem to dissemination of the results.
Credits: 1.0

EDU 7281: Risk Management in Education

Identify and discuss a list of common school-based risk situations and develop strategies to prevent them. Evaluate a sample risk management plan and develop recommendations to strengthen the sample.
Credits: 1.0

EDU 7282: Harassment in Schools

Will help teachers recognize signs and identify types of harassment in schools. Discuss and understand long term effects of harassment and review strategies for preventing harassment and develop lesson plan or parent workshop dealing with bullying or sexual harassment.
Credits: 1.0

EDU 7283: New Literacy in Classrooms

Highlights importance of achieving a student's own personal sense of literacy within each classroom and provide teachers with background in the changing shape of literacy in 21st century. Offers strategies in how to improve student's literacy levels.
Credits: 1.0

EDU 7284: Differentiated Instruction

Overview of research that supports differentiated instruction and explores needs of struggling and advanced learners. Develop lesson plans that recognize academic standards and provide strategies and activities that honor individual learning styles.
Credits: 1.0

EDU 7285: Inclusive Classrooms

To equip teachers with the skills needed in accommodating students with disabilities in an inclusive setting. Review of current regulations and ways of meeting educational needs of all students.
Credits: 1.0

EDU 7291: Voc Catholic Edu Leader

This seminar examines the distinctive origin of catholic educational leadership, namely, the calling to devote professional endeavors to the Church's educational ministry. Students will analyze and discuss documents exploring the nature of God's call to his people to distinguish their profession as an important ecclesiastical ministry.
Credits: 1.0

EDU 7292: Purpose Imp of Catholic School

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Credits: 1.0

EDU 7293: Student Diff: Sexual Orienta

An examination of sexual orientation issues in classrooms, schools, and society.

Credits: 1.0

EDU 7295: Multi-Tier System of Supports

Multi-Tier System of Supports (MTSS) is the practice of providing high quality instruction and interventions matched to students with special needs. MTSS procedures, various applications, and standard implementations will be explored in school and classroom settings.

Credits: 1.0

EDU 7296: Catholic Higher Ed Stud Affair

How might an institution's identity and values inform the efforts within Student Affairs? What unique pathways are available to practitioners for student growth and learning in this context? Explore theory and practice of student development at faith-based colleges and universities.

Credits: 1.0

EDU 7298: Strategic Planning in Educ

Strategic planning opportunities abound in educational settings. Effective planning requires specific skills and disciplined, detailed work. This one-credit course is designed to help educators understand planning constructs and develop techniques to engage in and lead strategic planning efforts.

Credits: 1.0

EDU 7311: Diversity in Public Education

Examines the history of diversity of public education and the impact of policies and laws on current K-12 landscape. Considers how educators can become culturally proficient to address the needs and dreams of diverse student populations through an intersectional lens.

Credits: 1.0

EDU 7312: Asses. Stud. Ctr. Learning

This workshop will examine the subject of assessment in light of current trends toward realistic and holistic practices. Open to GTE (GRADUATE TEACHER EDUCATION) students. Undergraduate seniors may be admitted with proper permission including that of the GTE coordinator.

Credits: 1.0

EDU 7315: Teach Critical Thinking

Strategies for interpreting editorial cartoons as a source for enhancing critical thinking related to current and/or historical events. Exploration of the sources and history of political cartoons and their use in the classroom.

Credits: 1.0

EDU 7318: Multimedia Language Classrms

To provide teachers with opportunities to use new and emerging technologies to create culturally authentic projects, lesson plans and activities to develop student's reading, listening, and speaking skills in languages other than English.

Credits: 1.0

EDU 7320: Strat w/ At-Risk Students

Strategies for working with the full range of at-risk students, including behaviorally-disordered, ADHD, and Special Education. The relevance of psychological testing, support teams, and resources. Strategies demonstrated through the use of videos, case studies and role play.

Credits: 1.0

EDU 7321: Student Teaching Seminar

Students simultaneously enrolled in Graduate Student Teaching meet bi-weekly with a faculty member to analyze and reflect upon their student teaching experience.

Credits: 1.0

EDU 7350: Title IX and Its Evolution

Learn about the evolution of Title IX since its enactment in 1972 to recent developments connecting Title IX to sexual violence on college campuses. Explore the implications for colleges as they seek to comply with Title IX requirements and expectations.

Credits: 1.0

EDU 7351: Campus Physical Environments

This applied theory workshop introduces the literature on higher education physical environments and student usage. We will explore the campus environment, focusing on promoting engagement and student learning through design planning.

Credits: 1.0

EDU 7402: Classroom Mgt & Teaching

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Credits: 3.0

EDU 7416: Sports in Higher Education

Examines how colleges and universities support and spend on intercollegiate athletics and how this trend affects both campus life and the larger society. Topics include branding; how intercollegiate athletics challenges and reproduces structural inequalities; and the impacts of Title IX.
Credits: 1.0

EDU 7420: Program Evaluation & Edu

Workshop examines the systematic method for collecting, analyzing, and using information to answer questions about projects, policies and programs, particularly about their effectiveness, efficiency, merit, and worth. Examples from educational program evaluations will be explored, discussed, and evaluated.
Credits: 1.0

EDU 7503: Teacher Effectiveness

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Credits: 3.0

EDU 7504: Motivation

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Credits: 3.0

EDU 7506: Creating Multimedia Lessons

Workshop for elementary, middle and secondary teachers on: integration multimedia techology into classroom instruction; developing the capability of constructing multimedia lessions; editing audio and video sources for use in multimedia.
Credits: 1.0

EDU 7524: Critical Thinking

Thinking skills in all areas of the school curriculum; furthering reason through activities and other approaches, K-12
Credits: 1.0

EDU 7525: Children's Literature

How can literature enhance teaching practices? This workshop explores issues of diversity and representation, student responses, multimodal & text analysis, book selection & plans, and building classroom libraries in K-12 settings.
Credits: 1.0

EDU 7528: Making Skillful Writer

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Credits: 3.0

EDU 7530: Read Comp Cont Area K-12

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Credits: 3.0

EDU 7539: Teacher in Effective Sch

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Credits: 1.0

EDU 7542: Integrating iPads in Classroom

Explores the use of online primary source collections and the affordances of iPads in the classroom to enhance instruction.
Credits: 1.0

EDU 7543: Character Ed in Schools

How can teachers create environments in which students can be curious, open-minded, empathetic, intellectual risk-takers, and socially responsible citizens? This workshop focuses on how to create educational spaces that nurture the development of such character strengths through a social-justice lens.
Credits: 1.0

EDU 7544: Educating Middle School

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Credits: 1.0

EDU 7549: Promoting Cath Schools

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Credits: 1.0

EDU 7551: Lead Top in Higher Education

Evolution of presidential leadership in America universities and the professional conduct of university/college teachers and administrators. Exploration of how the moral tone set for the academic community by the faculty and administration frames choices, policies, and actions.
Credits: 1.0

EDU 7553: College Student Demographics

Provides an overview of the racial, class, and gender stratification of the higher education system, the emergence of institutions that serve diverse populations, and a critical review of campus social movements.
Credits: 1.0

EDU 7564: Classroom Mgt & Teach Wksp

Motivating of adolescent behavior, strategies for handling unacceptable behavior and creating positive classroom environments for effective communication, and protocols for effective communication with parents and administrators.
Credits: 1.0

EDU 7676: Educ Phil St Augustine

Philosophical and psychological factors involved in the learning-teaching process gleaned from the life and works of St. Augustine.
Credits: 3.0

EDU 7905: Teaching English Composition

Practical seminar dealing with common writing problems and potential solutions, including such topics as: composition in an internet age, grammar and standard English, teaching organization, workplace writing, coping with plagiarism, and others.
Credits: 3.0

EDU 7910: Developing Resiliency

Styles of teaching and learning that can promote resiliency among students from all backgrounds by fostering social competence, problem-solving skills, a sense of autonomy, and hope for the future.
Credits: 3.0

EDU 7915: Interactive Design for Teacher

Highly-interactive course to provide experience with the design, development, and evaluation of effective multimedia- based applications in the classroom.
Credits: 3.0

EDU 7920: Methods of Teaching Science

Practical integration of science and mathematics for the study of major concepts and issues relevant in today's technological society, with emphasis on active learning through the use of word processors, spreadsheets, presentation programs,and web-page editing.
Credits: 3.0

EDU 7925: Cooperative Learning

A framework for constructing problem-based, rigorous, and challenging classroom curricula linked to broadly-defined performance assessment that reflects the concepts, skills, learner characteristics, and learning processes revealed by students during classroom project.
Credits: 3.0

EDU 7935: Dealing with Difficult Student

Techniques for dealing with diffult students, exploring the root causes of disrupting behavior and emphasizing a step-by-step approach for dealing with such students through communication approaches and intervention techniques.
Credits: 1.0

EDU 8400: Critical Perspectives Spec Ed

Strategies for working with individuals with special needs; issues of inclusion and exclusion in Special Education; national and international Special Education policies and practices. Service is a requirement of this course.
Credits: 3.0

EDU 8500: Theory & Purpose of Higher Ed

Examines important philosophical and historical issues in understanding higher education. This intellectual endeavor establishes a conceptual framework for discussing considerations impacting higher education, as well as issues of social, political and economic challenges facing higher education in the 21st Century.
Credits: 3.0

EDU 8530: Teaching Methods in Lang Clsrm

Provide teachers with opportunities to use new and emerging technologies to create culturally authentic projects, lesson plans, and activities to develop student's reading, listening, and speaking skills in languages other than English.
Credits: 3.0

EDU 8540: Methods of Teaching Math & Sci

Methods, lesson and unit planning standards, technology, professional codes, and field experiences for prospective teachers of secondary Mathematics and Science. Restricted to Master's and Certification Students with permission of chair.
Credits: 3.0

EDU 8550: Meth of Teaching Eng & Soc Stu

Methods, lesson and unit planning, technology, professional codes, and field experiences for prospective teachers of secondary English and Social Studies.
Credits: 3.0

EDU 8560: Individual Instruction

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Credits: 3.0

EDU 8561: Adv Trends & Issues in Spec Ed

Discussion of research and recent issues in special education and inclusion with implications for classroom instruction.
Credits: 3.0

EDU 8565: Leadership in School Settings

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Credits: 3.0

EDU 8566: Democracy & Education

Theoretical & practical examination of the historical, political, & social foundations of the civic mission of schools in both the U.S. & other democratic states.
Credits: 3.0

EDU 8567: History through Discovery

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Credits: 3.0

EDU 8568: Kennedy to Kent State

Investigate the educational developments, theories and practices of the 1960s in an intensive and challenging manner, from a wide spectrum of focal points. Will provide valuable insight into the development of modern education.
Credits: 3.0

EDU 8570: Technology Elementary Classrms

Integrating technology in elementary classrooms. Use of and discussion of basic woftware packages developed to help motivate students and enhance the learning process in the classroom.
Credits: 3.0

EDU 8571: Technology in Sec. Schools

Integrating technology in secondary classrooms. Use and discussion of basic software packages developed to help motivate students and enhance the learning process in the classroom.
Credits: 3.0

EDU 8572: Arts Integrated Curriculum

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Credits: 3.0

EDU 8573: Teaching Adolescents in Schls.

Adolescent Schooling & Development.
Credits: 3.0

EDU 8575: On-Line Communications

Basic introduction to networks, the Internet and E-mail and their application to classroom teaching. Discussion of and experience with terminology and academic subject information locations.
Credits: 3.0

EDU 8600: Student Development Theory

Provides foundational knowledge about the nature and history of student development theory, focusing on the application of theory in the design of effective practice in academic and student affairs contexts.
Credits: 3.0

EDU 8603: Educational Research

Analysis of diverse types of educational research; familiarization with research resources and literature survey procedures; evaluation of educational research; its implications for, and application to, educational practice; emphasis on the scientific methods of investigation; development of competency to conduct a research study and write a research paper.
Credits: 3.0

EDU 8605: Qualitative Research

A broad overview of the philosophical & scientific foundations of qualitative inquiry. Process of defining a research problem to designing a study, using appropriate methods of data collection, data analysis & manuscript preparation.
Credits: 3.0

EDU 8606: Assessment & Evaluation CR

Techniques and strategies that characterize quality assessment; relationship of learning to evaluation; development of a philosophy of assessment.
Credits: 3.0

EDU 8610: Current Issues Amer Educ

Critical issues for the administrator, counselor, and teacher are discussed. Students are grouped according to their areas of concentration so that the issues chosen reflect their concerns.
Credits: 3.0

EDU 8611: Early Childhood Educ I

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Credits: 3.0

EDU 8612: Early Childhood Educ II

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Credits: 3.0

EDU 8614: Curriculum & Assessment

Recent research, trends, and issues in curriculum design and assessment. Purposes and types of curriculum and assessment in education. Analysis of curriculum documents; investigation of changing models of curriculum design and the trend towards outcomes-based curriculum planning. Connections among assessment, curriculum and instruction.

Credits: 3.0

EDU 8616: Methods of Teaching

Practice in pedagogical techniques requisite in the quality classroom. Examination of research findings relative to teaching students with a variety of backgrounds, intelligences and needs. Emphasis on planning, methodology and assessment.

Credits: 3.0

EDU 8618: Adolescent Psychology

Provides an appreciation for the varied psychological dynamics ocurring within the adolescent learning setting as well as the implication of those dynamics for effective pedagogy.

Credits: 3.0

EDU 8619: Children's Literature&Literacy

How can teachers and reading specialists use literature to engage students and improve literacy instruction? Together we will read scholarly and literary texts to critically examine K-12 literature and the context in which it is read.

Credits: 3.0

EDU 8620: Found of Reading Instruction

An introduction to the nature of reading, the development of trends in reading instruction; the appraisal of reading needs and requirements for the improvement of reading instruction.

Credits: 3.0

EDU 8622: Diag. & Remed of Read. Diff.

Focuses on the techniques and materials utilized in the diagnosis and remediation of reading difficulties of students in grades K-12.

Credits: 3.0

EDU 8624: Reading Secondary School

Developing the appropriate reading instruction in various subject areas. Specific and practical methods that can be utilized by teachers to combine reading instruction with competancy in the subject area.

Credits: 3.0

EDU 8625: Org & Admin Reading Prog

Various organizational patterns, and the procedures for organizing and administering developmental and remedial reading programs are studied. The responsibilities of the Reading Specialist are examined and discussed in detail.

Credits: 3.0

EDU 8626: Learn Disabilities Read

The characteristics of learning disabled students, and the instruments used for identification of learning disabilities are studied. Severe language, reading, and motor disorders are discussed, and the techniques and materials used to assist learning disabled students with the reading process are presented.

Credits: 3.0

EDU 8627: Teaching Language Arts

Techniques for developing the language arts skills of listening, speaking, reading, and writing are stressed. The experiences outlined in the Pennsylvania Comprehensive Reading/ Communication Arts Plan are examined. Improving the Language Arts Curriculum so that all students will become literate is the major theme of the course.

Credits: 3.0

EDU 8628: Graduate Student Teaching

Observation and teaching under actual classroom conditions in the student's field of teaching specialization. Open only to students of the Master's + Certification Program under the supervision of a Master Teacher.

Credits: 6.0

EDU 8630: Clinical Pract Reading

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Credits: 3.0

EDU 8631: Meth of Teaching Writing

This course aims to teach K-12 teachers how to effectively teach writing both in the traditional classroom setting and with the aid of computer technology.
Credits: 3.0

EDU 8641: Assessment and Analysis

Assessment procedures, interpretation of statistical data and analysis of student assessment results.
Credits: 3.0

EDU 8644: Leadershp & Admin of Higher Ed

Examines theories of leadership and administration applied to higher education; considers the forces changing the university and delineates successful change management strategies; explores the urgency of figuring out how to ensure the continued relevance and vitality of American higher education.
Credits: 3.0

EDU 8645: Contemporary Issues Higher Ed

Course critically examines the latest issues facing US higher education. This includes student learning, legislation, institutional policies, finances and resource allocation, technology, campus diversity, academic capitalism, and how current events impact the college environment.
Credits: 3.0

EDU 8651: Social Issues & Schools

Introduces aspiring school leaders to selected social issues and their impact upon school organizations. Extant social science research is examined and community service agencies are surveyed in order to develop community based networks to help educators deal with these social issues and to encourage closer school community relations.
Credits: 3.0

EDU 8653: Pupil Personnel Service

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Credits: 3.0

EDU 8654: Policy Analysis

An overview of the policy process and introduction to the art of policy analysis, through examination of the roots and repercussions of current educational policies, at federal, state, and local levels.
Credits: 3.0

EDU 8656: Education Law

How Federal, State and Local laws impact Elementary, Secondary and Higher Education Institutions in the development of policies and in their daily operations. Topics include: Constitutional Freedoms, Institutional Liability, Teacher Rights, Special Education, and Employment Discrimination.
Credits: 3.0

EDU 8658: School Finance

Provides an overview of the structure and functions of a school's business office as well as how these support the achievement of the school's primary purpose, the education of youth.
Credits: 3.0

EDU 8660: Adm/Supv Elementary Sch

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Credits: 3.0

EDU 8661: Curric & Meths Elem Sch

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Credits: 3.0

EDU 8662: Trends Social Studies

An investigation of teaching innovations as well as changes in the disciplines of History and the Social Sciences and techniques for evaluation instructional materials.
Credits: 3.0

EDU 8663: Teach Prob Solv Math-Sci

Recent curriculum developments in mathematics and science with emphasis on inquiry and discovery; methods of teaching processes and problem solving in elementary and secondary school classrooms.
Credits: 3.0

EDU 8664: Politics of Education

The local, state and national political context and philosophical and historical antecedents of the political process in the United States.
Credits: 3.0

EDU 8666: Curric & Meths Sec Sch

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Credits: 3.0

EDU 8667: Cath Educ Leadership

An examination of texts, documents and essays relating to the ministerial dimensions of Catholic Educational leadership.
Credits: 3.0

EDU 8669: Comparative Education

Educational ideals, systems, and problems of the United States and selected foreign countries. Special reference given to curriculum development and teaching materials in each country.
Credits: 3.0

EDU 8670: History of US Higher Education

We will examine European influences and the historical development of higher education in America from colonial to contemporary periods. We will review the relationship between societal context, higher education institutions, faculty, students, curriculum, governance, finance, and outcomes.
Credits: 3.0

EDU 8671: Hist of American Educ

The principal movements in American education and their leadership, including college and university development, public and parochial schools, teacher education, progressive education and role of the federal government.
Credits: 3.0

EDU 8672: Instructional Leadershp

Develops a foundation for aspiring school leaders to synthe- size research in social science curriculum and instruction as well as human resources and leadership with their experiential perspectives about effective learning.
Credits: 3.0

EDU 8673: Philosophy Education

The immediate and ultimate ends of education; the nature of the child and the philosophical basis for religious and moral training, intellectual and aesthetic culture, curriculum and methods; Naturalism, Pragmatism, Socialism, and Scholasticism in their educational implications and applications.
Credits: 3.0

EDU 8674: Professional Negotiation

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Credits: 3.0

EDU 8675: Development of ELL Students

Working with the English language learning student.
Credits: 3.0

EDU 8676: Technology in Teaching

Examination of a variety of technological applications appropriate to elementary and secondary teaching. Emphasis is upon the use of computers, CD-ROMs, laser discs, the Internet, World Wide Web, Hypercard and multimedia with classroom instruction. Laboratory experiences with various technologies will be provided. Course will allow for differentiated learning experiences based upon previous technical skills.
Credits: 3.0

EDU 8677: The Principalship

Examines educational management and leadership from an interdisciplinary perspective. A special emphasis is placed upon organizational learning, school transformation, and the critical role assumed assumed by school leaders as they enable others to develop self-managing schools.
Credits: 3.0

EDU 8678: Equity & Social Justice in Edu

Issues of race, culture, sexual orientation, and special education as they are related to the understanding and practice of education.
Credits: 3.0

EDU 8679: Standards Aligned Sys & Curric

Review of standards aligned systems and their implications for elementary and secondary school curricula; innovation in curriculum implementation; processes for designing and developing curriculum; culture projections.
Credits: 3.0

EDU 8693: Leadership Practicum II

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Credits: 3.0

EDU 8696: Leadership Practicum

Purpose is to provide students in higher education or teacher leadership with the opportunity to begin translating their academic understanding into actual leadership practice through on-site experiential learning, supervision, and structured critical reflection.
Credits: 3.0

EDU 8697: Leadership Simulation

Taken after completion of the skills component, this seminar features a reality-based learning project to develop strate- gic problem-solving skills through computer simulation, interactive video, and other data resources. Students develop a one- and three-year strategic plan for presenta- tion to a board of three practicing school superintendents.
Credits: 3.0

EDU 8699: Found US Cath Ed

An exploration of the theological, philosophical, and historical trends impacting the development of U.S. Catholic Educational policy.
Credits: 3.0

EDU 8710: Childhood: Play & Practice

This hands-on class prepares students to work with children (3-11years old) in educational and counseling settings. We focus on childhood as a distinct period in human life and teach students how to interact with children in developmentally appropriate ways. RESTRICTION: Graduate student or by permission.
Credits: 3.0

EDU 8726: Dev Research & Practice

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Credits: 1.0

EDU 8869: Special Topics: Education

Work in critical analysis of selected topics in education, reflecting various historical, philosophical, and societal perspectives and methodologies, including Anthropology and Education; Gender and Education; Women's Philosophies of Education, History of School Reform, Effects of Globalization.
Credits: 3.0

EDU 9031: Indep Study & Research I

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Credits: 3.0

EDU 9032: Ind Study & Research II

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Credits: 3.0

EDU 9033: Ind Study & Research III

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Credits: 3.0

EDU 9034: Thesis I

Direction of writing of the thesis under supervision of an individual instructor. Restricted to EDU graduate students who elect the Thesis option.
Credits: 3.0

EDU 9035: Thesis II

Direction of writing of the thesis under supervision of an individual instructor. EDU graduate students who elect the Thesis option.
Credits: 3.0

EDU 9080: Thesis Continuation

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Credits: 0.0

English

ENG 7055: Top. Afro-American Literature

An in-depth study of literary works by African-American writers; area of emphasis (e.g., the novel, the drama, poetry) determined by the instructor.
Credits: 3.0

ENG 7200: Hist of English language

Development of the English language from Anglo-Saxon times to the present.
Credits: 3.0

ENG 8000: Literary Theory

The chief schools of critical and literary theory.
Credits: 3.0

ENG 8010: Sem: Research & Bibliog

The main areas of literary scholarship and the methods and tools of research in English and American literature.
Credits: 3.0

ENG 8020: Comp. & Literacy Study

The range of concerns, methodologies, and theories in composition and literacy research, especially as influenced by anthropology; education, literacy studies, sociolinguistics, and cognitive psychology.
Credits: 3.0
Prerequisites:
199620

ENG 8090: Thesis Direction I

Direction of writing of the thesis under supervision of an individual instructor.
Credits: 3.0

ENG 8092: Field Examination

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Credits: 3.0

ENG 8093: Field Exam Continuation
Field Exam Continuation.
Credits: 0.0

ENG 8102: Old Engl Language & Lit
Introduction to the language and literature of the Anglo-Saxon period.
Credits: 3.0

ENG 8104: Mid English Lang & Lit
Broad survey of writings from the 12th to the 15th century.
Credits: 3.0

ENG 8106: Sem:Topics in Med Lit
Selected topics on Old and Middle English literature.
Credits: 3.0

ENG 8150: Chaucer's Canterbury Tales
In-depth study of the Canterbury Tales.
Credits: 3.0

ENG 8151: Chaucer's Troilus
In-depth study of Chaucer's Troilus, Book of the Duchess, House of Fame and selected minor works.
Credits: 3.0

ENG 8250: Shakespeare
In-depth study of Shakespeare's works.
Credits: 3.0

ENG 8260: Topics Renaissance Lit
Topics chosen according to instructor's area of expertise.
Credits: 3.0

ENG 8310: 17th Century Poetry & Prose
Secular and religious lyrics, and selected prose works of the period 1600-1660.
Credits: 3.0

ENG 8350: Milton
The minor and major poems of Milton; some prose works.
Credits: 3.0

ENG 8420: 18th Century Fiction
The works of Richardson, Fielding, Sterne, and other major novelists.
Credits: 3.0

ENG 8430: English Drama 1660-1780
The development of English drama from Dryden to Sheridan; also included are readings from the works of Addison, Congreve, Etherege, Farquhar, Fielding, Steele, and Wycherley.
Credits: 3.0

ENG 8450: Age of Neo-Classicism
The principal writings of Dryden, Swift, Pope, Johnson, Boswell, and several minor writers of the period.
Credits: 3.0

ENG 8460: Topics in 18c Brit Lit
Topics chosen according to instructor's area of expertise.
Credits: 3.0

ENG 8501: Age of Romanticism
Chief poets and prose writers of the Romantic period.
Credits: 3.0

ENG 8505: Victorian Prose
Chief prose writers of the Victorian period.
Credits: 3.0

ENG 8506: Victorian Poetry
Tennyson, Browning, Arnold, Hopkins, and other poets of the Victorian period.
Credits: 3.0
Prerequisites:
199610

ENG 8520: 19th Century British Fiction
Development of the novel in England from Jane Austen to Thomas Hardy.
Credits: 3.0

ENG 8560: Topics in 19c Brit Lit
Topics chosen according to instructor's area of expertise.
Credits: 3.0

ENG 8580: Irish Lit before 1900
Topics in Irish Literature & Culture before 1900. Specific topics vary each semester.
Credits: 3.0

ENG 8610: Modern British Poetry
Chief British poets of the twentieth century.
Credits: 3.0

ENG 8620: Modern British Fiction
Significant works by the major novelists, principally of the twentieth century.
Credits: 3.0

ENG 8630: Modern British Drama
Chief British dramatists and their work.
Credits: 3.0

ENG 8640: Topics in Mod Brit Lit
Topics chosen according to instructor's area of expertise.
Credits: 3.0

ENG 8680: Irish Lit after 1900
Topics in Irish Literature & Culture after 1900. Specific topics vary each semester.
Credits: 3.0

ENG 9031: Independent Study I
Special project pursued under the direction of an individual professor.
Credits: 3.0

ENG 9032: Independent Study II
Special project pursued under the direction of an individual professor.
Credits: 3.0

ENG 9035: Professional Research Option
Special project, related to professions in which an advanced degree in literature is of benefit, pursued under the direction of an individual professor. Pre-req. 18 credits of graduate coursework.
Credits: 3.0

ENG 9080: Thesis Continuation
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Credits: 0.0

ENG 9510: American Poetry to 1900
American poetry from Puritan times to the end of the nineteenth century.
Credits: 3.0

ENG 9520: American Fiction to 1900
The rise and development of the American novel in the nineteenth century.
Credits: 3.0
Prerequisites:
199620

ENG 9530: Topics 19th C Amer Lit
Topics chosen according to instructor's area of expertise.
Credits: 3.0

ENG 9540: American Fiction to 1900
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Credits: 3.0

ENG 9610: Amer Poetry: 1900-1950
The chief poets and poetic movement of the twentieth century to 1950.
Credits: 3.0

ENG 9620: Amer Fiction: 1900-1950
Significant works by major novelists of the twentieth century to 1950.
Credits: 3.0

ENG 9640: Topics in Mod Amer Lit
Topics chosen according to instructor's area of expertise.
Credits: 3.0

ENG 9710: Amer Poetry:1950 to Pres
The chief poets and poetic movements from 1950 to the present.
Credits: 3.0

ENG 9720: Amer Fiction:1950 - Pres
Significant works by contemporary American fiction writers since 1950.
Credits: 3.0

ENG 9730: Open seminar
Special topics vary by semester.
Credits: 3.0

ENG 9731: Topics in Literature
Topics chosen according to instructor's area of expertise.
Credits: 3.0

ENG 9800: Internship in Teaching English
Option for second-year graduate students to serve as intern for graduate faculty member in upper-level undergraduate English course. Prerequisites: Eighteen credits of graduate coursework.
Credits: 3.0

Environmental Science

GEV 7000: Research Methods in Env Sci
Analytical and research techniques for environmental scientists.
Credits: 2.0

GEV 7001: Research Experience
Research experience in conjunction with a faculty member. Restricted to: Masters in Environmental Science; Permission of Instructor required.
Credits: 0.0

GEV 7010: Environmental Colloquium
Attendance at departmental seminars and student presentations.
Credits: 1.0
Prerequisites:
GEV 7000 :Y

GEV 7020: Advanced Env Issues Seminar
Interdisciplinary coverage of salient environmental issues, emphasizing their complexity, analyses, and solutions.
Credits: 3.0

GEV 7030: Proposal Development
Development and presentation of the masters thesis research proposal.
Credits: 1.0
Prerequisites:
GEV 7000 :Y

GEV 7040: Intro to GIS
Principles, techniques, and applications of Geographic Information Systems (GIS).
Credits: 4.0

GEV 7041: GIS for Environmental Systems
Advanced techniques, applications and projects in GIS focused on supporting graduate level research.
Credits: 4.0
Prerequisites:
GEV 4700 or GEV 7040

GEV 7042: Advanced Geospatial Applications in Environmental Science
Advanced application of geospatial techniques to solve a variety of environmentally related issues.
Credits: 3.0

GEV 7100: Remote Sensing-Env Analysis
Basics of remote sensing, sensor characteristics, and remote sensing applications in support of graduate research. Emphasis on image/data acquisition and analysis.
Credits: 3.0

GEV 7101: Land Use & Env Assessment
Legal and environmental management for the regulation of private and public lands. Zoning, environmental legislation, urban renewal, eminent domain, and the law of nuisance. Cannot be taken if student has already taken GEV 3570.
Credits: 3.0

GEV 7102: Sustainable Env Systems
Sustainable management and sustainable economics. Environmental protection and organizational management: technical, financial, managerial, and political challenges of managing a sustainable environment.
Credits: 3.0

GEV 7103: Env. Policy and Law
Federal environmental law, regulation, and policy in the U.S. Comparative and dynamic view of environmental protection under U.S. law.
Credits: 3.0

GEV 7104: Coastal Environments
Theory and principles of coastal geomorphlology, covering physical, biological, geological and chemical characteristics of coastal zone environments.
Credits: 3.0

GEV 7105: Sustainable Urban Environments
Fundamental concepts of sustainability and resilence in urban systems, including the complex interactions among human, engineered, and natural systems.
Credits: 3.0

GEV 7106: Ecosystems Services
Economic and other benefits nature provides to people. Ecological Foundations of quantifying ecosystem services and practical issues involved with putting them to use.
Credits: 3.0

GEV 7107: Adv. Env. Geology
Interactions between geologic processes and society: natural hazards, natural resources, and their policy implications.
Credits: 3.0

GEV 7108: Climate Variability
Global climate, feedback mechanisms, and climate changes. Topics include: global energy balance, hydrological cycle, radiative transfer, general circulation, and natural and anthropogenic climate change.
Credits: 3.0

GEV 7109: Paleoclimates
History of the Earth's climate. Methods for reconstructing past climate and the mechanisms behind past climate change.
Credits: 3.0

GEV 7110: Sustainable Development
Sustainable development as an evolutionary process. Integration of physical sciences and engineering with social sciences for design of systems.
Credits: 3.0

GEV 7111: Agricultural Sciences
Science and management of biological systems for the sustainable production of food.
Credits: 3.0

GEV 7112: Environmental Health
Health issues, scientific understanding of causes, and possible future approaches to control of the major environmental health problems in industrialized and developing countries.
Credits: 3.0

GEV 7113: Soil Science
Principles of water, gas, heat, and solute movement in soils with selected examples related to soil and water management. Influence of soil physical properties on transfer processes.
Credits: 3.0

GEV 7114: Air Pollution
Processes that cause ambient air pollution, its sources, its effects, and mechanisms for its management.
Credits: 3.0

GEV 7115: Energy Systems
Systems for supply, transmission, and consumption of power.
Credits: 3.0

GEV 7116: Coral Reefs
Overview of the science, policy, and management issues for coral reef ecosystems.
Credits: 3.0

GEV 7117: Water Resources
Management and planning of natural and constructed water systems.
Credits: 3.0

GEV 7118: Energy Policy
Policies pertaining to the extraction, supply, distribution, and use of energy.
Credits: 3.0

GEV 7119: Oceanography
Biology, geology, chemistry, and physical environment of the ocean.
Credits: 3.0

GEV 7120: Geology
Earth's dynamic systems and the environmental consequences of geologic processes.
Credits: 3.0

GEV 7121: Global Change Science
Advanced exploration and discussion focused on contemporary issues in environmental science.
Credits: 3.0

GEV 7122: Ecosystem Ecology
Integrated study of biotic and abiotic components of ecosystems and their interactions.
Credits: 3.0

GEV 7123: Green Science
Application of eco-friencly thinking to scientific disciplines. Scientific solutions to global warming, pollution and other impacts on nature and the planet.
Credits: 3.0

GEV 7124: Biomimicry
Design and production of materials, structures, and systems that are modeled on biological entities and processes.
Credits: 3.0

GEV 7125: Tropical Ecology
Environmental issues unique to tropical latitudes and ecosystems.
Credits: 3.0

GEV 7126: Process Geomorphology
Physical processes and resultant landforms. Spatial distribution of landforms and physical environments at local, regional, and global scales.
Credits: 3.0

GEV 7127: Environmental Systems
Systematic introduction to the processes of the atmosphere and earth's surfaces emphasizing the interaction between climatology, hydrology and geomorphology.
Credits: 3.0

GEV 7128: Env Systems Management
Concepts of environmental chemistry, physics, geology, and risk. Statutory and regulatory requirements of major federal environmental laws affecting environmental management.
Credits: 3.0

GEV 7129: Environmental Toxicology
Major classes of pollutants, their fate in the environment, disposition in organisms, and mechanisms of toxicity. Toxicity of pollutants in biological and environmental systems.
Credits: 3.0

GEV 7200: Advanced Quantitative Analysis
Multivariate statistical method applications to spatial problems. Linear and non-linear correlation and regression, factor analysis, cluster analysis. Spatial statistics including: trend surfaces, sequences, point distributions.
Credits: 3.0

GEV 7201: Spatial Analysis of Env Syst
Spatial analysis of environmental systems using GIS.
Credits: 3.0

GEV 7202: Geo Statistics
Quantitative analysis of spatial and other data.
Credits: 3.0

GEV 7203: Env Model w GIS & Remote Sense
Analytical uses of geographic information systems and remotely sensed data to solve environmental problems.
Credits: 3.0

GEV 7204: Geospatial Project Mgmt
Principles of effective project management applied to the design and implementation of geospatial information systems.
Credits: 3.0

GEV 7205: Environ Project Management
Management and design of environmental monitoring projects.
Credits: 3.0

GEV 8000: Spec Topics in Env Science
Current topics in environmental science. Topics will be announced on a semester by semester basis. Specific information available in the departmental office. Permission of the professor needed.
Credits: 3.0

GEV 8001: Environmental Topics I
Basic studies in environmental fields relevant to the research of graduate thesis students. Requires approval of thesis committee and relevant course instructor. Permission of the professor needed.
Credits: 1.0

GEV 8002: Environmental Topics II
Studies in environmental fields relevant to the research of graduate thesis students. Requires approval of thesis committee and relevant course instructor. Permission of the professor.
Credits: 3.0

GEV 8003: Speical Topics in Env Sustain
Current topics in environmental sustainability. Topics will be announced on a semester by semester basis. Specific information available in the departmental office. Permission of the professor.
Credits: 3.0

GEV 8030: Independent Study
Opportunity for enhanced study in a selected topical area to explore an area related to environmental science at the direction of a faculty member. Permission of the professor.
Credits: 3.0

GEV 8300: Environmental Lab&Field Topic
Selected subjects of special interest in laboratory and/or field environmental science. Three or four one-credit courses may be used to substitute for a three- or four-credit elective, respectively. Offered on three or four Saturday mornings (or occasionally, on weekday evenings).
Credits: 1.0
Prerequisites:
202030

GEV 8310: Adv Topics in Env Lab Sc I
Advanced laboratory science topics in the Environment presented by senior faculty. Specific subject matter will vary with the expertise of the professor.
Credits: 4.0
Prerequisites:
GEV 7000 :Y

GEV 8320: Adv Topics in Env Lab SC II
Advanced laboratory science topics in the Environment presented by senior faculty. Specific subject matter will vary with the expertise of the professor.
Credits: 4.0
Prerequisites:
GEV 7000 :Y

GEV 8321: Microbial Processes
Examination of Earth's dynamic systems and the environmental consequences of microbial systems. Cannot be taken if student has already taken GEV 4321.
Credits: 4.0
Prerequisites:
GEV 7000 :Y

GEV 8322: Ocean and Coastal Environ
Biological, geological, chemical, and physical characteristics of the ocean. Cannot be taken if student has already taken GEV 4322.
Credits: 4.0
Prerequisites:
GEV 7000 :Y

GEV 8323: Watershed Biogeochemistry
Biogeochemical and physical characteristics of watersheds and the threats they currently face. Cannot be taken if student has already taken GEV 4323.
Credits: 4.0
Prerequisites:
GEV 7000 :Y

GEV 8324: Environmental Systems
Interrelationships between environmental systems and societies. Field study of key habitats and homes.
Credits: 4.0
Prerequisites:
GEV 7000 :Y

GEV 8325: Environmental Ecology
Principles of ecology and their implications for analyzing environmental problems. Understanding processes controlling the dynamics of populations, communities, and ecosystems.
Credits: 4.0

GEV 8326: Environmental Geology
Geologic processes, formation of fossil fuel and ore deposits, and the environmental impact of their extraction.
Credits: 4.0
Prerequisites:
GEV 7000 :Y

GEV 8327: Geomorphic Environments

Processes that shape landforms: fluvial, glacial, perglacial, aeolian, slope, and weathering processes.
Credits: 4.0
Prerequisites:
GEV 7000 :Y

GEV 8328: Climatology

Aspects of climate with emphasis on energy-moisture budgets, steady-state and non steady-state climatology, and climatic variations at macro- and minor-scales.
Credits: 4.0
Prerequisites:
GEV 7000 :Y

GEV 8329: Global Change Research

Advanced field and laboratory research focused on contemporary issues in environmental science.
Credits: 4.0
Prerequisites:
GEV 7000 :Y

GEV 8330: Fields Methods for Env Sci

Applied introduction in field methods in the environmental sciences, including the following skills GPS, stream hydrology measurements, vegetation classification, meteorological measurements, soils, water quality, remote sensing, GIS, local environmental issues, and natural and cultural history.
Credits: 4.0

GEV 8331: Field Research

Data collection in field environments to support MS research.
Credits: 4.0
Prerequisites:
GEV 7000 :Y

GEV 8332: Sustainable Env. Systems

Viable economies, equity and justice, and ecological integrity. Social engineering, and economic dimensions, which make up the sustainability model.
Credits: 3.0
Prerequisites:
GEV 7000 :Y

GEV 8333: Water and Wastewater Mgmt

Management and planning of wastewater systems. Federal, state, and local regulations.
Credits: 3.0
Prerequisites:
GEV 7000 :Y

GEV 8334: Biogeochemistry

Biogeochemical cycling of carbon, nutrients, and metals that take place in soil, sediments, rivers, and the oceans.
Credits: 3.0

GEV 8335: Hydrology & Water Resources

Management and planning of natural and constructed water systems.
Credits: 3.0
Prerequisites:
GEV 7000 :Y

GEV 8336: Aquatic Ecology

Processes controlling the dynamics of populations, communities, and aquatic ecosystems.
Credits: 3.0
Prerequisites:
GEV 7000 :Y

GEV 8337: Terrestrial Env. Ecology

Principles of ecology and implications for analyzing environmental problems.
Credits: 3.0
Prerequisites:
GEV 7000 :Y

GEV 8338: Environmental Chemistry

Sources, reactions, transport, effects, and fates of chemical species in the air, soil, and water environments. Climate change, air pollution, stratospheric ozone depletion, pollution and treatment of water sources, and the utilization of insecticides and herbicides.
Credits: 4.0
Prerequisites:
GEV 2310

GEV 9000: Directed Research

Labortory work and conferences dealing with a selected research problem. Pre-req: Consent of Chairperson
Credits: 2.0

GEV 9001: Thesis Continuation

This course is offered for 0 credits and is classified as a Thesis continuation course. This course is offered by the Department of Geography and the Environment, in the College of Liberal Arts and Sciences. Permission of the professor required. RESTRICTED TO: Thesis Option Only
Credits: 0.0
Prerequisites:
GEV 7000 and GEV 7030

GEV 9002: Portfolio

Development and presentation of the portfolio for the MS non-thesis portfolio option. Requires permission of the instructor.
Credits: 0.0

GEV 9003: GIS Portfolio

Development and presentation of the portfolio for the GIS certificate.
Credits: 0.0

GEV 9005: Capstone Project
Development and presentation of the non-thesis option capstone project. Permission of the professor required. RESTRICTED TO: Non-These Option Only
Credits: 1.0

GEV 9006: Capstone Research I
Research of topical material for the capstone project. By permission of the professor. Restricted to MSES Program/ Non-Thesis Option Only.
Credits: 2.0

GEV 9007: Capstone Research II
Research of topical material for the capstone project. By permission of the professor. MSES Program/Non-Thesis Option Only.
Credits: 3.0

GEV 9008: Advanced Envir. Topics I
Intensive coverage of topics in environmental science. Topics announced on semester by semester basis. By permission of the professor. MSES Progam/Non-Thesis Option Only.
Credits: 2.0

GEV 9009: Advanced Environ Topics II
Intensive coverage of topics in environmental science. Topics announced on semester by semester basis. By permission of the professor. MSES Program/Non-Thesis Option Only.
Credits: 3.0

GEV 9010: Thesis Research I
Basic research for completion of masters thesis. Requires approval of thesis committee and permission of the professor. RESTRICTED TO: Thesis Option Only
Credits: 1.0

GEV 9020: Thesis Research II
Basic research for completion of masters thesis. Requires approval of thesis commitee and permission of the professor. Restricted to: Thesis Option Only
Credits: 2.0

GEV 9030: Thesis Research III
Basic research for completion of masters thesis. Requires approval of thesis committee and permission of the professor. Restricted to: Thesis Option Only
Credits: 3.0

GEV 9040: Thesis Research IV
Basic research for completion of masters thesis. Requires approval of thesis committee and permission of the professor. Restricted to: Thesis Option Only
Credits: 5.0

GEV 9050: Thesis Writing
Final writing of the MS thesis. Requires approval of the thesis committee and permission of the professor. Restricted to: Thesis Option Only
Credits: 1.0

GEV 9051: Thesis Preparation
Preparation of the MS thesis. Requires approval of the thesis committee and permission by the professor. Restricted to: Thesis Option Only
Credits: 1.0

Gender and Women's Studies

GWS 8000: Critical Perspect. on Gender
Interdisciplinary study of gender, women, and sexuality. Overview of contemporary developments in feminist, gender, and queer theory; application of theories to a variety of topics, such as the representation of gender, history of sexuality, and gender in the workplace.
Credits: 3.0

GWS 9000: Independent Study
An independent study and reports on selected topics. Permission of the instructor and approval of the academic director of Gender and Women's Studies required.
Credits: 3.0

History

HIS 8002: Sem in North Amer Hist
Selected topics in North American History. Topic will be announced in advance of registration.
Credits: 3.0

HIS 8003: Amer Women & Gender His
Topics in women's and gender history in America from pre-contact to the present, analyzing the relative positions of men and women within the various contexts of race, region, religion, class, ethnicity, law, sexuality, and society.
Credits: 3.0

HIS 8011: Amer Soc in Col. Era to 1750

Colloquium on the Anglo-American colonies to 1750. The emergence of distinctive and diverse colonial societies; the response to the wilderness environment; the problem of race in early America.
Credits: 3.0

HIS 8016: Amer Nation 1750-1800

Colloquium on the revolutionary and Federalist eras. The movement toward revolution; the War of Independence; the emergence of new governmental structures; the Hamiltonian economic program and the organization of the first party system.
Credits: 3.0

HIS 8021: Early American Republic

Study of selected topics on the Jeffersonian-Jacksonian eras, emphasizing the formation of the political and constitutional system, and including such topics as the party system, federal-state relationships, the presidency, and the emergence of popular democracy.
Credits: 3.0

HIS 8026: U.S. Civil War

Selected research projects and readings on the era of the Civil War and Reconstruction, covering the origins of the conflict, the events of the war and its consequences.
Credits: 3.0

HIS 8033: The Gilded Age, 1865-1900

Colloquium on the development of American History from Reconstruction to the turn of the century, focusing on the political, social and economic changes attending the emergence of an industrial and urban society in America.
Credits: 3.0

HIS 8041: Roosevelt to Roosevelt

The Progressive movement, World War I, Normalcy and the New Deal, examined through selected historical documents and secondary readings.
Credits: 3.0

HIS 8042: U S since the New Deal

Domestic developments in the United States and its Cold War role from the Second World War until the Vietnam war, examined through selected historical documents and secondary readings.
Credits: 3.0

HIS 8061: Amer For Rel to 1914

Foreign relations of the United States from the Declaration of Independence to World War I, covering U.S. diplomacy during the territorial expansion, and the emergence of the U.S. as a great power.
Credits: 3.0

HIS 8062: Amer For Rel sn 1914

Readings in and discussion of such major issues as the ideology of American expansionism, American entry into World War I, Woodrow Wilson and the New Diplomacy, independent internationalism in the 1920s, the breakdown of the international system in the 1930s, U.S. entry into World War II, the origins of the Cold War, the institutionalization of the Cold War, and the U. S. effort to adjust to the end of the Cold War.
Credits: 3.0

HIS 8066: American Cultural History

Readings and discussion of selected topics in American intellectual and cultural history, social Darwinist thought, political economy, modern cultural movements and the role of the intellectual in American life.
Credits: 3.0

HIS 8071: Top:Early Amer Soc Hist

Readings and discussion of selected topics in American social history to 1865, reflecting various social history perspectives and methodologies, including such subjects as the colonial economy, the social structure of the Revolutionary period, 19th-century cities and industry, and the ferment of reform.
Credits: 3.0

HIS 8072: Topics:Mod Amer Social History

Readings and discussion of selected topics in American social history since 1865, reflecting various social history perspectives and methodologies, and including themes related to industrialization, expansionism, and their effects.
Credits: 3.0

HIS 8076: Topics: Amer Econ Hist

Topics pertaining to the development of the American colonial economy, the rise of American industrialism in the nineteenth century, and the emergence of international American economic power and influence in more recent times.
Credits: 3.0

HIS 8077: Top in Af-Am Hist During Slav

Selected topics on the development and experiences of the African American community during the age of slavery, including the African slave trade, bondage and freedom in North America, slave culture and society, the free black community, abolitionism, the Civil War, and Reconstruction.
Credits: 3.0

HIS 8078: Top in Af-Am Hist since 1865

Selected topics on the development and experiences of the African American community since the age of slavery, including Reconstruction, American apartheid, migration and urbanization, black nationalism, the Harlem Renaissance, the civil rights struggle, and race relations.
Credits: 3.0

HIS 8081: Readings in Amer Ethnic His

Examination of post-Civil War civil rights legislation, redefinitions of citizenship, debates about federal power and protection of individual rights, changing relations of labor and property rights, extension of the railroad, and new ways of understanding nationalism in the thirty year period from 1863 to 1896 in US History.
Credits: 3.0

HIS 8202: Seminar Topics Euro History

Selected topics in European history offered each semester. The topic will be announced in advance of registration.
Credits: 3.0

HIS 8204: Sem Topics in Ancient History

Selected topics in ancient history. The topic will be announced in advance of registration.
Credits: 3.0

HIS 8205: Ancient Mediterranean

Issues in current historiography dealing with the cultures of the ancient Mediterranean, including state formation, social structure, economic life, and the interplay between imperial and indigenous cultures.
Credits: 3.0

HIS 8206: Dark Ages

Comparative anthropological analysis of two "dark age" cultures in European history: ancient Greece 1200-750 BCE, and western Europe, 400-900 CE with special attention to such topics as oral poetry, forms of exchange, honor and status, ritualized behaviors, violence and social control, marriage and sexuality, and conceptions of the divine.
Credits: 3.0

HIS 8207: Wm & Gender in Europe 400-1650

A survey of women and gender in Europe from ca. 400-1650 AD in Western Europe both northern and Mediterranean. Analyzing the legal, economic, and cultural position of women within the contexts of the family, religion, sexuality and society.
Credits: 3.0

HIS 8208: Medieval Europe

Important historiography in English, along with literary, historical, and legal sources in translation, focusing on selected political, economic, intellectual and social themes, such as courtly love, Muslim and Jewish culture in medieval Spain, the Black Death, peasant uprisings. Alternating between Medieval Mediterranean World (c.1100- 1400) and Medieval Britain (c.1100-1400).
Credits: 3.0

HIS 8209: The Renaissance
The transformation of European culture in the Renaissance (14th - 16th centuries) with special attention to the role of intellectuals; the function of ideas and attitudes in socio-cultural change; philosophical and methodological issues in studying the Renaissance; and major historiographical trends.
Credits: 3.0

HIS 8211: Ref & Cath Counter Reformation
An examination of late medieval religion and society; the various Protestant Reformations; the Catholic Reformation; and the social and political dimensions of religious change in early modern Europe.
Credits: 3.0

HIS 8215: Medieval Christian,Muslim,Jew
Should the historiography if interfaith relations in Europe between c.1100-1400 be understood in terms of coexistence, cultural entanglement or crusade? In exploring this question we will analyze chronicles, sermons, conversion accounts, Inquisition trials, maps, romances and other literature and art.
Credits: 3.0

HIS 8225: The Enlightenment
Selected topics in the social and intellectual history of eighteenth-century Europe, including philosophical critiques of the Old Regime, the rise of the bourgeoisie, and the condition of the peasants, expecially in France.
Credits: 3.0

HIS 8231: French Rev and Napoleonic Era
An analysis of the causes, nature and course of the French Revolution, including a study of its historical interpretation, with additional coverage of the Napoleonic era to 1815.
Credits: 3.0

HIS 8235: Brit Econ Soc 1689-1815
The relationship between economic, social and cultural change in Hanoverian England, including such topics as mercantilism and war, women and family life, industrialization, the rise of the novel, metropolitan and provincial culture, political economy, and radicalism.
Credits: 3.0

HIS 8241: Eur Natlsm 1815-1870
Consideration of the nature of European nationalism, its origins, and factors leading to its successes and failures up to 1870.
Credits: 3.0

HIS 8245: Great Britain since 1815
Major themes in the development of Great Britain from the end of the Napoleonic Wars until World War 1: industrialism, political reform, and the the modernization of the state, the triumph of liberalism, and the rise of labor.
Credits: 3.0

HIS 8248: Early Modern Ireland
Analysis of Irish society from 1600 to 1800, examining the events and conditions that led to the turbulent 1790s, a pivotal decade in Irish history, with a particular focus on the writing of history and historical controversies.
Credits: 3.0

HIS 8252: Modern France since 1815
France since the collapse of the Revolution: the Restoration, the 1848 Revolution, the Second Empire, the Paris Commune, World Wars I and II, modern French art and thought.
Credits: 3.0

HIS 8262: Imperial Russia to 1917
An examination of selected problems in Russian history from 1800 to 1917, relying primarily on recent English-language scholarship, memoirs and literature.
Credits: 3.0

HIS 8272: Europe on the Eve of WWI
The development of the European state systems between 1870 and 1914, with special emphasis on the expansion of European imperialism in the colonial world. Historiographical analysis of the origins of the First World War.
Credits: 3.0

HIS 8274: Twentieth Century Europe

Readings and discussions on selected topics in European history from World War I to the present, with emphasis on post World War II topics, such as the post-1945 division of Europe, the Cold War, and the decline of colonialism.
Credits: 3.0

HIS 8275: European Imperialism

Case studies of imperialism in various areas (the Mediterranean and Middle East, Asia, Africa) and in various forms during the period from the 1830s to World War II, examined from the perspective of both the imperialists and those subjected to imperialism; analysis of contemporary and historical arguments justifying and criticizing imperialism.
Credits: 3.0

HIS 8279: Germany since 1945

An analysis of divided Germany in both its domestic and international aspects. Social, cultural and economic developments in both East and West Germany including reunification.
Credits: 3.0

HIS 8281: Russia USSR 20th Century

A study of the major events and issues in the political, economic and social history of Russia and the USSR, with emphasis on the period from 1917 to 1953. Focus on new research and historiographical debates.
Credits: 3.0

HIS 8290: Women & Gender in Mod Europe

Investigation of change and continuity in the social, scientific, political and cultural definitions of gender and gender roles from the Enlightenment to the modern era; the roles of women and representations of them in social and political movements, culture, and the economy; women's relationship to the private and public spheres, and their involvement in war, revolution, and economic transformation in modern Europe. Readings will include both women's and gender history and theory.
Credits: 3.0

HIS 8402: Sem Topics in World History

Selected topics in world history. The topic will be announced in advance of registration.
Credits: 3.0

HIS 8410: Atlantic World 1500-1800

A study of the Atlantic world in its imperial and economic aspects from the sixteenth through the eighteenth centuries, including Europe, the Americas, the Caribbean, and Africa.
Credits: 3.0

HIS 8412: Colonial Latin America

Hegemonic colonial rule and resistance; European institutions including Catholicism, slavery, racial hierarchies, and indigenous labor systems; African and indigenous resistance; 16th and 17th centuries.
Credits: 3.0

HIS 8414: Topics Latin Amer Hist.

Selected themes in Latin American History of interest to instructor and students. Topics will be announced prior to registration.
Credits: 3.0

HIS 8416: Modern Latin America

Selected topics including nationalism; indigenous and African cultural identities; economic development; industrialization; U.S. intervention; socialist revolutions; women's movements; 20th and 21st centuries.
Credits: 3.0

HIS 8421: China & Japan since WWII

The politics of post war China and Japan in their cultural and economic interrelationships.
Credits: 3.0

HIS 8425: Modern Japan

A colloquium on the major historiographical issues in the history of Japan since 1600, including the role of the Emperor, economic development, and the causes of World War II.
Credits: 3.0

HIS 8426: Modern China

A seminar on the major historiographical issues in the history of China since 1600, including revolution, colonialism, and gender.
Credits: 3.0

HIS 8433: Imperial. & Natlism in MidEast

Empire, modernization & nation building in the Middle East from the nineteenth century, through an examination of historical narratives & debates; gender as a factor in imperialism & nationalism.
Credits: 3.0

HIS 8436: Women & Gender in Middle East

Women's roles in Middle East societies with a particular emphasis on the influences of religion, culture, and class; analysis of women's social status and their participation in social movements.
Credits: 3.0

HIS 8441: Africa & Emer from Colonialism

An examination of the key issues of the pre-colonial and colonial eras and a study of the impact of these issues on the formation of modern African society.
Credits: 3.0

HIS 8452: History of Modern South Asia

Selected topics in the history of the Indian subcontinent from the late Mughal period through the British Empire to independence and the postcolonial period. Emphasis on knowledge, power, and state formation; resistance, revolution, and nationalism; gender, democracy and development; postcolonial legacies.
Credits: 3.0

HIS 8454: Empire & Decolonization

European empires & opposition to empire in Asia, Africa & the Americas, 1500-present. Emphasis on political, economic & cultural modes of domination & resistance. Interdisciplinary approach using historical, theoretical & literary readings on colonialism, nationalism & the post- colonial predicament.
Credits: 3.0

HIS 8602: Sem Top in Comparative History

Seminar on a selected topic of particular interest to faculty and students in comparative history. Topic will be announced prior to registration.
Credits: 3.0

HIS 8603: Topics in the His of Rev

The comparative history of modern revolutions, including causes and consequences, and the roles of such factors as ideology, language, violence, and war; Marxist and post-Marxist interpretations and historiography; case studies of revolutions in various regions of the world since the eighteenth century.
Credits: 3.0

HIS 8613: Topics in Gender & Women's His

Studies of women and gender considered in non-western and transnational contexts, including such topics as women in the Third World, women and globalization, Third World feminism, and the ferminization of poverty.
Credits: 3.0

HIS 8642: Top in His of Science & Tech

Comparative perspectives on selected topics concerning science and technology in modern history, from the European Scientific Revolution to the present.
Credits: 3.0

HIS 8648: Environmental History

The influence of natural environmental forces on human activity and historical change, and the changes in social and cultural attitudes towards nature and natural resources. Focus on Europe and the United States with examination of such topics as European expansion, the scientific revolution, industrialization, and environmentalist movements.
Credits: 3.0

HIS 8662: Impact of War on Society

War's consequences for society in the 19th and 20th centuries in Europe and America, with some references to the Far East.
Credits: 3.0

HIS 8682: The Cold War as History

Origins, conduct, and outcomes of the Cold War, and analysis of evolving interpretations of this conflict and its significance.
Credits: 3.0

HIS 8702: Intro to Public History

Methods, theory, and practice of history outside the classroom, including historic sites, museums, archives, and other public history settings. Interaction with public history professionals and investigation of issues of history and memory in public settings.
Credits: 3.0

HIS 8703: Public History Practicum
Supervised group projects in public history settings with emphasis on applied research. Prerequisite: Introduction to Public History or permission of the instructor.
Credits: 3.0

HIS 8704: Material Culture
Artifacts as sources for understanding past cultures, with emphasis on both academic scholarship and the field of public history. Development of material culture studies, methods of material culture analysis; artifacts as sources for historians; and the role of artifacts in museum exhibitions.
Credits: 3.0

HIS 8800: Topics in Historiography
An examination of selected historical methodologies or recognized subfields of historical writing and research of interest to students and faculty.
Credits: 3.0

HIS 8802: Seminar in Amer Historiography
An examination of selected American historians and historical problems. Readings in the works of significant historians; research and reports by students.
Credits: 3.0

HIS 8804: Seminar in Eur Historiography
An examination of selected European historians and historical problems. Readings in the works of significant historians; research and reports by students.
Credits: 3.0

HIS 8806: Historiography of Gender
An examination of selected historians and historical problems in the study of women and gender. Readings in the works of significant historians; research and reports by students.
Credits: 3.0

HIS 8850: Theory and Methods in History
Introduction to historiography, theories of history, source analysis and diverse methodologies to prepare students for advanced historical research and writing.
Credits: 3.0

HIS 8900: Topics in Digital History
Exploration of emerging topics in field of digital history, including Geographic Information Systems, remote archival access, online collaborative projects, virtual exhibits, text mining, and methodology.
Credits: 3.0

HIS 9000: Teaching Nationalis in HighSc
This two-day workshop is designed to serve as a supplement for instructors who teach the unit on nationalism in AP European History but it has relevance for secondary school teachers who engage topics of the nation, nationalism, and patriotism in their classrooms in a variety of contexts across history and social studies curriculums. This is a 1 credit graduate course for teachers and meets the requirements for Act 48 credit.
Credits: 1.0

HIS 9002: Research Seminar
A research seminar of particular interest to faculty and students. The topic will be announced in advance of registration.
Credits: 3.0

HIS 9006: Grad Internship in Public Hist
Internships at area public history sites arranged and supervised by members of the faculty. Practical experience in public history, opportunities to advance historical knowledge, skills, and understanding while applying them to contemporary situations and problems. Graduate students may take this course only once. For graduate students only: permission of graduate program director required.
Credits: 3.0

HIS 9012: Directed Readings in History
An independent study and reports on selected topics. Permission of the instructor and approval of the graduate chairperson are required.
Credits: 3.0

HIS 9022: Thesis Direction I
Supervised research for students writing master's theses. Permission of the graduate chairperson is required.
Credits: 3.0

HIS 9032: Thesis Direction II
Supervised research for students writing master's theses. This course may be taken concurrently with HIS 9022. Permission of the graduate chairperson is required.
Credits: 3.0

HIS 9042: Internship in Teach of History
An option for graduate students, normally in their second year of studies, to gain teaching experience under graduate faculty supervision. Graduate students might lead discussions of assigned readings, present a few lectures to undergraduate classes, hold remedial or supplementary tutorials, or assist in divising and evaluating quizzes, examinations, and paper assignments. The internship is designed to assist graduate students in gaining teaching and classroom experience. Internships are by faculty invitation only, but students may express an interest; consult the graduate or departmental chairperson.
Credits: 1.0

HIS 9080: Thesis Continuation
Continuation of supervised research for students writing master's theses. Permission of departmental chairperson is required.
Credits: 0.0

Human Resource Development

Human Resource Development (HRD) is a comprehensive program that develops HR leaders through evidence-based education and applied experiences in functional and strategic human resource management. The program is designed to provide students with a fundamental understanding of critical concepts pertaining to the field of Human Resources, aligned with the body of knowledge and competencies identified by the major professional HR associations. Professionals in the field teach selected courses thereby adding value and realism to the program. The classes are enriched through the student composition of professionals with years of HR and business experience and individuals launching their HR careers as recent undergraduates and those seeking to transition from other careers or as they return to work. Graduates of the program not only expand their general professional knowledge in HR, but also acquire new and specific skills in strategic planning, analytics and research methods for application in increasingly dynamic organizational environments. Our graduates become global HR thought leaders driving high performing, inclusive organizations that provide meaningful work experiences. The HRD Graduate Program offers a 36-credit MS in Human Resource Development, and four 15-credit certificate programs. The certificates can be earned in conjunction with the MS degree or as stand-alone certificates.

The HRD program is a multi-modal program allowing students the flexibility of taking classes both in-person and/or online as it fits their schedule. Students can decide at the time of registration which format of the course is best for their schedule. Classes have different formats depending on which modality is selected. Read more about program and schedule format. The MS HRD program can be completed with a mix of online and in-person courses depending on students' preference. Read more about he description below primarily describes the campus-based program. For information on the online program, please visit gradartsci.villanova.edu and look for the HRD program in the list of all online programs.

HRD 7999: Comprehensive Exam
The comprehensive exam requirement provides an opportunity for students to synthesize and integrate knowledge and perspective gained from course work in the HRD program, and that also has the breadth reflective of the requirements of professionals in the HR discipline.
Credits: 0.0

HRD 8003: Financial & Human Capital
Understand how an organization manages its finances and human capital. Explore basic concepts in finance and apply frameworks that measure the economic value of an organization's human capital investment to effectively guide organizational strategy.
Credits: 3.0

HRD 8006: People Analytics
Create a strong foundation on critical aspects of HR analytics: measurement, research methods, probability and statistics, analysis, and interpretation of data. Improve human capital decisions through a strategic use of HR data and effectively communicating findings to decision makers. Create a strong foundation on critical aspects of HR analytics: measurement, research methods, probability and statistics, analysis, and interpretation of data. Improve human capital decisions through a strategic use of HR data and effectively communicating findings to decision makers.
Credits: 3.0

HRD 8008: Quant & Qualit Research Method
In-depth exploration of the principles and methods of quantitative and qualitative research design necessary to plan, conduct, analyze, and communicate regarding scientific inquiries of individuals and groups with respect to psychological and HR-related phenomena within work settings. Pre-requisites: Introduction to HR in the Business World (may be waived based on HR experience). Principles of Evidence-Based HR (may be waived based on research credentials assessment).
Credits: 6.0

HRD 8011: Internship in Human Resources
An extension or continuation of HRD 8010 Internship.
Credits: 0.0

HRD 8100: Evidence-Based HR Primer
Evidence-Based HR involves using critical evaluation techniques and skills of a discriminating consumer of the four sources of evidence (scientific, organizational, professional expertise, and stakeholders) to improve decision-making outcomes. Students develop critical thinking and persuasive communication skills.

Credits: 1.5-2

HRD 8101: Intro to HR & Org. Dynamics
Introduce the major functional areas of human resources management and how these HR functions support all other business units. Examine how organizations operate and explains the role of HR in supporting employees and management. This course may be waived based on experience in HR at admission.
Credits: 3.0

HRD 8102: Principles of Evidence-Based HR
Evidence-Based HR involves using critical evaluation techniques and demonstrating the skills of a discriminating consumer of the four sources of evidence (scientific, organizational, professional expertise, and stakeholders) to improve decision-making outcomes. Students develop research writing skills that include gathering research evidence using library databases and writing clear, effective, and persuasive communications that adhere to the American Psychological Association style and formatting. This course may be waived based on review of HR-relevant research credentials.
Credits: 3.0

HRD 8210: Strategic Workforce Planning
Strategic Workforce Planning (SWP) drives an integrated talent management strategy which supports the organization's business strategy. Introduce SWP components, models and processes, and examine strategies for developing, implementing, evaluating, and communicating successful SWP initiatives.
Credits: 3.0

HRD 8212: Total Rewards:Compensation
Compensating employees as part of a total rewards strategy that aligns with organizational strategy is critical and complex. Study of various approaches to using compensation effectively to reward performance, create engagement, and measure the impact of a company's compensation strategy.
Credits: 3.0

HRD 8213: Total Rewards:Benefits
Approaches to total rewards strategies for building a competitive benefits program with an emphasis on the motivational and productivity implication. Diversity of benefits programs, including basic regulatory framework affecting employee benefits, such as ERISA, Social Security, and Medicare.
Credits: 3.0

HRD 8214: HR Technology
Technology is rapidly changing human resources by providing access to information across the enterprise. Explores the many ways HR departments are leveraging technology solutions. Examines methods and challenges of implementing technology initiatives.
Credits: 3.0

HRD 8215: Employment Law
Current legal issues affecting the human resource function, including employment-at-will, EEO, sexual harassment and Supreme Court decisions. Application to human resources situations from the employer and employee perspective.
Credits: 3.0

HRD 8304: Emotional Intelligence
This course examines the foundational research associated with emotional intelligence (EI), its impact on leadership and performance in organizations, its influence on hiring and development and its link to artificial intelligence in the future. The use of EI initiatives in organizations improves employee and organizational levels of empathy and social perceptiveness which in turn, improve team and individual performance.
Credits: 1.5

HRD 8305: Cultrl Compet, Equity&SocJusti
This course will examine social and cultural identities of individuals and groups, raise awareness of how these identities intersect, biases that exist around each, and societal inequities that may affect employee performance and satisfaction in the organization. This course will also examine changes in the economic and social environment creating new challenges and considerations for I&D work. This course will help students develop skills that foster equity, inclusion, and social justice and consider organizational initiatives that do the same.
Credits: 1.5

HRD 8306: Measure I&D Initiatives&Effect
This course will examine ways to measure and evaluate the effectiveness of diversity and inclusion initiatives. Students working in I&D must be able to clearly articulate the ROI of I&D programs through specific HR metrics and analytics. Additionally, students must be able to communicate the story behind this data to key stakeholders in the organization.
Credits: 1.5

HRD 8307: Work, Family&Career Considerat
This course will examine the research and application of work-family initiatives and benefits used in organizations to create inclusive environments that lead to increased productivity and employee satisfaction. Students will examine career and talent management implications of work-family issues including gender, family choices, work schedules, health and accommodations.
Credits: 1.5

HRD 8319: Intro to Human Resources
An introduction to all components of human resources and a review of the roles talent management plays in producing successful outcomes for any organization.
Credits: 3.0

HRD 8330: Human Resource Ethics
Effective HR leaders maintain high levels of personal and professional integrity promoting core values, integrity, and accountability throughout the organization. Explore strategies and issues related to creating, ethical, respectful, and socially responsible organizations.
Credits: 1.5

HRD 8345: Relational Capital
Examines the notion of relational capital as a form of human capital, explains its stages, and looks at the Relational Quotient assessment instrument for analyzing relationships that enhance business success.
Credits: 1.5

HRD 8419: Foundations of Strategic HR
Provide students with a critical understanding of theories, trends, principles, and current issues relevant to the breadth of human resource management (HRM) in organizations. Explore the evolving role of HRM as a strategic partner in organizations.
Credits: 3.0

HRD 8420: Strategic & Global HR Ldrship
Explore Human Resource Management (HRM) challenges in the complex international context faced by many multinational companies. Understand the theory and application of global HRM principles and develop approaches using a global mindset.
Credits: 3.0

HRD 8421: Diversity in a Global Economy
The current complex global economy affects HR requiring an understanding of how diversity relates to the objectives of the organization. Understanding and inclusion of diverse populations is a strategic initiative related to profitability, and not exclusively a compliance issue.
Credits: 3.0

HRD 8499: Special Issues in HRD
Contemporary issues in Human Resource Development.
Credits: 3.0

HRD 8888: HRD Capstone: Leading HRD
The capstone course provides an opportunity for students to synthesize and integrate knowledge and perspective gained from course work in the HRD program.
Credits: 3.0

HRD 8899: Special Topics
Contemporary topics in Human Resource Development. These courses reflect critical and changing human resource topics. The course offerings will vary each semester; please check the HRD web site (www.gradhrd.villanova.edu) under Weekend Seminars, for a current list of courses offered.
Credits: 1.5

Liberal Studies

The Graduate Liberal Studies program offers five certificates which may be pursued as part of the Master of Arts in Liberal Studies degree or as stand-alone certificates. The certificates are listed below.

LST 7100: Foundation: Ancient
-
Credits: 3.0

LST 7101: Foundation: Modern
-
Credits: 3.0

LST 7102: Great Books
-
Credits: 3.0

LST 7103: Great Books
-
Credits: 3.0

LST 7104: Arts
-
Credits: 3.0

LST 7200: Ancient Worlds
-
Credits: 3.0

LST 7201: Ancient Worlds
-
Credits: 3.0

LST 7202: Ancient Worlds
-
Credits: 3.0

LST 7203: Humanities
-
Credits: 3.0

LST 7300: American Studies
-
Credits: 3.0

LST 7301: American Studies
-
Credits: 3.0

LST 7302: Peace and Justice Studies
-
Credits: 3.0

LST 7303: Peace and Justice Studies
-
Credits: 3.0

LST 7304: Social Studies
-
Credits: 3.0

LST 8000: Directed Reading Seminar
-
Credits: 3.0

LST 8100: Independent Study & Research
-
Credits: 3.0

Mathematics and Statistics

DEPARTMENTAL PROGRAMS

The Department of Mathematics and Statistics offers two Master's programs: Master of Arts in Mathematics and Master of Science in Applied Statistics and Data Science. Courses offered in these programs normally meet weekday evenings. Each program has a core of required courses. However, within each program there are several options available, and students are encouraged to take courses from other programs when those courses fit well with their overall goals. In addition to these Master's programs, there are several certificate programs available: Certificate of Graduate Study in the Teaching of Secondary Mathematics, Post-Master's Certificate in Mathematics, and Certificate in Applied Statistics and Data Science.

MAT 7101: Grad Studies Internship
Internship in a professional setting related to the course of study in either Mathematics or Applied Statistics.
Credits: 1.0

MAT 7110: Quantitative Literacy
Workshop format is ued to present content and predagogy for statistical methods in the K-12 curriculum. Topics include data analysis, probability, simulation, surveys, and measurements. Emphasis is on understanding of statistics through discovery and non-formula orientation to material. Restricted to graduate students & qualified undergraduates.
Credits: 3.0

MAT 7290: Geometry
Topics selected from affine, finite, hyperbolic, spherical, elliptic, Euclidean or projective geometry.
Credits: 3.0

MAT 7300: History of Math
The development of mathematics from ancient times to the birth of calculus in the seventeenth century. Independent work on a topic in the history of mathematics since 1700.
Credits: 3.0

MAT 7305: Technology in Teaching of Math
Applications of technology to topics selected from algebra, geometry, calculus, statistics and programming. Technologies used may include computer algebra systems, e.g., Maple, geometry software, e.g., Sketchpad, and statistics software, e.g., Fathom.
Credits: 3.0

MAT 7310: Topics in the Teaching of Math
Selected topics of interest to teachers of secondary school mathematics.
Credits: 3.0

MAT 7600: Advanced Calculus
Real numbers, completeness, sequences, limits, continuous functions, the derivative, sequences of functions, pointwise and uniform convergence, power series.
Credits: 3.0

MAT 7605: Topics in Analysis
Advanced topics selected from real analysis, complex analysis, or higher analysis. Prerequisite: Determined by instructor.
Credits: 3.0
Prerequisites:
MAT 7600 :C

MAT 7610: Complex Analysis
Complex numbers, analytic functions, Cauchy-Riemann equations, complex integration, Cauchy integral theorem and Cauchy integral formulae, power series, Taylor and Laurent series, singularities, residue theorem, harmonic functions.
Credits: 3.0

MAT 7660: Linear Algebra
Vector spaces, linear transformations, eigenvalues and eigenvectors, invariant subspaces, decomposition theorem, Jordan forms, bilinear forms, selfadjoint operators, functions of operators, differential systems.
Credits: 3.0

MAT 7670: Mathematical Logic
The sentential calculus, truth functions, analytic tableaux, natural deduction, first order logic, models, consistency, completeness. Applications to computer science including the P-NP problem.
Credits: 3.0

MAT 7750: Numerical Analysis I

Error generation and propagation, root finding, approximation of functions by polynomials and cubic splines, direct and iterative solutions of linear systems, operations count, numerical differentiation and integration.
Credits: 3.0

MAT 7755: Numerical Analysis II

Topics selected from: calculation of eigenvalues and eigenvectors, finite difference techniques, numerical methods for solving initial and boundary value problems, convergence, stability.
Credits: 3.0
Prerequisites:
MAT 7750 :C

MAT 7770: Number Theory

Divisibility; Euclidean algorithm; prime numbers; Fundamental Theorem of Arithmetic; congruences; arithmetic functions; Diophantine equations, additional topics, which may vary by semester, include cryptography, law of quadratic reciprocity, continued fractions.
Credits: 3.0

MAT 7780: Financial Mathematics

Basic tools of financial markets; annuities; options; asset price random walks; estimation of parameters; Black-Scholes Model; implied volatility; portfolio-engineering; hedging; discrete models.
Credits: 3.0

MAT 7790: Dynamical Systems & Chaos

Topics selected from: iteration of real and complex functions, population models, qualitative theory of differential equations, fractals and dimension, topological and metric properties of systems, and applications.
Credits: 3.0

MAT 7990: Seminar in Biomathematics

Supervised study and research project incorporating mathematical and computational models for topics such as: pattern detection and pattern matching in DNA sequences; population growth and the dynamics of epidemics.
Credits: 3.0

MAT 8010: Biomath Pedagogy Seminar

Supervised study to develop, test, and implement an interdisciplinary instructional module for use in a high school curriculum. Module incorporates mathematical and computational models for topics such as: pattern detection and pattern matching in DNA sequences; population growth and the dynamics of epidemics.
Credits: 3.0

MAT 8430: Operations Research

Deterministic mathematical models, including linear programming, integer programming, inventory, transportation and assignment problems, networks and flows, nonlinear programming and dynamic programming with an emphasis on principles and techniques.
Credits: 3.0

MAT 8435: Mathematical Modeling

Model construction, Markov chains, game theory, networks and flows, growth processes and models for epidemics and queues with an emphasis on model construction.
Credits: 3.0

MAT 8600: Real Analysis

General theory of measure and integration, Lebesgue measure, Lebesgue integral.
Credits: 3.0
Prerequisites:
MAT 7605 :C

MAT 8650: Abstract Algebra

Groups, homomorphisms, factor groups, rings, fields, finite fields, selected applications.
Credits: 3.0

MAT 8655: Topics in Algebra

Possible topics include Boolean algebras, graph theory, coding theory, Galois theory.
Credits: 3.0
Prerequisites:
MAT 8650 :C

MAT 8700: Topology I

Topological equivalence, connectedness, compactness, manifolds, homotopy.
Credits: 3.0

MAT 8705: Topics in Topology

Selected topics from point set and geometric topology.
Credits: 3.0
Prerequisites:
MAT 8700 :C

MAT 8740: Applied Math I
Symmetric linear systems, eigenvalue and dynamical systems, Lagrange multipliers, equilibrium and minimum principles, least squares estimation and Kalman filter, equilibrium of fluids and solids, calculus of variations.
Credits: 3.0
Prerequisites:
MAT 7660 :C

MAT 8745: Applied Math II
A continuation of MAT 8740.
Credits: 3.0

MAT 8790: Selected Topics I
Particular topics of study determined on a year to year basis to suit the desire and prepartion of students.
Credits: 3.0

MAT 8795: Selected Topics II
Same as MAT 8790.
Credits: 3.0

MAT 8800: Independent Study
Reading in a selected branch of mathematics under the direction of a member of the faculty.
Credits: 3.0

MAT 8801: Independent Study
Reading in a selected branch of mathematics under the direction of a member of the faculty.
Credits: 1.0

MAT 8802: Independent Study
Reading in a selected branch of mathematics under the direction of a member of the faculty.
Credits: 2.0

MAT 9000: Graduate Math Seminar
Supervised study of selected topics in mathematics with presentations by individual students. Content may be chosen by the instructor or may be tailored to interests of students.
Credits: 3.0
Prerequisites:
MAT 7660 :C

MAT 9011: Thesis Direction I
-
Credits: 1.0

MAT 9021: Thesis Direction II
-
Credits: 2.0

MAT 9031: Thesis Direction III
-
Credits: 3.0

MAT 9061: Thesis Direction IV
-
Credits: 6.0

MAT 9080: Thesis Continuation
-
Credits: 0.0

STAT 7111: AP Statistics Workshop
Workshop for teachers of the Advanced Placement (AP) Statistics course. Inference, design of experiments, exploratory data analysis, simulation, probability, investigative tasks, and AP Statistics exam overview.
Credits: 3.0

STAT 7120: Intro to Stats for HS Teachers
A brief overview of statistical reasoning using both descriptive and inferential statistical methods. Special focus on the Advanced Placement statistics course.
Credits: 1.0

STAT 7125: Intermed Stats for HS Teachers
Workshop for teachers of introductory statistics. Overview of material just beyond the AP / introductory statistics curriculum, including simulation-based inference, multiple regression, ANOVA, statistical programming, and selected topics.
Credits: 1.0

STAT 7130: Teaching Intro. Statistics
For current or future teachers of statistics. Combines theoretical framework and hands-on experience in understanding and developing statistical reasoning and thinking necessary for teaching an introductory statistics course. Ideas for addressing common student misconceptions will be addressed.
Credits: 3.0
Prerequisites:
STAT 1230 or STAT 1250 or STAT 1313 or STAT 1430 or STAT 4310 or STAT 7404

STAT 7200: Data Science for Professionals
Reading and scraping data, data wrangling, data visualization, and predictive analytics from a variety of sources. Knowledge of statistics and programming experience (any language) strongly recommended.
Credits: 2.0

STAT 7404: Statistical Methods
Data summarization and display, distributions; binomial, Poisson, normal, t, chi-square and F, estimation, hypothesis testing, linear regression, correlation, statistical software packages.
Credits: 3.0

STAT 7500: Statistical Programming

Use SAS and R for data manipulation, presentation, and summarization. Topics include inputting/importing/exporting data cleaning and manipulation, and numerical and graphical summaries/ analyses. Students will be introduced to simulations, SAS macro programming, and R functions.
Credits: 3.0
Prerequisites:
MAT 4310 :Y or STAT 4310 :Y or MAT 7404 :Y or STAT 7404 :Y

STAT 8400: Statistical Theory I

Probability, random variables, univariate and multivariate distributions, mathematical expectation, Central Limit Theorem, Law of Large Numbers.
Credits: 3.0

STAT 8401: Statistical Theory II

Sampling, estimation, hypothesis testing, decision theory, least squares, regression, analysis of variance, Bayesian statistics.
Credits: 3.0
Prerequisites:
MAT 5700 or STAT 5700 or MAT 8400 or STAT 8400

STAT 8406: Regression Methods

Linear regression, correlation, multiple regression, weighted least squares, residuals and influence diagnostics, model building, variable selection, nonlinear regression.
Credits: 3.0
Prerequisites:
MAT 4310 or STAT 4310 or MAT 7404 or STAT 7404

STAT 8408: Multivariate Methods

Multivariate normal distribution, principal component analysis, Hotelling T2 test, discriminant function analysis, multivariate analysis of variance, covariance and repeated measurements, canonical correlation analysis, factor analysis, claffication and cluster analysis.
Credits: 3.0
Prerequisites:
MAT 4310 or STAT 4310 or MAT 7404 or STAT 7404

STAT 8410: Bayesian Statistics

Prior distributions, Posterior distributions, Conjugate priors, the Metropolis-Hastings algorithm, the Gibbs sampler, Markov chain Monte Carlo, Convergence diagnostics, Credible Intervals Hierarchical modeling, Differences between Bayesian and frequentist inference.
Credits: 3.0
Prerequisites:
(MAT 4310 or STAT 4310 or MAT 7404 or STAT 7404) and (MAT 5700 or STAT 5700 or MAT 8400 or STAT 8400)

STAT 8412: Linear Models

Analysis of general linear models, fixed and random effects, variance components, unbalanced data.
Credits: 3.0
Prerequisites:
MAT 4310 or STAT 4310 or MAT 7404 or STAT 7404

STAT 8414: Categorical Data Anal

Estimation, maximum likelihood, weighted least squares, log- linear models, logistic regression.
Credits: 3.0
Prerequisites:
MAT 8406 or STAT 8406 :Y

STAT 8416: Design of Experiments

Completely randomized, randomized block, latin square, nested, split plot, balanced incomplete block and crossover designs, factorials, systems of confounding, fractional factorials and response surface designs.
Credits: 3.0
Prerequisites:
MAT 8412 or STAT 8412

STAT 8424: Statistics Practicum

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Credits: 3.0

STAT 8440: Statistics Quality Control

Industrial applications of statistical techniques, Deming's 14 points, Ishikawa's charting techniques, control charts for attributes and variables, acceptance sampling, military standards, process capability studies, introduction to Taguchi designs.
Credits: 3.0
Prerequisites:
MAT 4310 or STAT 4310 or MAT 7404 or STAT 7404

STAT 8444: Time Series & Forecasting

Frequency domain approaches to the analysis of time series, autoregressive models, forecasting.
Credits: 3.0
Prerequisites:
MAT 8406 or STAT 8406

STAT 8446: Survival Data Analysis

Analysis of survival or lifetime data; life tables and Kaplan-Meier estimation; survival analysis with covariates; Cox proportional hazard models.
Credits: 3.0
Prerequisites:
(MAT 5700 or STAT 5700 or MAT 8400 or STAT 8400) and (MAT 8406 :Y or STAT 8406 :Y)

STAT 8448: Clinical Trials
Basic principles of clinical trials, rationale, history, organization and planning, randomization and ethical issues, sample size determination, study designs: parallel, crossover, repeated measurements, statistical analysis of clinical trials data, interim analyses.
Credits: 3.0
Prerequisites:
MAT 4310 or STAT 4310 or MAT 7404 or STAT 7404

STAT 8450: Longitudinal Data Analysis
Longitudinal data plots, univariate and multivariate repeated measures ANOVA, generalized linear models, response profile models, linear mixed models, generalized linear mixed models, residual diagnostics, missing data, clinical trials applications, analysis in SAS.
Credits: 3.0
Prerequisites:
(MAT 8406 or STAT 8406) and (MAT 5700 or STAT 5700 or MAT 8400 or STAT 8400)

STAT 8452: Nonparametric Statistics
One sample rank tests, estimates and confidence intervals, paired replicates, two sample rank tests, nonparametric correlation and regression techniques.
Credits: 3.0
Prerequisites:
MAT 4310 or STAT 4310 or MAT 7404 or STAT 7404

STAT 8454: Sampling Methods
Sampling and survey methodology, basic sampling theory, random and stratified sampling, systematic sampling errors, estimation procedures.
Credits: 3.0
Prerequisites:
MAT 4310 or STAT 4310 or MAT 7404 or STAT 7404

STAT 8462: Stochastic Modeling
Monte Carlo Simulation, Markov chains, generating functions, random walk models, gambler's ruin problem, queuing processes, Poisson processes, Gaussian processes.
Credits: 3.0
Prerequisites:
MAT 5700 or STAT 5700 or MAT 8400 or STAT 8400

STAT 8480: Data Mining & Predictive Analy
Data preparation, Predictive modeling via decision trees, regression models and neural network, Model assessment and implementation, Pattern discovery, Association rule discovery, Text mining.
Credits: 3.0
Prerequisites:
MAT 8406 or STAT 8406

STAT 8790: Selected Topics I
Particular topics of study determined on a year to year basis to suit the desire and prepartion of students.
Credits: 3.0

STAT 8796: Selected Topics
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Credits: 3.0

Philosophy

PHI 7000: The Pre-Socratics
An investigation of the origins and development of Western philosophy before Socrates
Credits: 3.0

PHI 7110: Philosophy of Socrates
A study of the priority of definition, unity of virtue, irony, philospher's relation to the polis, friendship, character formation and the elenctic method which identifies Socrates in Plato's early dialogues, including Alcibiades, Apology, Charmides, Crito, Euthydemus, Euthyphro, Gorgias, Hippias Major, Hippias Minor, Ion, Laches, Lysis, Meno, Protagoras, and Republic I.
Credits: 3.0

PHI 7120: Plato: Middle Dialogues
Reading and discussion of The Republic, Symposium, and Timaeus.
Credits: 3.0

PHI 7130: Plato: Later Dialogues
Reading and discussion of the Thaetetus, Parmenides, and Sophist.
Credits: 3.0

PHI 7220: Aristotle: Theoret Phil
An examination of Aristotle's theoretical philosophy based on selections from the Metaphysics, Physics, De Anima, and the "Organon."
Credits: 3.0

PHI 7230: Aristotle: Practical Phi
An examination of Aristotle's practical philosophy based on selections from the Nicomachean Ethics, Politics, Rhetoric, and Poetics.
Credits: 3.0

PHI 7300: Roman Philosophy
The focus of this seminar is on the Romanization of Greek philosophy. the scope is late republic to waning empire, and the figures covered generally include (but are not limited to) Plotinus and Augustine. Of special concern is the nature and fate of autarkic virtue -- the dominant ideal of philosophical self-sufficiency -- under Stoic, skeptical, Platonic, and Epicurean regimes. Counts for distribution credit in ancient philosophy.
Credits: 3.0

PHI 7330: Medieval Philosophy
A study of selected texts from Christian, Jewish, and Islamic thinkers. This course will also include reference to the origins medieval philosophy in ancient philosophy and/or the anticipation of modern philosophical concerns.
Credits: 3.0

PHI 7340: Topics in Hist Philosophy
A number of important topics, e.g., space and time or the eternity of the world, are best considered both in immediate historical settings and across traditional historical divisions. Such topics will be considered as they are defined and redefined in ancient, medieval, and modern terms.
Credits: 3.0

PHI 7410: Augustine's Speculative
Augustine's epistemology, anthropology, and metaphysics. Topics include the possibility and process of knowledge, freedom, the problem of evil, the existence and nature of God.
Credits: 3.0

PHI 7420: Augustine's Prac Phil
Augustine's ethics, social and political philosophy, and philosophy of history. Topics include Happiness, Good and Evil, the Family, the State, origins and destiny of the human being.
Credits: 3.0

PHI 7510: Aquinas: Metaphysics
The nature of metaphysics; the potency-act relationship; essence-existence; matter-form; substance-accidents; efficient, final, and exemplary causality; the existence and nature of God; the transcendentals.
Credits: 3.0
Prerequisites:
199930

PHI 7520: Aquinas: Ethics and Law
Selected texts from the Summa Theologica of St. Thomas on the nature of morality and the essence of law. Special attention given to such topics as human destiny, human acts, habits, virtues, and law.
Credits: 3.0

PHI 7610: Topics: Early Mod Phil
Selected texts and themes from the early modern period. The readings will be taken from major philosophical figures of the period such as: Descartes, Locke, Malebranche, Leibniz, Spinoza, Berkeley, Hume, Reid.
Credits: 3.0

PHI 7640: Spinoza
A study of such major works as the Ethics or Theologico-Political Treatise in their historical context and with respect to contemporary problems.
Credits: 3.0

PHI 7710: Kant's First Critique
Textual and philosophical analysis of the Critique of Pure Reason; the historical framework of the Critique.
Credits: 3.0

PHI 7720: Kant's Practical Phil
The principle themes of Kant's practical philosophy. Selected readings from the Critique of Practical Reason, the Groundwork of the Metaphysics of Morals, the Critique of Judgement, The Metaphysical Elements of Justice, and other writings.
Credits: 3.0
Prerequisites:
199720

PHI 7730: Kant's Third Critique
A close reading of the third critique along with some of the contemporary responses to it by Lyotard, Gadamer, Derrida, Arendt, Deleuze.
Credits: 3.0

PHI 7810: Romanticism to Idealism
Readings from Kant, Hegel, Reinhardt, Schelling, Fichte, Schlegel, Schiller, and Holderlin.
Credits: 3.0

PHI 7910: Hegel's Phenom of Spirit
A detailed reading of Hegel's 1806 Phenomenology of Spirit with particular emphasis upon its anticipation of Hegel's later works.
Credits: 3.0

PHI 7920: Hegel's Logic
A detailed reading of both Hegel's 1812 Science of Logic and the 1830 Encyclopedia of the Philosophical Sciences. A study of Hegel's dialectical treatment of the logical categories, initiating with the famous triad "Being-Nothingness-Becoming."
Credits: 3.0

PHI 7930: Hegel's Phil of Right
A study of Hegel's social and political philosophy with particular emphasis upon its influence upon contemporary thought.
Credits: 3.0

PHI 8020: Marx
The early philosophical writings of Marx; the influence of Hegel and Feuerbach on him; the problem of humanism.
Credits: 3.0
Prerequisites:
199620

PHI 8070: Nietzsche
Nietzsche's relationship to Schopenhauer; the Apollonian and the Dionysian; the critique of morals; the death of God; the "Ubermensch"; eternal recurrence; the will to power; Nietzsche's relationship to existentialism and phenomenology.
Credits: 3.0

PHI 8090: American Philosophy
A survey of the thought of the philosophers of America's classical period, roughly 1875 to 1935, such as Pierce, James, Royce, Mead, Santayana, and Dewey. They are closely connected to the movements named idealism, naturalism, and pragmatism.
Credits: 3.0

PHI 8110: History of Analytic Philosophy
The development of analytic philosophy from its beginnings in Moore and Russell up to the present; topics such as: logic and language, the mind-body problem, and ontology.
Credits: 3.0

PHI 8120: Wittgenstein
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Credits: 3.0

PHI 8210: Husserl
The problem of psychologism, the ideal of a strict science; transcendental phenomenology; phenomenology and idealism; the phenomenology of the lifeworld; Husserl's phenomenology and existential phenomenology.
Credits: 3.0

PHI 8220: Heidegger's Being/ Time
A reading of Heidegger's early masterpiece, taking up such issues as the question of being, the idea of fundamental ontology, the analytic of Dasein, exxistence, being-in-the- world, care, resoluteness, temporality and historicity; the pre-Being and Time period; the "turning" after Being and Time.
Credits: 3.0

PHI 8230: Sartre
The development of Sartre's philosophy from the phenomenological beginnings, to dialectic, and beyond.
Credits: 3.0

PHI 8250: Merleau-Ponty
Interpretation of phenomenology; science and the lifeworld; perception; body and language; art and being.
Credits: 3.0

PHI 8260: Gadamer
A study of Gadamer's major writings focussing on Truth and Method and treating such issues as the hermeneutic circle, objectivism and relativism, the tradition, the classic, understanding, dialogue, play, the work of art, history, language; Gadamer's interpretation of Plato, Aristotle, and Hegel; the exchanges with Habermas and Derrida.
Credits: 3.0
Prerequisites:
199620

PHI 8280: Arendt
The major themes of her philosophy including, labor, work, and action; the private, the social, the public; totalitarianism, revolution, and civil disobedience; Eichmann and evil; freedom and authority; thinking, willing, and judging.
Credits: 3.0

PHI 8310: Levinas
A study of Levinas' principal works, Totality and Infinity and Otherwise than Being or Beyond Essence, emphasizing such issues as ethics as first philosophy, the question of the other, sensibility, substitution, and responsibility; the influence of Levinas on Derrida and Lyotard and the question of postmodernism and ethics; Levinas' critique of Heidegger.
Credits: 3.0

PHI 8340: Derrida
A study of Derrida's principal writings, from the early work on Husserl to the present treating such issues as: the idea of deconstruction, difference, trace, arch-writing, textuality, the signature, literature, the gift, the quasitranscendental, the ethical and political implications of deconstruction; relationship to Heidegger.
Credits: 3.0

PHI 8350: Foucault
A close study from Foucault's principal texts and interviews of some combination of the following themes: archaeology, genealogy, taxonomy, transgression, voices from the outside, the author, the death of man, power, discipline, cartography, panoptocism, the archive, the event series, the limit experience, the aesthetics of existence.
Credits: 3.0

PHI 8420: Healthcare Ethics
A comparison and contrast of various theoretical approaches to healthcare ethics. Issues include healthcare rationing, human beginnings, death with dignity, refusing medical interventions, and professional-patient/client interactions.
Credits: 3.0
Prerequisites:
199530

PHI 8430: Concept Hlth and Disease
Consideration of the various and often competing epistemological/aesthetic approaches that ground the non- moral judgements about what is healthy or diseased, what is normal or abnormal, what is beautiful or disfigured, and what is a good quality of life.
Credits: 3.0

PHI 8510: Political Philosophy
A survey of major political theories from works such as Plato's Republic, Machiavelli's The Prince, Hobbes' Leviathan, Rousseau's Discourses, Hegel's Philosophy of Right, and Rawls' Theory of Justice with some consideration of such contemporary post-Hegelian thinkers as Kojeve and Fukayama who maintain that political philosophy has come to an end.
Credits: 3.0
Prerequisites:
199730

PHI 8520: Liberalism & its Critics
A study of the historical development of liberalism from Hobbes to contemporary liberal theory with careful attention to the critique of liberalism mounted by contemporary communitarian theory, especially the theories of Alistair MacIntyre, Charles Taylor, and William Gladstone.
Credits: 3.0

PHI 8530: Crit Thry Frankfurt Schl
A study of the historical development of critical theory in the Frankfurt School, from its inception in Kantian philosophy to its present formation in the work of Jurgen Habermas.
Credits: 3.0

PHI 8540: Feminist Theories
A study of the philosophical foundations of a philosophy of women with an emphasis on the metaphysical, ethical, and epistemological questions raised by feminist criticism.
Credits: 3.0

PHI 8550: Body Politics
Readings and discussions studying the centrality of the body for theories about and practices of politics. Themes such as the lived body, structured body, fluid body, disciplined body, desiring body, gendered body, marked body will be treated in the works of writers such as Sartre, Merleau-Ponty, Irigaray, Foucault, Deleuze, Lingis, Butler.
Credits: 3.0

PHI 8560: Philosophy of Language
Theories of reference, meaning, semiotics and symbolism and their historical implications in the twentieth century. Authors may include: Saussure, Frege, Russell, Wittgenstein, Heidegger, Derrida, Lacan, Davidson.
Credits: 3.0

PHI 8610: Topics in Postmodernism
Readings selected from recent postmodern writers such as Derrida, Foucault, Lyotard, Deleuze, and others.
Credits: 3.0

PHI 8630: Philosophy of the Image
A study of the aesthetics of painting, photography and film in light of the commentaries by Heidegger, Derrida, Barthes, Goodman, Merleau-Ponty, Foucault, Deleuze, and Rosalind Krauss.
Credits: 3.0
Prerequisites:
199820

PHI 8640: Philosophy Contemporary Music
A critical revaluation of Hanslick's On the Musically Beautiful with an ear for the comments in selected writings by Nietzsche, Atalli, Cage, Adorno, Barthes, Goodman, and Kivy as well as for the music made by selected contemporary composers.
Credits: 3.0

PHI 8710: Seminar in Philosophical Tops.
A specialized study of one or more important philosophical themes.
Credits: 3.0

PHI 8720: Sem: Phil Figures
A specialized study of one or more important philosophers.
Credits: 3.0

PHI 8815: Contemp Hermeneutics
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Credits: 3.0

PHI 8830: Independent Study I
Independent research on a topic chosen by the student and approved by the professor and the graduate director.
Credits: 3.0

PHI 8835: Independent Study II
Independent research on a topic chosen by the student and approved by the professor and the graduate director.
Credits: 3.0

PHI 8870: Consortium I
Graduate courses offered at the University of Pennsylvania and Temple University and taken by students participating in the Greater Philadelphia Philosophy Consortium.
Credits: 3.0

PHI 8875: Consortium II
Graduate courses offered at the University of Pennsylvania and Temple University and taken by students participating in the Greater Philadelphia Philosophy Consortium.
Credits: 3.0

PHI 8885: Critical Theory Workshop
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Credits: 0.0

PHI 8920: Teaching Internship
Full-semester Internship in the foundation courses or an upper-division philosophy course.
Credits: 0.0

PHI 8930: Pedagogy Workshop
Intensive training in pedagogy for philosophy professors; teaching a mission directed core course; interdisciplinary engagement; course design; lesson planning; creating a cooperative learning environment; assessment; implicit bias; and advising services.
Credits: 0.0

PHI 9010: Dissertation
To be taken when Ph.D students have completed course work; may only be taken once. Permission from Director of Graduate Studies.
Credits: 0.0

PHI 9081: Dissertation Continuation
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Credits: 0.0

Political Science

PSC 7000: Research Concepts & Approaches
Tools needed to think critically about questions of political science; various research methods employed by political scientists; skills necessary to write cogent essays and conduct original research. .
Credits: 3.0

PSC 7175: Topics in American Government
Topics of special interest in American Government.
Credits: 3.0

PSC 7275: Topics in Int'l Relations
Topics of special interest in International Relations.
Credits: 3.0

PSC 7375: Topics in Comparative Politics
Topics of special interest in Comparative Politics.
Credits: 3.0

PSC 7475: Topics in Political Theory
Topics of special interest in Political Theory.
Credits: 3.0

PSC 8110: U.S. Congress
The contemporary House and Senate; elections, structures, functions, procedures, theories and controversies examined through current scholarship; relations with the president and executive branch.
Credits: 3.0

PSC 8120: U.S. Presidency
Nature, functions and evolution of the American presidency; competing definitions and intrepretations of the power of the office; special attention to recent presidents.
Credits: 3.0

PSC 8130: US Constitutional Interpretat
A review of key decisions in American Constitutional law, with particular attention to adopted modes of argumentation.
Credits: 3.0

PSC 8140: Race and Ethnicity
Influence of race and ethnicity on American political attitudes and behaviors; nature and consequences of race and ethnicity in American politics; group identities and political decision-making.
Credits: 3.0

PSC 8160: Political Communication
Role and influence of communication in American politics; relationship between media use and political engagement; new and emerging media.
Credits: 3.0

PSC 8165: Cyberpolitics
The Internet as a political tool; social media and politics; how the Internet enables individuals to build virtual and real-world communities, shape media narratives, and bring about political outcomes.
Credits: 3.0

PSC 8170: Public Opinion
Underpinnings of public opinion; opinion formation, stability and change; effects of public opinion on political participation; media influences on public opinion; equality and representation in a democratic society.
Credits: 3.0

PSC 8180: National Security Policy
How and why the United States defended itself with conventional, covert, and nuclear strategies during the Cold War and post-Cold War eras.
Credits: 3.0

PSC 8185: US Intelligence
Issues, history, laws and bureaucratic concerns pertaining to U.S. intelligence.
Credits: 3.0

PSC 8190: American Party Politics
Organization and function of American political parties as contestants for political power and architects of public policy; political party realignment; parties and campaigns; the party in the electorate and the party in government.
Credits: 3.0

PSC 8210: Globalization
Links between Globalization and anti-Americanism, new security threats, income inequality, rise in NGOs, immigration, retrenchment in welfare politics.
Credits: 3.0

PSC 8220: International Law
The development of international law, including legal principles, theoretical approaches, major treaties and disputes; application to contemporary issues.
Credits: 3.0

PSC 8230: International Organization
Institutions, processes, and politics of the United Nations and regional international organizations.
Credits: 3.0

PSC 8255: Genocide and Mass Killing
Conceptual, analytical and theoretical approaches to genocide and mass killing; causes of violence; contexts in which violence occurs; variations in violence; perpetrators' motivations; intervention and prevention; trials and tribunals; the politics of memory.
Credits: 3.0

PSC 8260: International Security
Theories of international relations, focusing on causes of interstate war. Laws and norms of war; terriorism and counterterrorism; civil war and insurgency; religion and conflict; violence against civilians; humanitarian intervention and peacekeeping; cyber-security.
Credits: 3.0

PSC 8265: Global Inequality
Theories, trends, regional variations, economic growth, democracy, culture, state roles, political mobilization and structural constraints in explaining inequality across countries; comparative and aggregate quantitative analysis; in-depth selected country studies.
Credits: 3.0

PSC 8270: Intern'l Political Economy
Mercantilism, classical liberalism, imperialism, world systems theory, international trade and finance, multinational corporations, foreign aid, development, integration.
Credits: 3.0

PSC 8305: Democratization
The role of political elites, institutions, socio-economic development, religion, and culture in promoting or hindering democracy in different parts of the world.
Credits: 3.0

PSC 8310: Comparative Political Economy
The interaction between states and markets in developing and advanced industrial countries; theories of economic development; varieties of capitalism and the rise of state capitalism; post-communist transitions; causes and consequences of development and underdevelopment.
Credits: 3.0

PSC 8315: Comparative Civil Liberties
Laws and practices regarding civil liberties in countries around the world; legal and political frameworks that define and protect or limit rights; police powers; freedom of speech; racial discrimination; the source and protection of rights.
Credits: 3.0

PSC 8320: Russian Politics
Russian political system in transition from authoritarian rule; historical and ideological roots of the Soviet system and initial efforts to reform it; the collapse of communism in Russia and the emergency of a new system.
Credits: 3.0

PSC 8330: African Politics
Patterns of political change in Africa; problems of political and economic development, national integration, and interregional cooperation; linkages between internal and external affairs.
Credits: 3.0

PSC 8340: Middle East Politics
Political patterns and crosscutting influences in political identity in the Arab world, Israel and Iran. The interaction of secular nationalism and political Islam. Political thinkers and political movements.
Credits: 3.0

PSC 8360: Latin American Politics
Politically important groups, movements, institutions and ideologies in Latin American nations. Competing theories about the political roles of the military, church, bureaucracy, parties, unions, economic elites and branches of government.
Credits: 3.0

PSC 8370: Third World Politics
Political systems of the developing world; nation- and state-building; constitutional and legal development; the role of the military; refugees; gender issues; religion and ethnic conflict.
Credits: 3.0

PSC 8380: European Politics
The impact of European integration and globalization on domestic political economies (labor relations, welfare spending and Keynesianism); the rise of Green parties and right-wing populists; long-term political development (causes of interwar fascism, social democracy and liberalism).
Credits: 3.0

PSC 8390: South Asian Politics
Political institutions and theories governing the relations of the states and citizens of South Asia, notably India and Pakistan.
Credits: 3.0

PSC 8440: Religion and Politics
Relationship between civic and religious identity in Western and non-Western societies; the role of shared values and goals in a liberal democracy.
Credits: 3.0

PSC 8450: The American Founding
Issues about the nature of the federal union, sovereignty, majority faction, the extended republic, representation, branches of government, separation of powers, checks and balances, slavery, popular government and civic responsibility during the Philadelphia Convention of 1787 and the ratification debates over the Constitution.
Credits: 3.0

PSC 8455: Lincoln/Douglas Debates
The political understanding and statesmanship of Abraham Lincoln and Stephen Douglas; examination of the theoretical and practical concerns of political leadership in a free society; issues of equality, sovereignty, liberty, and justice.
Credits: 3.0

PSC 9078: Thesis Research Problems
Required for students on research track. Objectives are to address problems of research and question formulation and conceptualization; apply foundational research skills, techniques, broad survey of methodological and data techniques and appropriate applications; development of thesis proposal and research design.
Credits: 3.0

PSC 9079: Thesis Direction
Directed thesis research.
Credits: 3.0

PSC 9080: Thesis Continuation
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Credits: 0.0

PSC 9800: Read-Resrch Polit Scien
An individual student with a specific interest which cannot be satisfied by a regular course is allowed to work on a tutorial basis with a particular professor.
Credits: 3.0

PSC 9801: Read-Resrch Polit Scien
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Credits: 3.0

Psychological and Brain Sciences

PSY 8000: Seminar
Basic issues of experimental design, methodology, ethics, procedures, and philosophy in general-experimental psychology.
Credits: 3.0

PSY 8050: Biopsychology
Basic principles of neurophysiology, neuroanatomy, and endocrinology and their application in the experimental analysis of behavioral processes.
Credits: 3.0

PSY 8100: Stat & Experimental Des
Basic principles in experimental design; foundations and applications of analysis of variance, covariance, and multiple regression.
Credits: 3.0

PSY 8150: Cognitive Psychology
Theory and research in human learning, memory, and cognitive processes.
Credits: 3.0

PSY 8175: Animal Learning & Cognition
Seminar exploring contemporary views of learning and simple cognitive processes as developed from laboratory studies of non-human animals.
Credits: 3.0

PSY 8200: Perception
Survey of sensation and perception, primarily human, emphasizing the relevance of sensory processing to our daily lives.
Credits: 3.0

PSY 8225: Psychopathology
Examination of contemporary theories and research on classification, etiology, and treatment of mental and behavioral disorders.
Credits: 3.0

PSY 8275: Approaches to Psychotherapy
Examination of the major theoretical positions within contemporary psychotherapy and their clinical applications to human behavior.
Credits: 3.0

PSY 8300: Developmental Psychology
An investigation of the development of the principal psychological processes of learning, perception, and motivation with emphasis on phylogenetic comparisons and the effects of early experiences on these processes in the nature organism.
Credits: 3.0

PSY 8325: Psychological Testing
Psychometric principles underlying the development and validation of psychological tests, and techniques for administration and interpretation of selected tests.
Credits: 3.0

PSY 8350: History & Systems
Overview of major concepts and theories of psychology presented in a historical context.
Credits: 3.0

PSY 8400: Personality: Empirical Res
Seminar in design, conduct, and evaluation of personality research.
Credits: 3.0

PSY 8425: Organizational Behavior
Understand individual, group, and organizational behavior at work as it relates to well-being and performance. Individual group, and environmental factors will be explored as to how they independently and interactively shape employees' job attitudes, motivation, behavior, and performance in organizations.
Credits: 3.0

PSY 8450: Psychologic Measurement
Theoretical issues in the measurement of psychological dimensions, with special consideration of approaches to the quantification of both sensory and non-sensory continua.
Credits: 3.0

PSY 8475: Learning & Development
Organizations that link learning strategies to business strategies report better financial performance. Training has changed from a classroom event to learning experiences that can occur through a variety of methods: online learning, developmental assignments, team collaboration or a blend.
Credits: 3.0

PSY 8500: Psychopharmacology
Effects of drugs on the neurochemistry of brain systems which control instinctive and learned behavior patterns.
Credits: 3.0

PSY 8550: Social Psychology
Contemporary social psychological theory and research.
Credits: 3.0

PSY 8625: Psychopathology of Child
A survey of the behavioral and emotional disorders of childhood.
Credits: 3.0

PSY 8650: Psy of Child Adoles Dev
A description and explanation of the courses of psychological development from infancy to adulthood.
Credits: 3.0

PSY 8750: Behav Modific in Counsel
Cognitive-behavioral techniques applied to programs in school, industrial, family, and instititutional settings.
Credits: 3.0

PSY 8800: Psy Personal Adjustment
Examination of the nature and variety of healthy and disturbed personalities from the framework of the counseling profession.
Credits: 3.0

PSY 8850: Personality Theories
Selected major theories of personality and their applications in counseling and psychotherapy.
Credits: 3.0
Prerequisites:
199620

PSY 8875: Organization Development
Planned, system-wide effort with the goal to increase organization effectiveness and health through diagnosis and interventions in the organization's processes using behavioral science knowledge. Focus on developing organization capability through alignment of strategy, structure, management processes, and people.
Credits: 3.0

PSY 8900: Special Topics
An intensive examination of selected individual topical areas within psychology.
Credits: 3.0

PSY 9031: Individual Research
Individual research project conducted under the direction of a Psychology faculty member.
Credits: 3.0

PSY 9032: Thesis Direction I
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Credits: 3.0

PSY 9033: Thesis Direction II
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Credits: 3.0

PSY 9080: Thesis Continuation
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Credits: 0.0

Public Administration

The mission of the Master of Public Administration (MPA) program is to offer graduates the knowledge of values, roles, skills, and practices that will help them become competent professionals capable of ethical, intelligent, inclusive, and creative leadership in

public service. This program is offered either fully on-campus, fully online, or in a hybrid format (multi-modality).

This program is NASPAA accredited.

MPA 8010: Management Internship
Administrative field experience in an agency or organization. Permission of the MPA Director required.
Credits: 3.0

MPA 8011: Public Administration Theory
Tension between bureaucracy-democracy; theories about the nature and development of public administration in the United States.
Credits: 3.0

MPA 8012: Individual Research I
An individual research project under the direction of public administration faculty member. Permission of MPA Director and consent of faculty member required.
Credits: 3.0

MPA 8013: Individual Research II
An individual research project under the direction of public administration faculty member. Permission of MPA Director and consent of faculty member required.
Credits: 3.0

MPA 8020: Comprehensive Exam Prep Course
Must have taken all MPA required courses (MPA 8011-8061) and completed 24 credits.
Credits: 0.0

MPA 8021: Leadership Ethics
Examines assumptions implicit in various organizational designs and highlights the importance of fidelity to value-based decision-making.
Credits: 3.0

MPA 8031: Financial Management
The study of financial management of government and non- profit organizations that will provide skills for evaluating alternative courses of action in financial decision making. Topics include the budgetary process, revenue policy, financial controls, debt management, and capital budgeting.
Credits: 3.0

MPA 8041: Human Centered Management
Public versus private personnel management; also topics such as recruitment, selection, training, career management, performance assessment, grievances and appeals.
Credits: 3.0

MPA 8051: Applied Data Analysis
Introduction to applied research methods for the public and nonprofit sectors. Exposure to and utilization of data gathered from a variety of research sources with attention paid to determining the value of such research for public administration.
Credits: 3.0

MPA 8061: Organization Theory
The study of the similarities and differences in various formal and complex organizations, the structures and dynamics of these organizations, and the theories applicable to such organizations.
Credits: 3.0

MPA 8100: Decision-Making
The study of the decision making behavior of individuals, work-groups, departments, and complex organizations. The securing of consistency, the coordinating of various planning units, and the economizing of planning efforts in regard to decision making will also be included.
Credits: 3.0

MPA 8199: Spec Top in Public Admin
Selected subjects of special interest in public administration.
Credits: 3.0

MPA 8200: Strategic Communication
The study of the communication process within and among complex organizations and the listening, writing, and speaking skills needed to promote better relations among individuals and organizations.
Credits: 3.0

MPA 8299: Spec Top in Public Admin
Selected subjects of special interest in public administration. Three one-credit courses may be used to substitute for a three-credit elective.
Credits: 1.0

MPA 8400: Strategic Planning
The study of strategic planning and strategic management with special emphasis upon planning models as well as planning functions.
Credits: 3.0

MPA 8500: Effective City Management
Relating to community, working with the governing body, creating the organizational climate for excellence, overseeing the delivery of services, promoting the community's future, conducting relations with other governments, and maintaining personal effectiveness.
Credits: 3.0

MPA 8550: Urban Politics and Government
The study of city and suburban governments in metropolitan areas; special emphasis devoted to such topics as governmental form, city-suburb relations, race and ethnic relations, and economic change.
Credits: 3.0

MPA 8600: Effective Non-Prof Mgmt
Examination of nonprofit civic and political involvement, ethics and accountability, leadership and board development, human resources practices, financial management and performance measurement, philanthrophy and fundraising, volunteer management, and marketing and communications.
Credits: 3.0

MPA 8700: Fundraising for Non-Prof Org
Development plans, institutional mission & readiness factors, development of office operations, analysis of constituencies & effectiveness, communications & marketing, the role of the board of directors & volunteers, ethical considerations of fundraising, benchmarking, & the role of technology on philanthropy.
Credits: 3.0

MPA 8800: Managing Public Networks
Theories of federalism, intergovernmental relations, and intergovernmental and intersectoral networks, collaborative decision-making approaches and negotiating skills.
Credits: 3.0

MPA 8900: Public Policy
Models of the policy making process; also special topics such as privatization, public enterprises, deregulation, and benefit-cost analysis.
Credits: 3.0

Theatre

THE 7000: Creative Drama-Teachers
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Credits: 3.0

THE 7100: Principles of Acting
Fundamental training in the Stanislavsky System as applied to performing realistic plays, including exercises, improvisation, & scene work. Restricted to graduate students & qualified undergraduates.
Credits: 3.0

THE 7110: Script Analysis
Examination of the sociological, psychological and ideological circumstances of modern and contemporary American plays through a line-by-line breakdown of text to reveal the connection of action and characterization to theme. Restricted to Graduate students and qualified Undergraduates
Credits: 3.0

THE 7120: Dramaturgy-Classic
Introduction to production dramaturgy, examining dramatic literature and exploring theatrical practices from the fourth century B.C.E. to the beginning of the nineteenth century. Development of research skills necessary for dramaturgical work. Restricted to Graduate students and qualified Undergraduates.
Credits: 3.0

THE 7130: Dramaturgy-Modern
Further studies in production dramaturgy, examining dramatic literature and exploring late-nineteenth- and twentieth-century theatrical practices (Eastern and Western). Development of research skills necessary to prepare dramaturgical materials designed to support production. Restricted to Graduate students and qualified Undergraduates.
Credits: 3.0

THE 7140: Dramtc Vis & Frm Classic
Study of the radical juxtaposition of contrasting plays from different countries (Eastern and Western) and different eras (classic orientation) in the context of dramatic theory and criticism.
Credits: 3.0
Prerequisites:
(THE 7110 or THE 8039) and (THE 7120 or THE 8504) and (THE 7130 or THE 8501)

THE 7150: Dramtc Vis & Frm Modern
Study of the radical juxtaposition of contrasting plays from different countries (Eastern and Western) and different eras (modern orientation) in the context of dramatic theory and criticism.
Credits: 3.0
Prerequisites:
(THE 7110 or THE 8039) and (THE 7120 or THE 8504) and (THE 7130 or THE 8501)

THE 7200: Production Practicum I
Significant & responsible participation in the department production program.
Credits: 0.0

THE 7210: Production Practicum II
Significant & responsible participation in the department production program.
Credits: 0.0

THE 7220: Production Practicum III
Significant & responsible participation in the department production program.
Credits: 0.0

THE 8100: Improvisation
Exploration of unscripted performance through individual & group exercises, theatre games, & short- & long-form improvisation.
Credits: 3.0

THE 8110: Voice & Movement
Exploration of theories in voice production & body work (Eastern & Western) & application of techniques to integrate the components of the performer's physical instrument.
Credits: 3.0

THE 8120: Characterization
Acting explored from the point of view of social class, focusing on voice & behavior adjustments to create class distinctions. Group exercises & scene work in a variety of social class-based circumstances. Prerequisite is THE 7100 or permission of instructor.
Credits: 3.0

THE 8125: Scene Study
Further exploration of scene work to deepen actors' understanding of their art, themselves, & their collaborative relationship with scene partners. Prerequisite is THE 7100 or permission of instructor.
Credits: 3.0

THE 8130: Solo Performance
Immersive workshop integrating all aspects of theatre-making - writing, directing, dramaturgy, acting, design - through the weekly creation and presentation of original pieces for the solo artist. Prereq: THE 7100; or permission of instructor
Credits: 3.0

THE 8140: Musical Theatre
Practical approach to developing & integrating the performance skills required for musical theatre: acting, singing, & dancing.
Credits: 3.0

THE 8150: Acting Styles
Laboratory on performing nonrealistic theatre; actors develop approaches to classical and/or modern plays with heightened language, physical & stylistic demands. Prerequisite is THE 7100 or permission of instructor.
Credits: 3.0

THE 8160: Scenography
Introduction to & investigation of the three primary elements of stage design - scenery, costume, & lighting - with an emphasis on the visual realization of production concepts. Prerequisite is THE 7110 or permission of instructor.
Credits: 3.0

THE 8170: Directing
Fundamentals of directing realistic plays: script analysis, creative interpretation, approaches to working with the actor, movement & blocking, visualization, design, rhythm & picturization, culminating in the staging of two realistic scenes.
Credits: 3.0
Prerequisites:
(THE 7100 or THE 8000) and (THE 7110 or THE 8039)

THE 8180: Styles:Actors & Directors
Laboratory that concentrates on the process of evolving original approaches to nonrealistic plays, & on developing with actors an expressive approach to classical, poetic, fantastic, extreme, and/or abstract material.
Credits: 3.0
Prerequisites:
THE 7002

THE 8190: Playwriting
Hands-on exploration of the art & craft of playwriting through exercises, scene writing, the study of existing plays (as texts & in production,) & the development of students' own dramatic work. Prerequisites are THE 7100 & THE 7110 or permission of instructor.
Credits: 3.0

THE 8200: Theatre Topics
Seminar focusing on a specialized area of theatre studies (Ancient Greek, Asian, Irish, Melodrama, feminist, etc.), combining elements of theatre history, dramatic literature & criticism as well as performance & production aspects of live theatre. Restricted to graduate students & qualified undergraduates.
Credits: 3.0

THE 8210: Performance Theory
Investigation of performance, from theatre and dance to ritual and popular entertainment (e.g., circus, kathakali, Broadway muscials, festivals, schamanism), using a variety of theories to examine contemporary critical issues.
Credits: 3.0

THE 8220: Gender, Politics & Performance
Theoretical approach to the interpretation of dramatic texts and performances, focusing on topics of gender, identity, subjectivity and politics. Students will integrate theory and practice, while enhancing writing skills.
Credits: 3.0

THE 8230: Avant-Garde Theatre
Seminar exploring the twentieth-century American avant-garde, including artists such as the Living Theatre, the Open Theatre, Allan Kaprow, Bread and Puppet Theatre, Performance Group, Ontological-Hysteric Theatre, Robert Wilson, Mabou Mines, the Wooster Group, etc.
Credits: 3.0

THE 8240: Asian Theatre
Seminar exploring the performance forms (both traditional & modern) of India, China, Japan, & Southeast Asia, with emphasis on their characteristic features; cultural, religious, & aesthetic influences. The impact of these forms on Western theatre practice.
Credits: 3.0

THE 8250: Critical Writing for Theatre
Wrokshop in critical writing about dramatic texts and theatrical production, including but not limited to innovative scholarship and production reviews.
Credits: 3.0

THE 8300: The Teaching of Theatre
Exploration of the skills necessary to teach practical theatre at all levels: formulating teaching goals, creating syllabi, developing lesson plans, creating lectures & in-class presentation materials, & learning to adapt these to a variety of learning styles. Prerequisites are THE 7100, THE 7110, THE 7120 & THE 7130 or permission of instructor.
Credits: 3.0

THE 8310: Technical Theatre
Introduction to various scene shops and scenic technologies, including the study of traditional and modern materials, construction tools and techniques, and shop organization and management as they pertain to scenic production.
Credits: 3.0

THE 8320: Theatre Administration
Project-driven introduction to the basics of theatre administration: crafting a mission statement; building a board; establishing 501(c)3 status; creating budgets; PR/ marketing; grantwriting and cultivating funders; hiring and managing a staff; acquiring performance spaces; and working with theatrical unions.
Credits: 3.0

THE 8400: Rehearsal & Performance
Faculty/student seminar discussing just-completed & current projects for the purpose of exchanging practical & philosophical responses to issues, problems, & procedures encountered in the work.
Credits: 1.0

THE 8410: Rehearsal & Performance

Faculty/student seminar discussing just-completed & current projects for the purpose of exchanging practical & philosophical responses to issues, problems, & procedures encountered in the work.
Credits: 2.0

THE 8420: Rehearsal & Performance

Faculty/student seminar discussing just-completed & current projects for the purpose of exchanging practical & philosophical responses to issues, problems, & procedures encountered in the work.
Credits: 3.0

THE 8540: Collaborative Theatremaking

Laboratory workshop in collective creation for actors, directors, playwrights, dramaturgs, and designers generating weekly installments of a semester-long narrative written, designed, directed, and performed by participants in rotating small groups. Prereq.: Permission of instructors.
Credits: 3.0

THE 8550: Play Development Workshop

Laboratory workshop for playwrights, dramaturgs and directors developing new plays and exploring the collaborative process through script conferences, work with actors, and ongoing revision, culminating in public staged readings. Prereq.: Permission of instructor.
Credits: 3.0

THE 9100: Advanced Acting Workshop

Advanced performance work focusing on a specialized acting method or technique, such as Commedia dell'Arte, Shakespeare, Suzuki Method, or professional audition techniques.
Credits: 3.0
Prerequisites:
(THE 7100 or THE 8000) and (THE 7110 or THE 8039) and (THE 8120 or THE 8001) or (THE 8125 or THE 8003) or (THE 8150 or THE 8002)

THE 9110: Advanced Dramaturgy

Advanced work on production research methods, developing the relationship between the director and the dramaturg, and the creation of program material.
Credits: 3.0
Prerequisites:
(THE 7100 or THE 8000) and (THE 7120 or THE 8504) and (THE 7130 or THE 8501)

THE 9120: Advanced Scenography Workshop

Advanced exploration of the three primary elements of stage design.
Credits: 3.0
Prerequisites:
THE 8160 or THE 7010

THE 9130: Advanced Directing Workshop

Advanced work on play texts: advanced scene scoring & picturization, open rehearsals, fostering of artistic collaborations, staging of stylistically challenging scenes.
Credits: 3.0
Prerequisites:
THE 8170 or THE 7002

THE 9140: Advanced Playwriting Workshop

Advanced work on original full-length or long one-act plays, with particular attention to revision strategies and techniques.
Credits: 3.0
Prerequisites:
THE 8190 or THE 7051

THE 9200: Spec Stud - Production

Advanced work in an area of technical production (e.g., set construction, stage management, scenic painting, etc.) on a tutorial basis. May include the public presentation and defense of production work. Permission of instructor and approval of department chair.
Credits: 3.0

THE 9210: Spec Stud - Research

Advanced research in theatre history, literature or criticism on a tutorial basis. May include the defense of a research project. Prereqs: THE 7120 and THE 7130, permission of instructor and approval of department chair.
Credits: 3.0

THE 9220: Stud - Voice & Movement

Advanced voice production and body work on a tutorial basis. May include the public performance of an original voice and movement program. Prereq.: THE 8110; permission of instructor and approval of department chair.
Credits: 3.0

THE 9230: Spec Stud - Acting
Advanced scene and monologue work in a range of acting styles on a tutorial basis. May include the public performance of a dramatic program. Prereqs: THE 7100 and THE 7110 and THE 8120 or THE 8125 or THE 8150; permission of instructor and approval of department chair.
Credits: 3.0

THE 9240: Spec Stud - Solo Performance
Advanced work in solo performance on a tutorial basis. Includes the public performance of an original piece. Prereq.: THE 8130; permission of instructor and approval of department chair.
Credits: 3.0

THE 9250: Spec Stud - Dramaturgy
Advanced practical work in dramaturgy on a tutorial basis. May include the defense of a dramaturgical project. Prereq.: THE 7120 and THE 7130; permission of instructor and approval of department chair.
Credits: 3.0

THE 9260: Spec Stud - Scenography
Advanced work specializing in one area of stage design (scenery, costume, or lighting) on a tutorial basis. May include the public presentation and defense of a design project. Prereq.: THE 8160; permission of instructor and approval of department chair.
Credits: 3.0

THE 9270: Spec Stud - Directing
Advanced directing work on a one-act play or significant portion of a full-length play on a tutorial basis. Includes a public presentation of the directing project. Prereq.: THE 8170; permission of instructor and approval of department Chair.
Credits: 3.0

THE 9280: Spec Stud - Playwriting
Advanced playwriting on a tutorial basis. May include a public reading of an original script. Prereq.: THE 8190; permission of instructor and approval of department chair.
Credits: 3.0

THE 9300: Thesis Continuation
Continuation of supervised research for students writing master's theses. Prereq.: Approval of department chair.
Credits: 0.0

Theology

THL8090: Themes In Fundamental Theology
Specialized treatment of a particular area in this field; see Department announcements.
Credits: 3.0

THL8100: The Bible and Archaeology
Survey of archaeology and the cultural contexts of peoples and places depicted in the Bible; explanation of archaeological methodology and history of excavations in the ancient Near East and the Holy Land; examination of discoveries related to the Bible.
Credits: 3.0

THL8110: Themes in Pentateuch
An examination of the first five books of the Hebrew Bible, with emphasis on the theology of Deuteronomy as the interpretive framework of the history of Israelite and Judean peoples. Relevant ancient near Eastern beliefs and customs which appear in the Pentateuchal tradition will also be considered.
Credits: 3.0

THL8120: Themes in Prophets
The Hebrew Prophets' involvement in the political and ethical proglems of their day; their awareness of Divine Presence in history; the impact of the prophetic personality and its relevancy for our time.
Credits: 3.0

THL8130: Themes in Wisdom Literature
An investigation of the Jewish Wisdom literature and the importance of its thought patterns for early and contemporary Christian theology.
Credits: 3.0

THL8140: Themes in Topics -Hebrew Bible
Specialized treatment of a particular area in this field; see Department announcements.
Credits: 3.0

THL8150: Themes in Johannine Literature
The Gospel, Epistles and Apocalypse of John, and their main theological themes. Emphasis on the theology of the Word and the passion, death and resurrection accounts.
Credits: 3.0

THL8160: Themes in Pauline Literature

The theological themes of the Pauline corpus: faith, Christology, Soteriology, Eschatology.
Credits: 3.0

THL8170: Themes in Synoptic Gospels

The historical-critical and contemporary literary approaches to the Gospels; the theologies of Mark, Matthew and Luke.
Credits: 3.0

THL8200: Christology

New Testament Christologies; concilar interpretations of Jesus and overview of subsequent theological tradition. Contemporary issues.
Credits: 3.0

THL8210: Ecclesiology

The origins and development of the Ecclesia: discipleship, ministry, mission, teaching; developing a vision for the third millennium.
Credits: 3.0

THL8250: Christian Eschatology

Biblical eschatology: prophetic and apocalyptic; Jesus and the symbol, Kingdom of God; later theologies of history; hope for history and hope for life eternal.
Credits: 3.0

THL8260: Christian Doctrine of God

A critical corrective of the long hegemony of philosophical theology through the contemporary emphasis on God's Self-disclosure in the Hebrew Scriptures, and definitively, in Jesus of Nazareth; current responses to modern and contemporary critiques of theism; the contributions of transcendental Thomism, process theology, and political theology. Retrieval of the doctrine of the Trinity.
Credits: 3.0

THL8270: Christian Anthropology

A systematic exploration of the Christian tradition on the structure of human existence: biblical images of the human; grace and salvation in Augustinian and Thomistic anthropologies; retrieval of the communal dimensions of personhood and salvation.
Credits: 3.0

THL8310: Sources of Christ Theol Ethics

Examination of classical and contemporary Roman Catholic and Protestant figures and approaches to theological ethics; interpreting and using sources such as scripture, tradition, secular disciplines of knowledge, and experience in moral reasoning and argument.
Credits: 3.0

THL8320: Catholic Theological Ethics

Review and assessment of Catholic moral tradition; includes particular attention to post-Vatican II developments, currently contested moral questions, and pressing needs for future Catholic theological ethics.
Credits: 3.0

THL8330: Themes in Ethics of Life&Death

Course addresses ethical and moral issues related to life and death.
Credits: 3.0

THL8350: Ethics Among The Disciplines

Consideration of particular ethical issues with explicit attention to the intersections between Christian moral reflection and other disciplines of inquiry, which may include philosophy, literature, and the natural and social sciences.
Credits: 3.0

THL8360: Catholic Sexual Ethics

Consideration of the relation between sex, discipleship, and the imago dei. Application of the Catholic tradition to contemporary questions of sexual controversy with special attention to Thomistic approaches to natural law and virtue theory.
Credits: 3.0

THL8370: Christ Ethics & 21st Century

The meaning and implications of social justice for individuals, collectives, nations, and the environment. Issues considered include, among others: global poverty, globalization, war and peace, environmental ethics.
Credits: 3.0

THL8380: Ethics In Liberation Context

Critical and emancipatory approaches to Christian ethics in, e.g., liberation theologies, feminist ethics, and emergent contextual theologies among peoples and internationally.
Credits: 3.0

THL8410: Topics in Ancient Christianity
Course in Christian historical theology or church history; focus is on particular issues, challenges or persons as illustrative of the time or area bracket.
Credits: 3.0

THL8420: Topics in Med&EarlyMod History
Course in Christian historical theology or church history; focus is on particular issues, challenges or persons as illustrative of the time or area bracket.
Credits: 3.0

THL8430: Topics in Eastern Christianity
Course in Christian historical theology or church history; focus is on particular issues, challenges or persons as illustrative of the time or area bracket.
Credits: 3.0

THL8440: Topics in Modern Christianity
Course in Christian historical theology or church history; focus is on particular issues, challenges or persons as illustrative of the time or area bracket.
Credits: 3.0

THL8450: Topics in Amer. Christianity
Course in Christian historical theology or church history; focus is on particular issues, challenges or persons as illustrative of the time or area bracket.
Credits: 3.0

THL8460: Topics in Augustinian Thought
Course in Christian historical theology or church history; study of continuation and adaptation of Augustine's thought by his interpreters.
Credits: 3.0

THL8495: Topics in Church History
Themes in Christian historical theology or church history; see Department announcements.
Credits: 3.0

THL8520: Augustinian Spirituality
Augustinian spirituality. Restriction: Approval of Instructor.
Credits: 4.5

THL8530: Themes in Spirituality of Care
Course addresses themes in the field of spirituality with a particular focus on ministries that reach directly into the primary social structures and institutions of our society.
Credits: 3.0

THL8540: Creativty in Contemplativ Life
Survey of practices of contemplative prayers, interior movement of God's Spirit, contemplative seeing and listening. Engagement of creative arts to express experiences of spirituality. Discussion of the different ways of coming to know and understand the movements of God's Spirit.
Credits: 3.0

THL8600: Topics in Ecum&Interrel Dialog
The ideal of ecumenism; factors in its realization; the emergence of religious dialogue in a pluralistic world.
Credits: 3.0

THL8701: Theological Pedagogy
Seminar for students simultaneously enrolled in Graduate Student Teaching.
Credits: 3.0

THL8702: Contextual Education
Seminar for students simultaneously enrolled in Graduate Student Teaching.
Credits: 3.0

THL8703: Teaching Practicum
Independent teaching with supervision and mentorship during Classroom Apprenticeship 2.
Credits: 3.0

THL8705: Graduate Student Teaching
Teaching and observation under actual classroom conditions. Open to students enrolled in a Religious/ Theological Education Seminar.
Credits: 0.0

THL8801: Contextual Theologies
Seminar on the characteristics of theological discourse that is informed by the concerns, questions, and demands arising from particular communities and particular cultural milieus.
Credits: 1.5

THL8802: Lay Ecclesial Ministry
Seminar exploring the biblical, historical, and theological foundations of Christian ministry and the vocation and charisms of lay ecclesial ministers.
Credits: 1.5

THL8803: Intro to Counseling Skills
Seminar introducing the basics of effective and ethically responsible pastoral care and counseling skills.
Credits: 1.5

THL8804: Intercultural Competencies
Seminar focusing on cultural competencies for pastoral care, worship, and community development in the multi-cultural contexts of North-American society.
Credits: 1.5

THL8820: Themes in Pastoral Ministry
Specialized treatment of a particular area in this field; see Department announcements.
Credits: 3.0

THL8881: Ministry Field Education 1
Supervised field experience in an approved setting. Students are mentored by approved practicum supervisors and approved site supervisors. Course participation serves to deepen student understanding of their field experience and ministerial identity.
Credits: 1.5

THL8882: Ministry Field Education 2
Supervised field experience in an approved setting. Students are mentored by approved practicum supervisors and approved site supervisors. Course participation serves to deepen student understanding of their field experience and ministerial identity.
Credits: 1.5

THL8883: Ministry Field Education 3
Supervised field experience in an approved setting. Students are mentored by approved practicum supervisors and approved site supervisors. Course participation serves to deepen student understanding of their field experience and ministerial identity.
Credits: 1.5

THL8884: Ministry Field Education 4
Supervised field experience in a approved setting. Students are mentored by approved practicum supervisors and approved site supervisors. Course participation serves to deepen student understanding of their field experience and ministerial identity.
Credits: 1.5

THL9010: Foundation SYS
Examination of basic questions and research methods in fundamental and systematic theology. Special attention to the relationships between faith and culture.
Credits: 3.0

THL9020: Foundation BIB
Examination of basic questions and research methods in biblical studies. Special attention to the relationships between faith and culture
Credits: 3.0

THL9030: Foundation SPI
Examination of basic questions and research methods in spirituality studies. Special attention to the relationships between faith and culture.
Credits: 3.0

THL9040: Foundation ETH
Examination of basic questions and research methods in Christian ethics. Special attention to the relationships between faith and culture.
Credits: 3.0

THL9100: THM: Biblical THL
Doctoral program. Treatment of a particular issue in the field; see Program announcements. Non THL students need approval of PhD Program.
Credits: 3.0

THL9110: THM: Johannine Tradition
Doctoral seminar. Treatment of a particular issue in the field; see Program announcements. Non THL students need approval of PhD program.
Credits: 3.0

THL9120: THM: Pauline Tradition
Doctoral seminar. Treatment of a particular issue in the field; see Program announcements.
Credits: 3.0

THL9130: THM: Synoptic Gospels
Doctoral seminar. Treatment of a particular issue in the field; see Program announcements. Non THL students need approvalof PhD Program.
Credits: 3.0

THL9140: THM: Pentateuch
Doctoral seminar. Treatment of a particular issue in the field; see Program announcements. Non THL students need approval of PhD Program.
Credits: 3.0

THL9150: THM: Prophetic Tradition
Doctoral seminar. Treatment of a particular issue in the field; see Program announcements. Non THL students need approval of PhD Program.
Credits: 3.0

THL9160: THM: Psalms
Doctoral seminar. Treatment of a particular issue in the field; see Program announcements. Non THL students need approval of the PhD Program.
Credits: 3.0

THL9170: THM: Wisdom Literature
Doctoral seminar. Treatment of a particular issue in the field; see Program announcements. Non THL students need approval of PhD Program.
Credits: 3.0

THL9200: THM: Systematic THL
Doctoral seminar. Treatment of a particular issue in the field; see Program announcements. Non THL students needs approval of PhD Program.
Credits: 3.0

THL9210: Themes in Theology of God
Doctoral seminar. Treatment of a particular issue in the field; see Program announcements. Non THL students need approval of PhD Program.
Credits: 3.0

THL9260: Themes in Christology
Doctoral seminar. Treatment of a particular issue in the field; see Program announcements. Non THL students need approval of PhD Program.
Credits: 3.0

THL9270: Themes in Ecclesiology
Doctoral seminar. Treatment of a particular issue in the field; see Program announcements Non THL students need approval of PhD Program.
Credits: 3.0

THL9300: THM: Christian Ethics
Doctoral seminar. Treatment of a particular issue in the field; see Program announcements. Non THL students need approval of PhD Program.
Credits: 3.0

THL9310: THM: Racism
Doctoral seminar. Treatment of a particular issue in the field; see Program announcements. Non THL students need approval of PhD Program.
Credits: 3.0

THL9320: THM: Economic Ethics
Doctoral seminar. Treatment of a particular issue in the field; see Program announcements. Non THL students need approvalof PhD Program.
Credits: 3.0

THL9340: THM: Christian Environ Ethics
Doctoral seminar. Treatment of a particular issue in the field; see Program announcements. Non THL students need approvalof PhD Program.
Credits: 3.0

THL9343: THM: Moral Philosophy & Ethics
Doctoral seminar. Treatment of a particular issue in the field; see Program announcements. Non THL students need approval of PhD Program.
Credits: 3.0

THL9350: Ethics of Higher Education
Doctoral seminar. Treatment of a particular issue in the field; see Program announcements. Non THL students need approval of PhD Program.
Credits: 3.0

THL9360: THM: Political THL
Doctoral seminar. Treatment of a particular issue in the field; see Program announcements. Non THL students need approval of PhD Program.
Credits: 3.0

THL9370: THM: Christian Sexual Ethics
Doctoral seminar. Treatment of a particular issue in the field; see Program announcements. Non THL students need approvalof PhD Program.
Credits: 3.0

THL9400: THM:Augustinian THL Tradition
Doctoral seminar. Treatment of a particular issue in the field; see Program announcements. non-THL students need approval of PHD Program.
Credits: 3.0

THL9410: THM:Modern & Contemporary THL
Doctorial seminar. Treatment of a particular issue in the field. See program announcements. non-THL students need approval of PhD Program.
Credits: 3.0

THL9420: THM:Medival THL
Doctoral Seminar. Treatment of a particular issue in the field; see Program announcements. Non-THL students need approval of PhD Program.
Credits: 3.0

THL9430: THM:Early Christian THL
Doctoral seminar. Treatment of a particular issue in the field; see Program announcements. Non THL students need approval of PhD Program.
Credits: 3.0

THL9440: THM:Reformation&Early Mdrn THL
Doctoral seminar. Treatment of a particular issue in the field; see Program announcements. Non THL students need approval of PhD Program.
Credits: 3.0

THL9450: THM:Global Christianities
Doctoral seminar. Treatment of a particular issue in the field; see Program announcements. Non THL students need approval of PhD Program.
Credits: 3.0

THL9460: THM:Eastern Christianity
Doctoral seminar. Treatment of a particular issue in the field; see Program announcements. Non THL students need approval of PhD Program.
Credits: 3.0

THL9470: THM:Catholicism
Doctoral seminar. Treatment of a particular issue in the field; see Program announcements. Non THL students need approvalof PhD Program.
Credits: 3.0

THL9500: THM: Spirituality
Doctoral seminar. Treatment of a particular issue in the field; see Program announcements. Non THL students need approval of PhD Program.
Credits: 3.0

THL9510: THM: Ancient/ Patristic Spirit
Doctoral seminar. Treatment of a particular issue in the field; see Program announcements. Non THL students need approval of PhD Program.
Credits: 3.0

THL9520: THM: Medieval Spirituality
Doctoral seminar. Treatment of a particular issue in the field; see Program announcements. Non THL students need approval of PhD Program.
Credits: 3.0

THL9530: THM: Early Modern Spirituality
Doctoral seminar. Treatment of a particular issue in the field; see Program announcements. Non THL students need approval of PhD Program.
Credits: 3.0

THL9540: THM:(Post) Modern Spirituality
Doctoral seminar. Treatment of a particular issue in the field; see Program announcements. Non-THL students need approval of PhD Program.
Credits: 3.0

THL9900: Dissertation Writing
Writing and supervision of dissertation.
Credits: 0.0

THL9910: Synthesis Portfolio
Capstone requirement for Theology Doctoral students.
Credits: 0.0

THL9911: Evaluation Portfolio
Final Capstone requirement for Theology Doctoral students.
Credits: 0.0

THL9920: Proposal Colloquium
Final capstone requirement for doctoral students.
Credits: 0.0

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