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This publication and other information about Howard University's academic programs can be accessed on [Bisonweb](#). Revisions and supplements to the bulletin will be posted on Bisonweb.

Other Howard University publications that contain important information for students include: the Student Handbook published by the Office of Student Affairs; and school/college and departmental student handbooks.

## General Information

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### Howard University: An Overview

In November 1866, shortly after the end of the Civil War, members of the First Congregational Society of Washington considered establishing a theological seminary for the education of African American clergymen. Within a few weeks, the concept expanded to include a provision for establishing a University. Within two years, the University consisted of the colleges of Liberal Arts and Medicine. The new institution was named for General Oliver O. Howard, a Civil War hero who was both a founder of the University and, at the same time, commissioner of the Freedman's Bureau.

The University charter as enacted by Congress and subsequently approved by President Andrew Johnson on March 2, 1867, designated Howard University as "a University for the education of youth in the liberal arts and sciences." The Freedmen's Bureau provided most of the early financial support of the University. In 1879, Congress approved a special appropriation for the University. The charter was amended in 1928 to authorize an annual federal appropriation for construction, development, improvement and maintenance of the University.

Howard University as one of the nation's leading research universities is dedicated to educating students from diverse backgrounds at the undergraduate, graduate, and professional level, with a particular focus on African American students, as well as those of all other racial and ethnic groups from the United States and around the world. The University received its first accreditation from the Middle States Association of Colleges and Schools in 1921 and has had its accreditation reaffirmed by the Association at every required interval thereafter.

Howard is a unique university with a special mission that addresses the higher education needs of the nation and the world. Since its founding, Howard has been open to men and women from all racial and ethnic groups. The University has awarded more than 100,000 degrees in the arts, sciences and humanities. Howard ranks among the highest producers of the nation's Black professionals in medicine, dentistry, pharmacy, engineering, nursing, architecture, religion, law, music, social work and education. The University has long held a

commitment to the education and advancement of disadvantaged persons in American society and throughout the world. The goal is the elimination of inequities related to race, color, social, economic and political circumstances.

The University's academic programs are offered by 13 schools and colleges: the College of Arts and Sciences; the School of Business; the School of Communications; the College of Dentistry; the School of Divinity; the School of Education; the College of Engineering and Architecture; the School of Law; the College of Medicine, the College of Nursing and Allied Health Sciences; the College of Pharmacy; and the School of Social Work.

The University library system, typifying Howard's commitment to research, contains more than two million volumes and is a member of the Association of Research Libraries. Among the system's many resources are the state-of-the-art, Louis Stokes Health Science Library and the Law Library, both of which opened in 2001. In addition, the Moorland-Spangarn Research Center houses one of the world's largest and most comprehensive research collections dedicated to documenting the history and culture of people of African descent throughout the world.

The University has an array of media outlets that address the educational, social, economic, and informational needs of the academic and wider communities. Its radio station, WHUR-FM, and television station, WHUT-TV, a PBS affiliate, serve the Washington metropolitan area and beyond. Each provides training laboratories that assist in preparing students for professional broadcasting and other careers.

In addition to its collegiate programs, the University maintains an Early Learning Program and a Middle School of Science and Mathematics. The Early Learning Program offers pre-kindergarten through kindergarten programs and is accredited by the National Association for the Education of Young Children. The Middle School of Science and Mathematics is a District of Columbia Public Charter School providing curricula for grades 5 through 9.

The University's main campus is located in Washington, DC, within five miles of the United States Capitol and consists of more than 57 buildings on more than 89 acres of land. It also maintains a 22-acre West Campus in upper Northwest Washington, which houses the Law School. The 450 licensed-bed university hospital (Howard University Hospital) provides services for a significant segment of the Washington, DC metropolitan community, in addition to providing a clinical setting for training physicians, nurses, and other healthcare providers.

The University competes in 17 varsity sports, including basketball, football, bowling, lacrosse, soccer, softball, swimming, tennis, both indoor and outdoor track and volleyball. Howard has more than 10,000 students from virtually every state, the District of Columbia and more than 70 countries.

Today, Howard University is one of only 48 U.S. private, Doctoral/Research-Extensive universities. Its 10,500 students enjoy academic pursuits in more than 120 areas of study leading to undergraduate, graduate, and professional degrees. The University continues to attract the nation's top students and produces more on-campus African- American Ph.Ds. than any other university in the world. Since 1998, the University has produced two Rhodes Scholars, three Truman Scholars, three Marshall Scholars, six Fulbright Scholars and nine Pickering Fellows.

## Contact Information

Howard University  
2400 Sixth Street, NW  
Washington, D.C. 20059  
(202) 806-6100  
[www.howard.edu](http://www.howard.edu)

# Mission Statement

Howard University, a culturally diverse, comprehensive, research intensive and historically Black private university, provides an educational experience of exceptional quality at the undergraduate, graduate, and professional levels to students of high academic standing and potential, with particular emphasis upon educational opportunities for Black students. Moreover, the University is dedicated to attracting and sustaining a cadre of faculty who are, through their teaching, research and service, committed to the development of distinguished, historically aware, and compassionate graduates and to the discovery of solutions to human problems in the United States and throughout the world. With an abiding interest in both domestic and international affairs, the University is committed to continuing to produce leaders for America and the global community.

**Approved by the Board of Trustees, June 2009**

## Howard University Policy on Equal Opportunity

Howard University does not discriminate on the basis of race, color, national or ethnic origin, gender, marital status, religion, disability, age, sexual preference, political affiliation or any other basis prohibited by Federal or District of Columbia law. This policy covers administration of the University's educational policies, admission policies, scholarship and loan programs, other University administered programs, and employment.

Inquiries regarding provisions for handicapped persons, equal opportunity and Title IX should be addressed to the appropriate person listed below:

### ETHNIC ORIGIN DATA FOR COMPLIANCE REPORTING

Title VI of the Civil Rights Act of 1964, requires that no person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity receiving Federal financial assistance from the U.S. Department of Education.

To determine whether an institution adheres to the above, the Office of Civil Rights Planning in the U.S. Department of Education requires that:

"Each recipient shall keep such records and submit to the responsible Department official or his designee timely, complete and accurate compliance reports at such times, and in such form and containing such information, as the responsible Department official or his designee may determine to be necessary to enable him to ascertain whether the recipient has complied or is complying with this part. In the case of any other recipient, such other recipient shall also submit such compliance reports to the primary recipient to carry out its obligations under this part." Title 45 Subtitle A — Department of Education Sec. 80.6 (b) (1972).

Consequently, Howard University must provide the US Department of Education with specific statistical student ethnic origin data. Each student, therefore, is asked to assist the University in complying with this requirement by providing this data when requested.

### Equal Opportunity Officer

2244 10th Street, NW, Suite 407  
Washington, DC 20001  
(202) 806-5770



## **TITLE IX**

Title IX of the Education Amendments of 1972 prohibits sex discrimination in education programs and activities by recipients of federal funds. The interim Title IX Coordinator for Howard University is Angie Pope-Logan, who is located in the Office of the Provost, Administration Building, Suite 306, and can be reached at (202) 806-2550.

### **Title IX Coordinator**

Angie Logan-Pope  
Administration Building  
2400 6th Street, NW, Suite 306  
Washington, DC 20059  
angie.loganpope@howard.edu

## **SECTION 504 OF THE REHABILITATION ACT OF 1973**

Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112, as amended P.L. 93-516) forbids discrimination against persons based on disability by recipients of federal funds. The Section 504 Coordinator, Glennis Daniels-Bacchus is located at 1851 9th Street, NW, 2nd Floor, Washington, DC 20001. Their telephone number is (202) 238-2420 and email address is oss.disabilityservices@howard.edu.

### **Section 504 Coordinator**

Glennis Daniels-Bacchus,  
1851 9th Street, NW Floor  
Washington, DC 20001  
(202) 238-2420

## **Correspondence Directory**

### **Mailing Address:**

Howard University  
Mordecai Wyatt Johnson  
(Administration) Building  
2400 Sixth Street, N.W.  
Washington, DC 20059

Main Phone Number  
(202) 806-6100

Email:  
[www.howard.edu](http://www.howard.edu)

### **Operators:**

Main Campus Operator  
(202) 806-6100

Hospital Operator  
(202) 865-6100

## **Emergency Numbers:**

Campus Police  
(202) 806-1100

Emergency Service  
(202) 806-1000

## **Student Emergencies:**

Student Counseling Service  
(202)-806-6870

Campus Ministries/Guidance & Support  
(20)2-806-7280

Campus Police  
(202)-806-1100

Office of General Counsel  
(202)-806-2650

Student Counseling Service  
(202)-806-6870

Office of Provost/CAO  
(202)-806-2550

Interpersonal Violence Prevention Program  
(202)-238-2382

HU Hospital Emergency Room  
(202)-865-1141

Student Health Center  
(202)-806-7540

Dental Clinic  
(202)-806-0008

Dean of Special Student Services  
(202)-238-2420

International Student Services  
(202)-806-7517

## **General Numbers:**

Accounts Payable  
(202) 806-2324

Admission  
(202) 806-2755 or (202) 806-2700

Alumni Affairs  
(202) 806-5857

Athletics  
(202) 806-7140

Blackburn Center  
(202) 806-5983

Bookstore  
(202) 238-2640

Cashier  
(202) 806-2630

Comptroller  
(202) 806-2300

Cramton Auditorium  
(202) 806-7198 or (202) 806-7199

Employment  
(202) 806-7714

Financial Aid  
(202) 806-2820

Founders Library  
(202) 806-7252

General Counsel  
(202) 806-2650

Human Resources  
(202) 806-1280

IT Help Desk  
(202) 806-2020

International Student Services  
(202) 806-7517

Parking & Shuttle Bus  
(202) 806-2000

Payroll  
(202) 806-1240

Physical Facilities Management  
(202) 806-1002

Post Office  
(202) 806-2009

President  
(202) 806-2500

Press  
(202) 238-2570

Provost & Chief Academic Officer  
(202) 806-2550

Records/Registrar  
(202) 806-2705

Research Administration  
(202) 806-5567

Residence Life  
(202) 806-6131

Student Accounts  
(202) 806-2610

Student Escort Service  
(Midnight-7:00 am daily)  
(202) 806-1100

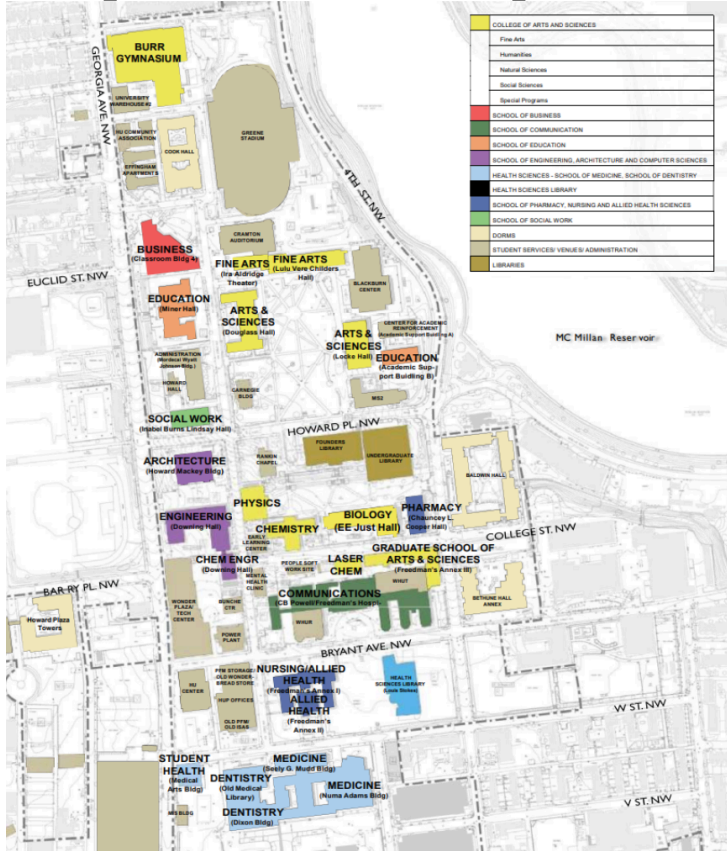
Student Financial Services  
(202) 806-2570

Student Health Center  
(202) 806-7540

Telecommunications  
(202) 806-2955

University Advancement  
(202) 238-2340

# Campus Facilities and Space Utilization



## ACADEMIC PROGRAMS & FACILITIES

The university's 12 schools and colleges support 58 categories of degree offerings and a total of 171 majors (2010 Facts). Over the past ten years, 51 academic programs have been accredited. One program has not been reviewed, one program closed, and one program is seeking first-time accreditation. At the time of the Howard University self-study Report, 29 programs in eight schools/colleges were undergoing self-studies and external reviews for reaccreditation.

## COLLEGE OF ARTS AND SCIENCES (COAS)

### College of Arts and Sciences

Alain Locke Hall, Suite 101  
 Washington, D.C. 20059  
 Phone: 202-806-6700

The College of Arts and Sciences is Howard University's oldest and largest school, founded in 1867. COAS is divided into four divisions: fine arts, humanities, natural sciences, and social sciences. The honors program enrolls approximately 200 students by invitation only.

The Division of Fine Arts includes the Department of Art, Department of Music, and Department of Theatre Arts. The Department of Art is an accredited institutional member of the national association of schools of Art Design and offers the following degrees:

- Bachelor of Arts – BA (Art History, Art Management, Fashion Merchandising, Interior Design)

- Bachelor of Fine Arts – BFA (Painting, Design, Printmaking, Photography, Ceramics, Sculpture, Electronic Studio, Experimental Studio)
- Master of Arts – MA (Art History)
- Master of Fine Arts – MFA (Studio Arts)

The Department of Music offers the following programs of study:

- Bachelor of Music (Music with Electives in Business, Composition, Music History, Jazz studies, Performance, Music Therapy)
- Bachelor of Music Education
- Master of Music (Performance or Jazz Studies)
- Master of Music Education

The Department of Theatre arts offers a BFA in Theatre Arts, as well as minors in theatre arts, dance arts, and technical theater.

Howard university's Division of Humanities includes the Departments of Classics; English; World Languages and Cultures; and Philosophy.

The Department of Classics provides BA degrees in ancient Languages (Greek or Latin) and in Classical Civilization.

The Department of English offers BA degrees in English with a focus on critical reading, analytical thinking, focused research, and precise writing skills.

The Department of World Languages and Cultures offers BA degrees in French, German, Spanish, Russian and an undergraduate program leading to secondary teacher education certification in French and Spanish.

The Department of Philosophy offers a BA degree.

The Division of Natural Sciences includes the Departments of Biology; Chemistry; Physics, Comprehensive Sciences; Health, Human Performance and Leisure.

The Biology Department has the largest enrollment of undergraduate majors in COAS. While not a degree program, the Comprehensive Sciences program provides a series of basic science courses critical to the core general education curriculum requirements for students enrolled in university baccalaureate degree-granting programs. The Center for Pre-professional Education organizes and directs programs that strengthen the motivation and preparation of undergraduate and graduate students for success in the curricula for the health professions.

The Division of Social Sciences offers BA degrees in the Departments of African studies; Afro-American studies; Air Force ROTC; Army ROTC; Economics; History; Political Science; and Sociology and Anthropology.

COAS is accredited by the following agencies:

- American Alliance for Health, Physical Education, and Dance
- National Council for Accreditation of Teacher Education
- American Chemical society
- American Psychological Association
- Middle states Association of Colleges and Schools
- National Association for Sport and Physical Education
- National Association of Schools of Art and Design
- National Association of Schools of Music

- National Association of Schools of Theatre

The College of Arts and Sciences currently occupies space in nine buildings on the Central Campus. The aging buildings do not allow for flexibility and also constrain scheduling for various programs. Specific needs include additional lecture halls with updated A/V and acoustics, studio space for the Department of Fine arts, an observation room for psychology, improved laboratory space for the hard sciences, and improved technology for labs and classroom spaces. Additionally, the Math and Economics departments are housed in a building that was designed to be temporary and does not meet ADA requirements.

## **SCHOOL OF BUSINESS**

### **SCHOOL OF BUSINESS**

2600 6th St NW

Washington, D.C. 20059

Phone: 202-806-1500

The Howard University School of Business was founded in 1970 and has grown to prominence over the years. In 2006, its Master of Business Administration (MBA) programs were recognized by the Princeton Review as number one for “Greatest opportunities for minority students”, and number five for “most Competitive students.”

The School of Business offers the following undergraduate degrees, as well as MBA programs:

- Accounting
- Hospitality Management Program
- Finance International Business and insurance
- Information Systems and Decision Sciences
- Hospitality
- Marketing
- Management and Hospitality management
- Supply Chain management
- Executive Leadership Honors Program
- Twenty-First Century Advantage Program

The School of Business is accredited by the Association of Advanced Collegiate Schools of Business International.

Existing space in classroom space was determined to be largely adequate for the School of Business; however, there is need for additional space to accommodate additional space needs such as seminar rooms and informal gathering space. All space used by the School of Business needs additional technology and security to protect investments.

## **THE CATHY HUGHES SCHOOL OF COMMUNICATIONS**

### **CATHY HUGHES SCHOOL OF COMMUNICATIONS**

300 Bryant St NW

Washington, D.C. 20059

Phone: (202) 806-7694

The School of Communications (SOC) offers four departments: Radio, Television and Film; Journalism; Communication and Culture; and Communication Sciences and Disorders.

SOC offers an MFA in Film program; traditional scholarly programs are housed within the Graduate School. SOC is accredited by the accrediting Council on Education in Journalism and Mass Communications and the American Speech, Language and Hearing Association.

The current location in the C.B. Powell Building (formerly Freedman's Hospital) is undesirable due to the physical facility conditions, as well as the building layout. The many wings of the facility result in compartmentalization of the school, thereby limiting collaboration. Three Centers of Excellence are not physically located with the school, which is undesirable.

SOC has worked extensively to plan a new facility, which would include state-of-the art technology, additional production studios and screening rooms, an auditorium, and opportunities for partnership with external groups.

## **COLLEGE OF DENTISTRY**

### **COLLEGE OF DENTISTRY**

600 W Street NW  
Washington, D.C. 20059  
Phone: (202) 806-6100

Established in 1881, the College of Dentistry is the fifth oldest dental school in the United States. The College includes the following departments:

- Clinical Dentistry
- Restorative Services
- Preventive Services
- Diagnostic Services Endontics
- Oral and Maxillofacial Surgery
- Pediatric Dentistry
- Orthodontics

Degrees offered include the Doctorate of Dental Science (DDS) as well as postdoctoral programs in oral and maxillofacial surgery, orthodontics, pediatric density, advanced education in general dentistry, and general practice residency.

The College of Dentistry is accredited by the Commission on Dental Accreditation of the American Dental Association.

The College of Dentistry noted the need for increased technology in teaching spaces and the old medical library facility. Some research space is provided in the building.

## **SCHOOL OF DIVINITY**

### **SCHOOL OF DIVINITY - HOLY CROSS HALL**

2900 Van Ness St. NW  
Washington, DC 20008  
Phone: (202) 806-0500

Howard University School of Divinity (HUSD) is one of the oldest fully accredited (1940) theological schools affiliated with the Association of Theological Schools in the United States and Canada. And, as one of the 14 schools and colleges within Howard, it is the only African-American theological school connected to a comprehensive category I research institution.



## SCHOOL OF EDUCATION (HUSOE)

### **SCHOOL OF EDUCATION**

2441 4th Street, NW  
Washington, D.C. 20059  
Phone: (202) 806-7340

Howard university school of Education (HUSOE) offers degree and certification programs through its three departments: Curriculum and Instruction; Educational Administration and Policy; and Human Development and Psychoeducational Studies.

HUSOE offers four doctoral, 20 masters, and seven certificates of advanced studies programs, and one undergraduate degree: BS in Human Development with certification in early childhood education.

The mission of Howard University's school of Education is to prepare teachers, administrators, researchers, program evaluators, and human development professionals for leadership in urban and diverse educational settings; significantly influence the national education agenda for African-American children; conduct and disseminate research that supports the belief that all students can learn; and provide a research-based blueprint for developing professionals who are capable of creating environments that evoke the abilities and talents of all students.

The School of Education is accredited by National Council for the Accreditation of Teacher Education and the National Association of State Directors of Teachers Education and Certification. The PhD program in counseling psychology is accredited by the American Psychological Association.

The majority of the spaces used by the school of Education are currently housed in a "temporary" building that is past its useful life. (Academic Support Building B)

Recent renovation of Miner Hall has provided five classrooms that meet the needs of the School of Education; renovation of the remainder of the building would allow the School of Education to move out of academic support Building B and into space that is more appropriately designed for the school.

HUSOE requires new space for research and teaching assistants, a curriculum library, observation rooms, and additional faculty offices. All School of Education space should be located in a single facility.

## COLLEGE OF ENGINEERING, ARCHITECTURE, AND COMPUTER SCIENCES (CEACS)

### **COLLEGE OF ENGINEERING AND ARCHITECTURE**

2300 Sixth Street, NW  
Washington, D.C. 20059  
Phone: (202) 806-6565

The College of Engineering, Architecture and Computer Sciences is home to the Departments of Architecture; Chemical Engineering; Civil Engineering; Electrical and Computer Engineering; Mechanical Engineering; and Systems and Computer science. The vision of CEACS is to become a recognized leader in research and the creation of learning environments conducive to the solution of problems which transcend the boundaries of discipline and profession.

The Howard University Science, Engineering, and Mathematics program (HUSEM) is a multidisciplinary program involving nine departments in CEACS and the College of Arts and Sciences. The goal of the HUSEM program is to promote academic achievement as well as increase the numbers of underrepresented minorities who receive baccalaureate and graduate degrees in STEM disciplines.

Ideally all departments and colleges in the HUSEM program should be co-located in a facility conducive to cutting-edge research and collaboration.

CEACS is accredited by the following agencies:

- Accreditation Board for Engineering and Technology, Inc.
- Computer Science Accreditation Board
- National Architectural Accrediting Board, Inc.

The College of Engineering, Architecture, and Computer Science space needs are related to Howard university's increased emphasis on science, technology, engineering, and mathematics (STEM) disciplines.

CEACS requires flexible classrooms with updated technology, as well as large studio spaces for the architecture program.

CEACS is housed in three buildings on the west side of the Campus: Chemical Engineering, Downing Hall and the Howard Mackey Building. These three buildings face onto both Georgia avenue and 6th street.

## **CHADWICK A. BOSEMAN COLLEGE OF FINE ARTS**

### **Chadwick A. Boseman College of Fine Arts**

Childers Hall, Suite 1004, 2455 Sixth Street, NW

Washington, DC 20059

Phone: (202) 806-7040

The Chadwick A. Boseman College of Fine Arts includes the Department of Art, Department of Music, and Department of Theatre Arts. The Department of Art is an accredited institutional member of the national association of schools of Art Design and offers the following degrees:

- Bachelor of Arts – BA (Art History, Art Management, Fashion Merchandising, Interior Design)
- Bachelor of Fine Arts – BFA (Painting, Design, Printmaking, Photography, Ceramics, Sculpture, Electronic Studio, Experimental Studio)
- Master of Arts – MA (Art History)
- Master of Fine Arts – MFA (Studio Arts)

The Department of Music offers the following programs of study:

- Bachelor of Music (Music with Electives in Business, Composition, Music History, Jazz studies, Performance, Music Therapy)
- Bachelor of Music Education
- Master of Music (Performance or Jazz Studies)
- Master of Music Education

The Department of Theatre arts offers a BFA in Theatre Arts, as well as minors in theatre arts, dance arts, and technical theater.

The College of Fine Arts is accredited by the following agencies:

- National Association of Schools of Art and Design
- National Association of Schools of Music
- National Association of Schools of Theatre

## GRADUATE SCHOOL

### Graduate School

4th and College Streets, NW.

Washington, D.C. 20059

Phone: (202) 806-4676

The Graduate school offers extensive programs in a number of fields, with 18 master's degrees (63 major fields of study), three PhD degrees (29 major fields of study), and as well as the five first professional degree programs.

### Graduate programs:

- African Studies – MA, PhD
- anatomy – MS, PhD, MD/PhD
- art History – MA
- atmospheric sciences – MS, PhD
- Biochemistry – MS, PhD, MD/PhD
- Biology – MS, PhD, MD/PhD
- Chemical Engineering – MS
- Chemistry – MS, PhD, MD/PhD
- Civil Engineering – MS
- Communication, Culture & Media Studies – PhD
- Communication sciences and Disorders – MS
- Education – MA, MS, PhD
- Economics – MA, PhD
- Electrical Engineering – MEng, PhD
- English – MA, PhD
- Genetics – MS, PhD, MD/PhD
- Health, Human Performance and Leisure Studies – MS
- History – MA, PhD
- Mass Communication and Media Studies – MA, PhD
- Materials Science and Engineering – PhD
- Mathematics – MS, PhD
- Mechanical Engineering – MEng, PhD
- Nutritional Science – MS, PhD
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- Pharmaceutical Sciences – MS, PhD
- Philosophy – MA
- Physics – MS, PhD
- Physiology - PhD, MD/PhD
- Political Science – MA, MAPA, PhD
- Psychology – MS, PhD
- Social Work – MSW, PhD
- Sociology – MA, PhD
- Computer Science – MSCS

### Certificate programs:

- College and University Faculty Preparation
- Computer Security
- International Studies
- Women's Studies

The Graduate school is accredited by the Middle States Association of Colleges and schools.

The Graduate school is located in Annex III. Ideally, the Graduate School would have strong adjacency to the College of Arts and Sciences and the College of Engineering, Architecture, and Computer Science, as well as Howard University's professional schools.

## **SCHOOL OF LAW**

### **SCHOOL OF LAW**

2900 Van Ness Street, NW  
Washington, DC 20008  
(202) 806-8000

The law school is located on its own 22-acre campus in the northwest part of the city approximately five miles from the main campus. Houston Hall, named for the famous civil rights lawyer and strategist Charles Hamilton Houston, is the main academic and administrative building. Notre Dame Hall houses the Career Services Office, the Clinical Law Center, and the offices for major student organizations, including the Howard Law Journal, the national and international moot court teams, the Student Bar Association, and a student newspaper titled The New Barrister. Holy Cross Hall houses the Office of Admissions, Office of Recording, Office of Financial Aid, several seminar rooms and smaller classrooms, and the law school's bookstore.

## **COLLEGE OF MEDICINE (HUCM)**

### **College of Medicine**

520 W St., NW.  
Washington, D.C. 20059

Phone (202) 806-5677

The College of Medicine was founded in 1868 and has a long history of providing excellent research and training programs, preparing students to deliver patient care in communities that have a shortage of physicians and public health professionals.

HUCM is part of the Howard university Health sciences Center, which includes the Howard university Hospital (HUH); the College of Dentistry; the College of Pharmacy, Nursing and Allied Health Sciences; the Louis Stokes Health Sciences Library; and the Student Health Center. HUCM offers an MD degree, as well as a Master of Public Health. additionally, HUCM students may earn dual degrees with the Graduate school (MD/PhD) and the College of Arts & Sciences (BS/MD).

The College includes the following departments:

- Basic Sciences
- Anatomy
- Biochemistry and Molecular Biology
- Microbiology
- Pathology
- Pharmacology
- Physiology and Biophysics
- Research Centers and Institutes
- Cancer Center
- Center for Infectious Diseases Management and Research
- Center for Sickle Cell Disease
- Collaborative Alcohol Research Center

- General Clinical Research Center
- Laboratory of Evolutionary Biology
- National Human Genome Center
- National Minority AIDS Education Training Center
- Research Centers in Minority Institutions
- Specialized Neuroscience Research Program
- Women’s Health Institute
- Clinical Science
- Anesthesiology
- Cardiology
- Community and Family Medicine
- Dermatology
- Emergency Medicine
- Medicine, Internal
- Neurology
- Neurosurgery
- Obstetrics and Gynecology
- Ophthalmology
- Orthopedic Surgery
- Pathology
- Pediatrics and Child Health
- Physical Medicine and Rehabilitation
- Psychiatry and Behavioral Sciences
- Radiation Oncology
- Radiology/Imaging Services
- Surgery

The College of Medicine is accredited by the Liaison Committee on Medical Education Representing the American Medical Association and the Association of American Medical Colleges.

The key issue impacting HUCM is the condition of the existing facilities. The three buildings - Cancer Center, Numa Adams Building and Seeley G. Mudd- are all over 50 years old and do not include appropriate space for modern teaching and learning techniques. Specific problems cited include need for small group meeting spaces, improvements to lecture hall technology, need for state of the art laboratory spaces, and additional office space to accommodate growth. Additionally, the existing building configuration does not encourage collaboration between scientists.

## **COLLEGE OF PHARMACY, NURSING, AND ALLIED HEALTH SCIENCES (CPNAHS)**

### **COLLEGE OF PHARMACY**

2300 4th Street NW  
Washington, D.C. 20059  
Phone: (202) 806-6530

### **College of Nursing and Allied Health Sciences**

801 N. Capitol St. NE  
Washington, D.C. 20002  
Phone: (202)381-8808

The College is divided into the School of Pharmacy, the Division of Nursing, and the Division of Allied Health Sciences.

The School of Pharmacy offers the Doctor of Pharmacy degree; a distance-learning based, non-traditional Doctor of Pharmacy degree program; and MS and PhD degrees in pharmaceutical sciences (pharmaceutics, medicinal chemistry and pharmacy administration) in conjunction with the Graduate School.

The Division of Nursing offers baccalaureate and master's degrees in nursing, and a post-master's certificate in nursing (family nurse practitioner).

The Division of Allied Health Sciences offers baccalaureate degrees in clinical laboratory science, nutritional sciences, radiation therapy and health management and certificate in primary care physician assistant; master's degrees in occupational therapy and physical therapy; and the master's and doctoral degrees in nutritional sciences in conjunction with the Graduate School.

The College of Pharmacy, Nursing, and Allied Health Sciences is accredited by the following agencies:

- Accreditation Council for Occupational Therapy Education
- Accreditation Council for Pharmacy Education
- Accreditation Review Commission on Education for the Physician assistant, Inc.
- American Occupational Therapy Association, Inc.
- Association of University Programs in Health Administration Commission on Accreditation for Dietetics Education
- Commission on Accreditation in Physical Therapy Education
- Joint Review Committee on Education in Radiologic Technology
- National Accrediting Agency for Clinical Laboratory Sciences
- Commission on Collegiate Nursing Education

The College of Pharmacy, Nursing, and Allied Health Sciences is located in three separate facilities across Central Campus. The three facilities are Annex I, Annex II and Chauncey Cooper. Annex II was intended to be a temporary facility. These facilities are largely in need of significant upgrades to address deferred maintenance issues. Ideally, all departments within the College would be co-located in a single facility with state-of-the-art laboratory spaces. The existing space occupied by the Department of Physical Therapy was noted to have been recently renovated and meeting the departments' needs.

## **SCHOOL OF SOCIAL WORK (SSW)**

### **SCHOOL OF SOCIAL WORK**

601 Howard Place, NW  
Washington, D.C. 20059  
Phone: Main: 202-806-7300

The goals and objectives of the school of social Work emphasize preparation of advanced level Master of Social Work (MSW) professionals to practice at the local, national and international levels for the solution of human problems and to become leaders in their communities. SSW doctoral graduates are prepared for the professoriate, research and leadership. The School of Social Work is accredited by the Council on Social Work Education.

The SSW's facility needs updated technology, a more defined main entrance, and additional storage space. The existing facility is inadequate in size and configuration for SSW to increase its research capability in the future.

## **HOWARD UNIVERSITY HOSPITAL (HUH)**

Located immediately south of Howard university's academic facilities, the Howard University Hospital (HUH) is a Level One Trauma Center. Its origins in the historic Freedmen's Hospital (now the C.B. Powell Building). HUH has become one of the most comprehensive health care facilities in the Washington, D.C. metropolitan area. In

April 2007, HUH ranked number one among selected area hospitals on 19 quality measures published by the U.S. Department of Health and Human Services. HUH is the nation's only teaching hospital located on the Campus of an HBCU.

HUH operations are integrated with the academics of the university, particularly those of the schools and colleges focused on health sciences. The hospital offers students a superior learning environment and opportunities to observe or participate in ground-breaking clinical and research work approximately 300-350 beds for targeted patient types, such as hypertension, certain types of cancer, organ transplantation (kidneys), orthopedic surgery, and podiatry are provided.

HUH operations are integrated with the academics of the university, particularly those of the schools and colleges focused on health sciences. The hospital offers students a superior learning environment and opportunities to observe or participate in ground-breaking clinical and research work with professionals who are changing the face of health care.

Howard university Hospital facilities include:

- Main Hospital Building
- Tower Building
- Cancer Center (shared with the university)
- Medical Arts Building (shared with the university)
- Mental Health Clinic
- Two parking structures along Fifth Street NW, which are operated by a separate management company

This campus' master plan did not include a full analysis of the hospital's programmatic needs. This must take place within the context of a separate specialized master plan for the hospital. The Health Science Enterprise is conducting a strategic planning exercise that will form the basis for such a plan.

During the course of interviews, some of the suggestions noted for HUH included the following:

- Approximately 300-350 beds for targeted patient types, such as hypertension, certain types of cancer, organ transplantation (kidneys), orthopedic surgery, and podiatry with a training program.
- Comprehensive approach to deferred maintenance liabilities.

## LIBRARIES

The Howard University library system is comprised of a number of general and specialty libraries across the three campuses. The central library complex is located at the south end of the yard and includes Founders Library and the attached Undergraduate Library. Branch libraries include the Architecture Library (Howard Mackey Building), the Business Library (Classroom Building Four/School of Business), and the Social Work Library (Inabel Burns Lindsay Hall). The Louis Stokes Health Sciences Library is located at the southern end of Central Campus and serves the Health Sciences Complex.

A small library is located at the School of Divinity's East Campus location, and the Law Library is located on the West Campus.

The university is considering closing the Social Work Library and the Architecture Library because these facilities are too small to be sustainable, have duplicate materials, and are costly to operate. Collections would be moved to the Central Library Campus (Founders/Undergraduate Library).

Special collections space includes:

- Moorland-Spingarn Research Center – The Moorland-Spingarn Research Center is one of the world’s largest and most comprehensive repositories for the documentation of the history and culture of people of African descent in Africa, the Americas, and other parts of the world. This center is located within Founders Library.
- Channing Pollock Theatre Collection – The Channing Pollock Collection contains the playwright’s published works, manuscripts, and personal correspondence with celebrities of his day; as well as clippings, photographs, programs, broadsides, and sheet music representing different phases of the theatrical and entertainment world. This collection is located in Founders Library.
- Afro-American Studies Resource Center – The Center houses one of the premier collections of literary and social science publications on the black experience in America. This collection is located in Founders Library.
- Ralph J. Bunche International Affairs Center Reading Room – This is a collection of about 1,000 books and current periodicals on various subjects in international affairs, including foreign policy, international law, diplomacy, politics, international trade, conflict resolution, economic development, strategic studies, military affairs, and international organizations. This collection is located at the Bunche Center.

Founders Library was opened in 1938 (designed by Albert Irvin Cassell) and is home to the following uses:

- Browsing Room
- Moorland-Spingarn Research Center
- Afro-American Resource Center
- Digital Learning Classroom
- Channing Pollock Theater Collection
- Howard University Museum
- Reference Room
- Interlibrary Loan Services
- Stacks

The Undergraduate Library was opened in 1983 and is contiguous with Founders Library. This building houses study space, as well as stacks/collections storage.

The Howard University Library system has more than 2.5 million volumes; 16,600 current journal subscriptions; 4.2 million microform pieces; 18,000 manuscripts; and thousands of audio-visual items.

With the exception of the collections listed on the previous page, the university’s libraries do not house any special collections and do not have special temperature and humidity requirements. The most valuable collections are stored off-site in remote storage.

The university is a member of the Association of Research Libraries and the Chesapeake Information and Research Library Alliance (CIRLA). CIRLA offers faculty and graduate students direct reciprocal borrowing privileges at member libraries, which include George Washington, Georgetown, University of Maryland, Johns Hopkins, and the University of Delaware.

## **SPIRITUAL LIFE**

The Andrew Rankin Memorial Chapel serves as a center for cultural and religious activities of the university and is dedicated to fulfilling the spiritual and religious needs of the students, faculty and administration. Besides traditional Sunday services which are broadcast on WHUR, the Chapel also hosts on-Campus events and serves as a quasi-student affairs group (i.e., hosting alternative spring break to New Orleans).

Built during the presidency of Jeremiah Rankin (1890- 1903), Andrew Rankin memorial Chapel was constructed in 1894-95 and was dedicated in 1896. Designated as a National Historic Landmark, Rankin Chapel has been served by four deans. Additionally, chaplains from a variety of denominations and ministries, the Friends of



Chapel, the Chapel Assistants, the Chapel Ushers, and the Chapel Choir all support the ministry of Rankin Chapel. The Chapel Choir, which is noted for its excellence and inspiring music, is composed of members of the various university choirs, the alumni, and individuals from the wider community.

Andrew Rankin memorial Chapel is 90 feet long and 50 feet wide, not including the tower. The Chapel has two floors: the first story was once used as the Howard university art Gallery and was remodeled in 1948 into a religious activities Center; the auditorium, on the upper floor, is the sanctuary.

The Chapel holds about 500-600 people, but chapel services are nearly triple that at times, and nearly always double. These services are currently held in Cramton Auditorium. additional Dean of the Chapel space (offices/ administration) is located next to the Chapel in the Carnegie Building. Other events held in the chapel include weddings, funerals, and some revenue-generating functions. There are also regular programs by both the Dean of the Chapel's office and student organizations.

The Rankin Chapel is identified as a national chapel, but it does not have the space required to serve this function.

## University Administration 23-24

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Updated September 13, 2022

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Terri	Adams-Fuller	Ph.D.	Professor
Adeniran	Adeboye	Ph.D.	Master Instructor
Clement	Akassi	Ph.D.	Associate Professor
Monique	Akassi	Ph.D.	Lecturer
Marjan	Alaghmand	Ph.D.	Lecturer
Marcus	Alfred	Ph.D.	Associate Professor

Maryan	Ali	M.Ed.	Adjunct Lecturer
Virginie	Aline	MA	Lecturer
Lori	Allan	M.F.A.	Adjunct Lecturer
Anna	Allen	Ph.D.	Associate Professor
Rachelle	Allen-McFarlane	Ph.D.	Lecturer
Amirhossein	Amini Behbahani	Ph.D.	Assistant Professor
Lila	Ammons	Ph.D.	Associate Professor
Ronald	Anderson	MFA	Associate Professor
Ana Lucia	Araujo	Ph.D.	Professor
Patricia	Ashton	MA/MS	Adjunct Lecturer
Joseph	Asike	Ph.D.	Professor
Joseph	Augustine	Ph.D.	Assistant Professor
Gabriel	Ayine	Ph.D.	Adjunct Lecturer
Oritsegbubenmi	Ayu	Ph.D.	Lecturer
George	Azobi	Ph.D.	Lecturer
Deniz	Baglan	Ph.D.	Associate Professor
Oladapo	Bakare	Ph.D.	Professor
Luther	Barden	Ph.D.	Professor
Antoinette	Barksdale	J.D.	Adjunct Lecturer
Mark	Bartley	MFA	Associate Professor
Mario	Beatty	Ph.D.	Associate Professor
Sandy	Bellamy	J.D.	Adjunct Lecturer
Faina	Berezovskaya	Ph.D.	Professor
Linda	Berg-Cross	Ph.D.	Professor
Andrew	Bertaina	MFA	Lecturer
Erin	Bevel	J.D.	Adjunct Lecturer
Kim	Bey	MFA	Professor
Patricia	Elam Walker	J.D. /MFA	Assistant Professor
Broderick	Eribo	Ph.D.	Associate Professor
Fnu	Eric Ngang Chen	Ph.D.	Lecturer
Gwendolyn	Everett	Ph.D.	Associate Professor
Leo	Eyombo	Ph.D.	Lecturer
Stacy	Farina	Ph.D.	Assistant Professor
Michael	Fautroy	Ph.D.	Associate Professor
Raven	Featherstone	MFA	Associate Professor
Michael	Fitzhugh	MA	Adjunct Lecturer
Orrieann	Florius	MA	Lecturer
Darrell	Fogan	MS	Adjunct Lecturer
Curdella	Forbes	Ph.D.	Professor
Joseph	Fortunak	Ph.D.	Professor
Izolda	Fotiyeva	Ph.D.	Lecturer
Matthew	Franke	Ph.D.	Master Instructor
Jack	Frankel	Ph.D.	Professor
Ben	Fred-Mensah	Ph.D.	Associate Professor
Douglas	Fuller	Ph.D.	Adjunct Lecturer
Edilberto	Galvan	ME	Adjunct Lecturer
Brien	Garnand	Ph.D.	Assistant Professor
Silvina	Gatica	Ph.D.	Professor
Lucy	Gause	Ph.D.	Adjunct Lecturer
Tafessework	Gebeyehu	MA	Adjunct Instructor
Solomon	Gebru	Ph.D.	Adjunct Lecturer
Jazmin	George	M.A.	Lecturer
Angela	Geosits	Ph.D.	Lecturer
Stephen	Gibson	MM	Adjunct Lecturer
Benita	Gladney	DMA	Assistant Professor
Angela	Glymph	Ph.D.	Adjunct Lecturer
Anthony	Gomes	MFA	Associate Professor
Anaxidalia	Gonzalez Nunez	MA	Lecturer

Patrick	Goodin	Ph.D.	Associate Professor
Sherelle	Gordon	MBA	Lecturer
Keneshia	Grant	Ph.D.	Associate Professor
Kenyatta	Graves	MFA	Lecturer
Gabrielle	Gray	Ph.D.	Adjunct Lecturer
Rodney	Green	Ph.D.	Adjunct Lecturer
David	Green	Ph.D.	Associate Professor
Barbara	Griffin	Ph.D.	Professor
Jevay	Grooms	Ph.D.	Assistant Professor
Samaresh	Guchhait	Ph.D.	Assistant Professor
Yilma	Gultneh	Ph.D.	Professor
Christopher	Gunderson	Ph.D.	Associate Professor
Katharine	Gurski	Ph.D.	Professor
Miriam	Gyimah	Ph.D.	Lecturer
Alem	Hailu	Ph.D.	Associate Professor
Jacqueline	Hammond	M.A.	Adjunct Lecturer
Cyrus	Hampton	MA	Master Instructor
John	Harkless	Ph.D.	Associate Professor
Caroline	Harper	Ph.D.	Adjunct Lecturer
Jules	Harrell	Ph.D.	Professor
Daryl	Harris	Ph.D.	Associate Professor
Robin	Harris	BFA	Master Instructor
Dinari	Harris	Ph.D.	Assistant Professor
John	Harris	MA	Lecturer
Denise	Hart	MFA	Professor
Melanee	Harvey	Ph.D.	Assistant Professor
Alexander	Henke	Ph.D.	Assistant Professor
Carolivia	Herron	Ph.D.	Adjunct Lecturer
Stephen	Hickson	MA	Lecturer
Hope	Hill	Ph.D.	Associate Professor
Ronil	Hira	Ph.D.	Associate Professor
Brandon	Hogan	Ph.D.	Associate Professor
Roberta	Hollander	Ph.D.	Professor
William	Hollinsed	Ph.D.	Lecturer
Gregory	Hopkins	Ph.D.	Adjunct Lecturer
Junior	Hopwood	Ph.D.	Adjunct Lecturer
Charles	Hosten	Ph.D.	Professor
Anton	House	Ph.D.	Adjunct Lecturer
Lin-chi	Hsu	Ph.D.	Assistant Professor
Tristan	Hubsch	Ph.D.	Professor
Cyril	Hunte	Ph.D.	Professor
Charles	Ichoku	Ph.D.	Professor
JohnPatrick	Ifedi	Ph.D.	Master Instructor
Johnson	Ige	Ph.D.	Lecturer
Fred	Irby	Ph.D.	Professor
Jocelyn	Isaac	MFA	Lecturer
Allen	Jackson	MFA	Adjunct Lecturer
Fatimah	Jackson	Ph.D.	Professor
Eliseo	Jacob	Ph.D.	Master Instructor
Jasmine	Jacobs	M.M.T.	Adjunct Lecturer
Alexander	Jacobsen	BA	Adjunct Lecturer
David	James	Ph.D.	Associate Professor
Krystal	Jenkins	MA	Lecturer
Nicole	Jenkins	Ph.D.	Adjunct Lecturer
Marie-Claude	Jipguep	Ph.D.	Associate Professor
Deborah	Johnson	MS	Master Instructor
Krista	Johnson	Ph.D.	Associate Professor
Brittany	Johnson	MM	Lecturer

Sarai	Johnson	MA	Lecturer
Evelyn Alexandra Araba	Johnston-Arthur	Ph.D.	Lecturer
Clinton	Jones	J.D.	Adjunct Lecturer
Delores	Jones-Brown	Ph.D.	Visiting Professor
Veronica	Joyner	MA	Lecturer
Sais	Kamalidiin	Ph.D.	Associate Professor
Nkonko	Kamwangamalu	Ph.D.	Professor
Ezer	Kang	Ph.D.	Associate Professor
Yeona	Kang	Ph.D.	Assistant Professor
Per	Karlsson	MM	Assistant Professor
Mika	Kato	Ph.D.	Associate Professor
Natalia	Kazaryan	DMA	Adjunct Lecturer
James	Keil	Ph.D.	Associate Professor
Jeffrey	Kerr-Ritchie	Ph.D.	Professor
Petronella	Kigochi	Ph.D.	Associate Professor
Cheryl	Kiken	MA	Lecturer
Sue	Kim	MA	Adjunct Lecturer
Woojae	Kim	Ph.D.	Assistant Professor
Sung	Kim	Ph.D.	Assistant Professor
Eleanor	King	Ph.D.	Professor
Dimiter	Kirilov	Ph.D.	Lecturer
Kelly	Knickmeier Cummings	Ph.D.	Adjunct Lecturer
Assane	Konte	BA	Adjunct Lecturer
Emily	Kugler	Ph.D.	Assistant Professor
Gerard	Kunkel	MM	Adjunct Lecturer
Haydar	Kurban	Ph.D.	Professor
Marty	Lamar	MFA	Lecturer
Corey	Lamont	Ph.D.	Master Instructor
Clarence	Lee	Ph.D.	Professor
Molly	Levine	Ph.D.	Professor
Kay	Lewis	Ph.D.	Associate Professor
Ometha	Lewis-Jack	Ph.D.	Adjunct Lecturer
James	Lindesay	Ph.D.	Professor
Michael	Lipscomb	Ph.D.	Associate Professor
Esther	Lisanza	Ph.D.	Visiting Assistant Professor
Ivor	Livingston	Ph.D.	Professor
Aaron	Livingston	Ph.D.	Adjunct Lecturer
Litonya	Livingston	MS	Adjunct Lecturer
Aicha	Lompo	Ph.D.	Adjunct Lecturer
Lancelot	Loncke	Ph.D.	Adjunct Lecturer
Deneen	Long	Ph.D.	Adjunct Lecturer
Walter	Lowe	Ph.D.	Professor
Brunilda	Lugo De Fabritz	Ph.D.	Master Instructor
Clarence	Lusane	Ph.D.	Professor
Ayanna	Lynch	Ph.D.	Adjunct Lecturer
Jean-Michael	Mabeko-Tali	Ph.D.	Professor
Timothy	Macek	MM	Adjunct Lecturer
Kyr	Mack	MA	Lecturer
Mohammad	Mahmood	Ph.D.	Professor
Crepin	Mahop	Ph.D.	Master Instructor
Sidi	Maiga	Ph.D.	Lecturer
Monique	Major	Ph.D.	Lecturer
Amir	Maleki	Ph.D.	Associate Professor
GiShawn	Mance	Ph.D.	Assistant Professor
Ronnie	Manuel	Ph.D.	Professor
Jason	Matthews	Ph.D.	Associate Professor
Henok	Mawi	Ph.D.	Assistant Professor
Wendy	McBurney	Ph.D.	Lecturer

Jo Von	McCalester	Ph.D.	Lecturer
Donna	McCormick	MPA	Adjunct Lecturer
Jill	Mcgowan	Ph.D.	Associate Professor
Mary	McKenna	Ph.D.	Associate Professor
Alexander	McSwain	MFA	Assistant Professor
Tony	Medina	Ph.D.	Professor
Edna	Medford	Ph.D.	Professor
Gaminie	Meepagala	Ph.D.	Associate Professor
Arti	Mehta	Ph.D.	Adjunct Lecturer
George	Middendorf	Ph.D.	Professor
Keesha	Middlemass	Ph.D.	Associate Professor
Connaitre	Miller	MM	Associate Professor
Prabhakar	Misra	Ph.D.	Professor
Phiwokuhle	Mnyandu	Ph.D.	Lecturer
Kevin	Modestino	Ph.D.	Master Instructor
Ahmed	Mohamed	Ph.D.	Lecturer
Amelia	Mondragon	Ph.D.	Professor
Shaunte	Montgomery	Ph.D.	Lecturer
Claudia	Mouamba	Ph.D.	Lecturer
Raslan	Moutraji	MA	Master Instructor
Leonard	Muaka	Ph.D.	Associate Professor
Bahiyyah	Muhammad	Ph.D.	Associate Professor
Louise	Mundstock	Ph.D.	Adjunct Lecturer
Denee	Mwendwa	Ph.D.	Professor
Timothy	Myers	Ph.D.	Lecturer
Joshua	Myers	Ph.D.	Associate Professor
Dawn	Naser	Ph.D.	Adjunct Lecturer
Cheikh	Ndiaye	Ph.D.	Assistant Professor
Samuel	Ndubuisi	Ph.D.	Lecturer
Meenakshi	Nerolu	Ph.D.	Lecturer
Elizabeth	Newman	MA	Lecturer
Paule Mireille	Ngo Mbai	Ph.D.	Lecturer
Nikongo	Nikongo	Ph.D.	Associate Professor
Patricia	Noone	MA	Master Instructor
Alex	Nowak	Ph.D.	Lecturer
Shana	O'Connell	Ph.D.	Master Instructor
Elisa	Oh	Ph.D.	Associate Professor
Chinyerem	Ohia	Ph.D.	Associate Professor
Joel	Ojelade	MA	Adjunct Lecturer
Isaiah	Okiemen	Ph.D.	Adjunct Lecturer
Sean	O'Loughlin	Ph.D.	Adjunct Lecturer
Adebayo	Oluwayomi	Ph.D.	Adjunct Lecturer
Remi	Ombolo	Ph.D.	Lecturer
Bayo	Omolola	Ph.D.	Lecturer
Drew	Owen	MM	Adjunct Lecturer
William	Page	MFA	Lecturer
Patrick	Parks	M.Ed.	Adjunct Lecturer
Assya	Pascalev	Ph.D.	Associate Professor
Arvilla	Payne-Jackson	Ph.D.	Professor
Sean	Pears	M.F.A.	Lecturer
Paul	Peart	Ph.D.	Professor
Trevon	Pegram	MA	Lecturer
Donte	Pennington	Ph.D.	Assistant Professor
Mary	Perkins	Ph.D.	Associate Professor
Jason	Perry	Ph.D.	Assistant Professor
Ravi	Perry	Ph.D.	Professor
James	Phillips	MFA	Associate Professor
Anita	Plummer	Ph.D.	Assistant Professor



Patrick	Plummer	Ph.D.	Assistant Professor
Reginald	Pointer	MFA	Associate Professor
Mildred	Pointer	Ph.D.	Professor
Eric	Poole	D.M.A.	Assistant Professor
Katherine	Pope	M.A.	Lecturer
Yvonne	Poser	Ph.D.	Associate Professor
Anika	Prather	Ph.D.	Adjunct Lecturer
Dominique	Pritchett	Ph.D.	Assistant Professor
Ernest	Quimby	Ph.D.	Professor
Tiffany	Quinn	BFA	Adjunct Lecturer
Dharmaraj	Raghavan	Ph.D.	Professor
Timothy	Ramadhar	Ph.D.	Assistant Professor
Francois	Ramaroson	Ph.D.	Professor
Ricky	Ramon	ME	Lecturer
Anthony	Randolph	DMA	Associate Professor
Da'Shown	Rawl	B.F.A.	Adjunct Lecturer
Sheshalatha	Reddy	Ph.D.	Associate Professor
David	Reed	Ph.D.	Adjunct Lecturer
Iliana	Restrepo	Ph.D.	Master Instructor
Rebecca L	Reviere	Ph.D.	Adjunct Lecturer
William	Richards	MM	Adjunct Lecturer
Debra	Roberts	Ph.D.	Professor
Ashley	Robertson- Preston	Ph.D.	Lecturer
Courtney	Robinson	Ph.D.	Associate Professor
Leroy	Rowe	MS	Master Instructor
Guericke	Royal	MM	Associate Professor
Eric	Ruffin	MFA	Associate Professor
Prem Raj	Ruffin	MS	Lecturer
Lifoma	Salaam	Ph.D.	Lecturer
Rachel	Salgado	MA	Lecturer
Norman	Sandridge	Ph.D.	Associate Professor
Daryl	Scott	Ph.D.	Professor
Thomas	Searles	Ph.D.	Associate Professor
Nicholas	Seifert	MFA	Master Instructor
Richard	Seltzer	Ph.D.	Professor
Marie-Line	Sephocle	Ph.D.	Professor
Feraidoon	Shams	Ph.D.	Associate Professor
Tanya	Shanklin	MA	Adjunct Lecturer
Christopher	Shinn	Ph.D.	Associate Professor
Marcus	Singer	Ph.D.	Professor
Judith	Singletary	Ph.D.	Lecturer
Lawrenca Konje	Siri Epse Nukenine	PhD	Lecturer
Sankar	Sitaraman	Ph.D.	Associate Professor
Lloyd	Sloan	Ph.D.	Professor
Norma	Small-Warren	Ph.D.	Assistant Professor
Sidrea	Smith	Ph.D.	Lecturer
Andria	Smythe	Ph.D.	Assistant Professor
Dominicus	So	Ph.D.	Associate Professor
William	Spriggs	Ph.D.	Professor
Amanda	Stack	M.F.A.	Lecturer
Caroline	Stark	Ph.D.	Associate Professor
Christopher	Steele	M.M.	Adjunct Lecturer
Elka	Stevens	Ph.D.	Associate Professor
Jay	Stewart	J.D.	Lecturer
Omari	Swinton	Ph.D.	Professor
Demba	Sy	Ph.D.	Lecturer
Vladimir	Talanov	Ph.D.	Master Instructor
Galina	Talanova	Ph.D.	Associate Professor

Jean-Jacques	Taty	Ph.D.	Associate Professor
Michelle	Taylor	MFA	Master Instructor
Nikki	Taylor	Ph.D.	Professor
Darlene	Taylor	MFA	Lecturer
Shaolei	Teng	Ph.D.	Assistant Professor
Mickey	Terry	Ph.D.	Lecturer
Maimouna	Thiam	MBM	Lecturer
Patricia	Thomas		Adjunct Lecturer
Michael	Thomas	Ph.D.	Assistant Professor
Albert	Thompson	M.A.	Lecturer
Mercedes	Tibbits	Ph.D.	Professor
Emory	Tolbert	Ph.D.	Professor
Bourama	Toni	Ph.D.	Professor
Erin	Torbett	MA	Lecturer
Alla	Tovares	Ph.D.	Associate Professor
Alexander	Tulin	Ph.D.	Associate Professor
Hemayet	Ullah	Ph.D.	Associate Professor
Liana	Valente	D.M.A.	Assistant Professor
Verny	Varela	MA	Adjunct Lecturer
Charles	Verharen	Ph.D.	Professor
Catalina	Villar	MPhil	Lecturer
Jarrod	Waetjen	Ph.D.	Adjunct Lecturer
Karen	Wallace	Ph.D.	Professor
Mesi	Walton	MA	Adjunct Lecturer
Karen	Walwyn	DMA	Associate Professor
Xingting	Wang	Ph.D.	Assistant Professor
Kelvin	Washington	M.ME	Lecturer
Andrea	Washington-Brown	MFA	Lecturer
Valethia	Watkins	Ph.D.	Associate Professor
Rachel	Watson	Ph.D.	Assistant Professor
Mengsteab	Weldegaber	Ph.D.	Adjunct Lecturer
Kenny	Wesley	MA	Lecturer
Quinton	Williams	Ph.D.	Professor
Clarissa	Williams	Ph.D.	Lecturer
Daniel	Williams	Ph.D.	Associate Professor
Lanice	Williams	MS	Adjunct Lecturer
Marlon	Williams	Ph.D.	Adjunct Lecturer
Jennifer	Williams	Ph.D.	Assistant Professor
Yolonda	Wilson	Ph.D.	Associate Professor
Cynthia	Winston	Ph.D.	Professor
Daria	Winter	MA	Master Instructor
Robinson	Woodward-Burns	Ph.D.	Assistant Professor
Tia	Wortham	MM	Adjunct Lecturer
Tingting	Xiong	Ph.D.	Assistant Professor
Abdul-Aziz	Yakubu	Ph.D.	Professor
Etsuko	Yamakita	MA	Master Instructor
Lennox	Yearwood	Ph.D.	Lecturer
Amy	Yeboah	Ph.D.	Associate Professor
Charlie	Young	MM	Professor
Andrea	Young	M.A.	Adjunct Lecturer
Christine	Young	Ph.D.	Adjunct Lecturer
Yan-Liang	Yu	Ph.D.	Assistant Professor
Royce	Zackery	MA	Associate Professor
Almaz	Zewde	Ph.D.	Associate Professor

## School of Business

Kamal	Agarwal	Ph.D.	Associate Professor
Anthony	Anderson	Ph.D.	Associate Professor
Rafique	Anderson	J.D.	Adjunct Lecturer
Karthik	Balasubramanian	Ph.D.	Assistant Professor
William	Barbee	Ph.D.	Associate Professor
William	Brent	D.B.A.	Professor
Stacye	Brown Loman	MBA	Adjunct Instructor
Allison	Bryant	Ph.D.	Associate Professor
Carlos	Buskey	Ph.D.	Assistant Professor
Curtis	Cain	Ph.D.	Assistant Professor
Byeongyong	Choi	Ph.D.	Associate Professor
Charmaine	Davis	MBA	Adjunct Instructor
Ratna	Dey	Ph.D.	Associate Professor
Crystal	Dobratz	Ph.D.	Assistant Professor
Denver	D'Rozario	Ph.D.	Professor
Maru	Etta-Nkwelle	Ph.D.	Associate Professor
Yuvay	Ferguson	Ph.D.	Associate Professor
Rajni	Goel	Ph.D.	Professor
Wen	Gong	Ph.D.	Associate Professor
Johnny	Graham	Ph.D.	Assistant Professor
Alton	Henley	MBA	Adjunct Lecturer
Amanda	Hinojosa	Ph.D.	Assistant Professor
James	Hodge	MBA	Adjunct Lecturer
Rayshad	Holmes	Ph.D.	Adjunct Lecturer
Cathy	House	MBA	Adjunct Lecturer
L. Jide	Iwarere	Ph.D.	Associate Professor
Jin-Gil	Jeong	Ph.D.	Professor
Angela	Jones	Ph.D.	Assistant Professor
Masoud	Kavoossi	Ph.D.	Professor
Lynne	Kelly	Ph.D.	Associate Professor
Curtis	Kidd	Ph.D.	Adjunct Lecturer
Christopher	King	M.B.A.	Adjunct Instructor
Subodh	Kulkarni	Ph.D.	Professor
Anupam	Kumar	Ph.D.	Professor
Stephanie	Leonard	PHD	Assistant Professor
Lucy	Lim	Ph.D.	Associate Professor
Debby	Lindsey-Taliefero	Ph.D.	Professor
Adrian	Mayse	Ph.D.	Associate Professor
Sandip	Mukherji	Ph.D.	Professor
Jonathan	Newton	J.D.	Adjunct Instructor
Efua	Obeng	Ph.D.	Professor
Michael	Ogbolu	Ph.D.	Associate Professor
Ephraim	Okoro	Ph.D.	Associate Professor
Daniel	Owunwanne	Ph.D.	Associate Professor
Philemon	Oyewole	Ph.D.	Professor
Samuel	Paschall	JD	Associate Professor
Russell	Price	Ph.D.	Associate Professor
Mohammad	Quasem	Ph.D.	Professor
Sia	Rose-Robinson	Ph.D.	Adjunct Lecturer
Narendra	Rustagi	Ph.D.	Professor
Anita	Schmied	MIM	Instructor
James	Shelton	M.B.A.	Adjunct Instructor
Raymond	Smith	Ph.D.	Professor
Denise	Streeter	Ph.D.	Assistant Professor
Darian	Unger	Ph.D.	Associate Professor
Melvin	Washington	Ph.D.	Assistant Professor

Jean	Wells	J.D.	Associate Professor
Dana	Williams-Johnson	Ph.D.	Instructor

## School of Communications

Quazi	Ahmed	Ph.D.	Adjunct Lecturer
Mark	Beckford	MSc	Assistant Professor
Keena	Blackmon	Ph.D.	Adjunct Lecturer
Melissa	Bradley	M.B.A.	Professor
Carolyn	Byerly	Ph.D.	Professor
Shirley	Carswell	MS	Lecturer
Roger	Caruth	Ph.D.	Assistant Professor
Jae Eun	Chung	Ph.D.	Associate Professor
Loren	Coleman	Ph.D.	Assistant Professor
Emily	Cramer	Ph.D.	Assistant Professor
Alaina	Davis	Ph.D.	Assistant Professor
Nicole	Dillard	J.D.	Assistant Professor
Idit	Dvir	MFA	Associate Professor
Hazel	Edney	Masters	Adjunct Lecturer
Ziad	Foty	M.F.A.	Lecturer
Fritz	Gerald	B.Arch	Adjunct Lecturer
Heidi	Gerber-Salins	MA	Assistant Professor
Tamika	Gittens	M.A.	Adjunct Lecturer
Maha	Haddad	Masters	Lecturer
Ovetta	Harris	Ph.D.	Associate Professor
Natalie	Hopkinson	Ph.D.	Associate Professor
Sheryl	Johnson-Ross	Master	Associate Professor
Joseph	Kim	Ph.D.	Adjunct Lecturer
Charrose	King	Ph.D.	Lecturer
Jean Claude	Kwitonda	Ph.D.	Assistant Professor
Yanick	Lamb	MBA	Professor
Kehbuma	Langmia	Ph.D.	Professor
Jay	Lucker	Ed.D.	Professor
Carolyn	Malachi	MFA	Assistant Professor
Cheriss	May	BA	Adjunct Lecturer
Silvia	Martinez	Ed.D.	Professor
Christine	McWhorter	Ph.D.	Assistant Professor
Angela	Minor	J.D.	Associate Professor
Montre	Missouri	Ph.D.	Associate Professor
Cynthia	Morton	MFA	Associate Professor
Srikanth	Nandigama	MFA	Assistant Professor
Uchenna	Onuzulike	Ph.D.	Adjunct Lecturer
Chukwuka	Onwumechili	Ph.D.	Professor
Donna	Oti	Ph.D.	Adjunct Lecturer
Vasilios	Papaioannu	M.F.A.	Assistant Professor
Yong Jin	Park	Ph.D.	Professor
Stacey	Patton	PHD	Assistant Professor
Valencia	Perry	Ph.D.	Assistant Professor
Monica	Ponder	Ph.D.	Assistant Professor
Samantha	Powers	Ph.D.	Assistant Professor
Jami	Ramberan	Ph.D.	Associate Professor
Sidney	Ribeau	Ph.D.	Professor
Tommie	Robinson	Ph.D.	Adjunct Lecturer
Vickey	Saunders	MFA	Associate Professor
Cherri	Sinclair	M.A.	Adjunct Lecturer
Shameka	Stanford	Ph.D.	Associate Professor
Ingrid	Sturgis	Ph.D.	Associate Professor

Wei	Sun	Ph.D.	Associate Professor
Lauren	Sweet	M.S.	Clinical Educator
Jennifer	Thomas	MA	Associate Professor
Taylor	Turner	MA	Adjunct Lecturer
Tia	Tyree	Ph.D.	Professor
Millard	Watkins	Certificate	Adjunct
Jennifer	Williams	M.S.	Adjunct Lecturer
Sonja	Williams	M.A.	Professor
Richard	Wright	Ph.D.	Professor
Wilhelmina	Wright-Harp	Ph.D.	Adjunct Lecturer

## College of Dentistry

Mazin	Alayssami	D.M.D.	Assistant Professor
Sana	Augustus	D.D.S.	Adjunct Clinical Assistant Professor
Jonathan	Bacon	D.D.S.	Assistant Professor
LaToya	Barham	D.D.S.	Associate Professor
Ioana	Bettios	D.D.S.	Clinical Professor
Craig	Butler	D.D.S.	Clinical Assistant Professor
Albert	Cheek	D.D.S.	Assistant Professor
Gail	Cherry-Peppers	D.D.S.	Associate Professor
Larrington	Connell	D.D.S.	Adjunct Clinical Assistant Professor
Brian	Davis	D.D.S.	Adjunct Clinical Assistant Professor
Nyree	Dawson	D.D.S.	Assistant Professor
Robert	Dayse	D.D.S.	Adjunct Assistant Professor
Joao Victor	de Oliveira Matias	D.D.S.	Assistant Professor
Lan	Duckett	D.D.S.	Adjunct Clinical Assistant Professor
Dean	Edwards	D.D.S.	Assistant Professor
Derrick	Eiland	D.D.S.	Clinical Associate Professor
Andre'	Farquharson	D.D.S.	Associate Professor
Cheryl	Fryer	D.D.S.	Clinical Associate Professor
Robert	Gamble	D.D.S.	Assistant Professor
Stephen	Garcia	D.D.S.	Clinical Assistant Professor
Alison	Glascoe	D.D.S.	Professor
Donna	Grant-Mills	D.D.S.	Associate Professor
Stephen	Grimm	D.D.S.	Professor
Marvin	Grower	D.D.S., Ph.D.	Clinical Assistant Professor
Xinbin	Gu	Ph.D.	Professor
Brandon	Hagan	D.D.S.	Adjunct Clinical Assistant Professor
Kassahun	Hailu	D.D.S.	Clinical Associate Professor
Stephen	Harden	D.D.S.	Clinical Associate Professor
John	Harvey	D.D.S.	Assistant Professor
Ayodeji	Idowu	D.D.S.	Clinical Associate Professor
Andrea	Jackson	D.D.S.	Professor
Dana	Jackson	D.D.S.	Clinical Associate Professor
Debra	Jeffries	D.D.S.	Clinical Assistant Professor
Aliya	Kassam	D.D.S.	Adjunct Clinical Assistant Professor
Christian	King	D.D.S.	Clinical Associate Professor
Patrick	Larosiliere	D.D.S.	Adjunct Clinical Assistant Professor
Brian	Laurence	Ph.D.	Professor
Sefa	Laurence	D.D.S.	Adjunct Lecturer
Leslie	Lawrence	D.D.S.	Associate Professor
Edwin	Lee	D.D.S.	Adjunct Clinical Assistant Professor
Christos	Loukaitis	D.D.S.	Adjunct Clinical Associate Professor
Kathy	Marshall	D.D.S.	Clinical Associate Professor
Terri	Matthews	D.M.D.	Clinical Associate Professor
Crystal	McIntosh	D.D.S.	Associate Professor

Janis	Mercer	D.D.S.	Clinical Assistant Professor
Candace	Mitchell	D.D.S, Ph.D.	Assistant Professor
Iris	Morton	D.D.S.	Associate Professor
Indra	Mustapha	D.D.S., MD	Clinical Assistant Professor
Syamak	Nasseri	D.M.D.	Clinical Assistant Professor
Joseph	Nassif	D.D.S.	Clinical Associate Professor
Paula	Nesbitt	D.D.S.	Assistant Professor
Vy	Nguyen	D.D.S.	Adjunct Assistant Professor
Temidayo	Obayomi	D.D.S.	Clinical Assistant Professor
Sandra	Osborne	D.D.S.	Clinical Assistant Professor
Xiaowu	Pang	Ph.D.	Associate Professor
Errol	Reid	D.D.S.	Clinical Associate Professor
Bridgette H.	Rhodes	D.D.S.	Assistant Professor
Gillian	Robinson-Warner	D.D.S.	Assistant Professor
Reginald	Salter	D.D.S.	Assistant Professor
Shohreh	Sharif	D.D.S.	Adjunct Clinical Associate Professor
Aamir	Sheikh	D.D.S.	Associate Professor
Marianne	Siewe	D.D.S.	Clinical Assistant Professor
Lisa	Slade	D.D.S.	Adjunct Clinical Assistant Professor
Alayna	Smiley	D.D.S.	Associate Professor
Dawn	Smith	M.S.	Associate Professor
Jezelle	Sonnier	D.D.S.	Assistant Professor
Dorienne	Taylor-Bishop	D.D.S.	Assistant Professor
George	Thomas	D.D.S.	Professor
Melanie	Thwaites	D.D.S.	Professor
Bao	Vu	D.D.S.	Clinical Associate Professor
Tongxin	Wang	Ph.D	Professor
Jennifer	Wilson	D.D.S.	Assistant Professor
Willie	Winfree	D.D.S.	Clinical Associate Professor
Dexter	Woods	D.D.S.	Associate Professor
Lobat	Zainali	D.D.S.	Adjunct Assistant Professor
Kaveh	Zand	D.D.S.	Adjunct Clinical Assistant Professor

## School of Divinity

John	Ahn	Ph.D.	Associate Professor
Zainab	Alwani	Ph.D.	Associate Professor
Alice	Bellis	Ph.D.	Professor
Gay	Byron	Ph.D.	Professor
Donald	Davis	Ph.D.	Professor
Barbara	Fears	Ph.D.	Assistant Professor
Kenyatta	Gilbert	Ph.D.	Professor
Renee	Harrison	DPhil	Associate Professor
Ronald	Hopson	Ph.D.	Associate Professor
Kwasi	Kwakye-Nuako	Ph.D.	Associate Professor
Bertram	Melbourne	Ph.D.	Professor
Cheryl	Sanders	Th.D.	Professor
Harold	Trulear	Ph.D.	Associate Professor
Frederick	Ware	Ph.D.	Associate Professor

## School of Education

Shareefah	Al Uqdah	PhD	Associate Professor
Kenneth	Anderson	PhD	Professor
Alpheus	Arrington Jr.	EdD	Adjunct Lecturer
Joy	Banks	Ph.D.	Associate Professor

Helen	Bond	PhD	Associate Professor
Jean-Paul	Cadet	Ed.D.	Adjunct Lecturer
Gizelle	Carr	PhD	Assistant Professor
Melanie	Carter	PhD	Associate Professor
Scott	Dantley	Ph.D.	Professor
Mercedes	Ebanks	Ph.D.	Associate Professor
Salman	Elbedour	PhD	Professor
Leslie	Fenwick	PHD	Professor
Angela	Ferguson	PhD	Associate Professor
Kimberley	Freeman	PhD	Professor
Renee	Garraway	Ed.D.	Adjunct Lecturer
Lisa	Grillo	EdD	Assistant Professor
Rodney	Henderson	EdD	Adjunct Lecturer
James	Jackson	PhD	Associate Professor
Denisha	Jones	PhD	Adjunct Lecturer
Sosanya	Jones	Ed.D.	Assistant Professor
Shawn	Joseph	Ed.D.	Assistant Professor
Ocheze	Joseph	Ph.D.	Assistant Professor
Deena	Khalil	PhD	Associate Professor
Velma	LaPoint	PhD	Professor
Celeste	Malone	PhD	Associate Professor
Kia	McDaniel	Ed.D.	Adjunct Lecturer
Kyndra	Middleton	PhD	Associate Professor
Ura	Oyemade Bailey	PhD	Professor
Robert	Palmer	Ph.D.	Associate Professor
Katherine	Picho	Ph.D.	Assistant Professor
Catherine	Quinlan	Ed.D.	Assistant Professor
Hakim	Rashid	PhD	Professor
Gregory	Reed	PhD	Associate Professor
Elizabeth	Ricks	PhD	Assistant Professor
Jamie	Riley	Ph.D.	Adjunct Lecturer
Jennifer	Rious	Ph.D.	Visiting Assistant Professor
Cristobal	Rodriguez	PhD	Associate Professor
Duane	Ross	Ed.D.	Adjunct Lecturer
Gerald	Shockley	PhD	Professor
Veronica	Thomas	PhD	Professor
Ivory	Toldson	PhD	Professor
Gail	Upchurch Mills	Ph.D.	Adjunct Lecturer
Kamilah	Woodson	Ph.D.	Professor

## College of Engineering & Architecture

Michaela	Amoo	Ph.D.	Assistant Professor
Stephen	Arhin	D.Sc.	Associate Professor
Saurav	Aryal	M.S.	Lecturer
Hyung	Bae	Ph.D.	Assistant Professor
Jeremy	Blackstone	Ph.D.	Adjunct Lecturer
Peter	Bofah	Ph.D.	Associate Professor
Bobby	Boone	M.C.P.	Adjunct Lecturer
Legand	Burge	Ph.D.	Professor
Preethi	Chandran	Ph.D.	Associate Professor
Ramesh	Chawla	Ph.D.	Professor
Sheldon	Clark	BA/BS	Adjunct Lecturer
Kristina	Crenshaw	M.Arch.	Adjunct Lecturer
Toriano	Davis	D.D.S.	Adjunct Lecturer
Jeseth	Delgado Vela	Ph.D.	Assistant Professor
Edward	Dunson	M.Arch.	Associate Professor

Leland	Edgecombe	Ph.D	Adjunct Lecturer
Hazel	Edwards	Ph.D.	Professor
Robert	Efimba	Sc.D.	Associate Professor
Sola	Famakin	Ph.D.	Assistant Professor
Torrance	Fennell	Ph.D.	Adjunct Lecturer
Farhana	Ferdous	Ph.D.	Assistant Professor
Lorraine	Fleming	Ph.D.	Professor
Moses	Garuba	Ph.D.	Professor
Tepper	Gill	Ph.D.	Professor
Emmanuel	Glakpe	Ph.D.	Professor
Bradford	Grant	M.Arch.	Professor
Kevin	Greenaugh	Ph.D.	Adjunct Lecturer
Desmond	Grimball	B.Arch	Adjunct Lecturer
Curry	Hackett	BA/BS	Adjunct Lecturer
Md Sami	Hasnine	Ph.D.	Assistant Professor
Noha	Hazzazi	Ph.D.	Assistant Professor
Reginald	Hobbs	Ph.D.	Adjunct Assistant Professo
Kimberly	Jones	Ph.D.	Professor
Harry	Keeling	Ph.D.	Associate Professor
Peter	Keiller	Ph.D.	Associate Professor
Charles	Kim	Ph.D.	Professor
Fadel	Lashhab	PHD	Assistant Professor
Jiang	Li	Ph.D.	Associate Professor
Chunmei	Liu	Ph.D.	Professor
Olumide	Malomo	Ph.D.	Assistant Professor
Nea	Maloo	M.Arch.	Assistant Professor
Claudia	Marin	Ph.D.	Professor
Ronnie	Mcghee	B. Arch.	Adjunct Lecturer
Achille	Messac	Ph.D.	Professor
James	Mitchell	Ph.D.	Professor
James	Momoh	Ph.D.	Professor
Mohsen	Mosleh	Ph.D.	Professor
Dahlia	Nduom	M.Arch.	Assistant Professor
Linwei	Niu	Ph.D.	Assistant Professor
Michael	O'Connor	M.Sc.	Adjunct Lecturer
Gbadebo	Owolabi	Ph.D.	Professor
Martin	Paddack	M.Arch.; M.Sc.	Assistant Professor
Danda	Rawat	Ph.D.	Professor
Timothy (Prescott)	Reavis	M.U.P.	Adjunct Lecturer
Ahmed	Rubaa	Ph.D.	Professor
Hassan	Salmani	Ph.D.	Associate Professor
Paul	Schipper	Ph.D.	Adjunct Lecturer
Ahlam	Shalaby	Ph.D.	Associate Professor
Todd	Shurn	Ph.D.	Associate Professor
Sonya	Smith	Ph.D.	Professor
Solmaz	Tabtabaei	Ph.D.	Assistant Professor
William	Taylor	M.Arch.	Associate Professor
John	Tharakan	Ph.D.	Professor
Naren	Vira	Ph.D.	Professor
Mamadou	Wade	Ph.D.	Assistant Professor
Thomas	Wallen	J.D.	Adjunct Lecturer
Grant	Warner	Ph.D.	Associate Professor
Gloria	Washington	Ph.D.	Assistant Professor
Tao	Wei	Ph.D.	Associate Professor
H	Whitworth	D.Sc.	Professor
Bernard	Woolfolk	M.S.	Adjunct Lecturer
Su	Yan	Ph.D.	Assistant Professor
Hessam	Yazdani	Ph.D.	Assistant Professor



Nadir	Yilmaz	Ph.D.	Professor
Patrick	Ymele-Leki	Ph.D.	Associate Professor

## School of Law

Kristina	Alayan	J.D.	Assistant Professor
Mason	Ashe	JD	Adjunct Lecturer
Jasbir	Bawa	J.D.	Legal Writing Instructor
Matthew	Bruckner	J.D.	Associate Professor
Okianer	Christian Dark	JD	Professor
David	Coaxum	JD	Adjunct Professor
Sha-Shana	Crichton	J.D.	Legal Writing Instructor
Lisa	Crooms	JD	Professor
Elizabeth	Cunningham	J.D.	Professor
Tai	Dixon	J.D.	Adjunct Professor
Marsha	Echols	J.D.	Professor
Tammi	Etheridge	J.D.	Assistant Professor
Andrew	Gavil	J.D.	Professor
Justin	Hansford	J.D.	Professor
Lenese	Herbert	J.D.	Professor
Sasha	Hodge-Wren	J.D.	Adjunct Professor
Adam	Hunter	J.D.	Adjunct Professor
Waris	Husain	J.D.	Adjunct Professor
Martinis	Jackson	J.D.	Visiting Professor
Steven	Jamar	J.D.	Professor
Darin	Johnson	J.D.	Associate Professor
Stephanie	Johnson	JD	Adjunct Professor
Maryum	Jordan	J.D.	Adjunct Professor
Adam	Kurland	J.D.	Professor
Homer	La Rue	J.D.	Professor
Milton	Lee	JD	Adjunct Professor
Harold	Mcdougall	J.D.	Professor
Ziyad	Motala	J.D.	Professor
Darrell	Mottley	JD	Adjunct Lecturer
Lateef	Mtima	J.D.	Professor
Daria	Neal	JD	Adjunct Professor
Cheryl	Nichols	J.D.	Professor
Mariela	Olivares	J.D.	Professor
Lucius	Outlaw	J.D.	Associate Professor
Kahlill	Palmer	J.D.	Adjunct Professor
Devanshi	Patel	J.D.	Adjunct Professor
Erik	Pelton	J.D.	Adjunct Lecturer
Elsy	Ramos Velasquez	J.D.	Adjunct Lecturer
Reginald	Robinson	J.D.	Professor
William	Rogers	J.D.	Professor
Anibal	Rosario-Lebron	J.D.	Legal Writing Instructor
Josephine	Ross	J.D.	Professor
Valerie	Schneider	J.D.	Associate Professor
Dorian	Spence	J.D.	Adjunct Lecturer
Mark	Strickland	J.D.	Legal Writing Instructor
Keeva	Terry	J.D.	Associate Professor
Alice	Thomas	J.D.	Associate Professor
Sarah	Van Wye	J.D.	Legal Writing Instructor
Tamiko	Walker-Watkins	J.D.	Adjunct Lecturer
Carlton	Waterhouse	PHD	Associate Professor
Kayonia	Whetstone	J.D.	Legal Writing Instructor
Alexander	Williams Jr	Ph.D.	Adjunct Instructor

Judy	Woodall	J.D.	Adjunct Lecturer
Patricia	Worthy	J.D.	Professor

## College of Medicine

Muneer	Abbas	Ph.D.	Associate Professor
Farshad	Aduli	M.D.	Professor
Sameer	Ahmad	M.D.	Clinical Education Teacher
Laila	Alamgir	M.B.B.S.	Assistant Professor
Ahmed	Ali	M.B.B.S.	Assistant Professor
Tanya	Alim	M.D.	Associate Professor
Joanne	Allard	Ph.D.	Assistant Professor
Stanley	Andrisse	Ph.D.	Assistant Professor
Mariette	Asare	M.D.	Assistant Professor
Hassan	Ashktorab	PhD	Professor
Fidelis	Atianjoh	PHD	Instructor
Kristin	Atkins	M.D.	Assistant Professor
Nicholas	Azinge	M.D.	Assistant Professor
Reginald	Barnes Jr.	M.D.	Adj. Assistant Professor
Raymond	Bernor	PhD	Professor
Walter	Bland	M.D.	Associate Professor
Kelly	Bolden	M.D.	Assistant Professor
Sylvester	Booker	MD	Assistant Professor
Renee	Bovelle	M.D.	Adj. Assistant Professor
David	Bowman	M.D.	Associate Professor
Hassan	Brim	PhD	Assistant Professor
Kathriel	Brister	M.D.	Assistant Professor
Rhonda	Burch-Smith	MBBS	Associate Professor
Mark	Burke	PhD	Associate Professor
Autumn	Burnette	M.D.	Assistant Professor
Angel	Byrd	M.D.	Assistant Professor
Walton	Byrnes	PhD	Associate Professor
Ricardo	Caldera	M.D.	Associate Professor
Clive	Callender	MD	Clinical Professor
Michelle	Carter	MD	Assistant Professor
Esther	Childers	D.D.S.	Professor
Katrina	Chin Loy	M.D.	Assistant Professor
Pamela	Coleman	MD	Associate Professor
Millicent	Collins	M.D.	Assistant Professor
Robert	Copeland	PhD	Associate Professor
Edward	Cornwell	M.D.	Professor
Kermit	Crowder	M.D.	Instructor
Antonei	Csoka	Ph.D.	Associate Professor
Erica	Davenport	M.D.	Clinical Instructor
Martha	Davila-Garcia	PhD	Associate Professor
Bonnie	Davis	MD	Associate Professor
Ozra	Dehkordi	Ph.D.	Associate Professor
Anand	Deonarine	M.D.	Assistant Professor
Rui	Diogo	PhD	Assistant Professor
Sharon	Dowell	M.B.B.S	Associate Professor
Goulda	Downer	Ph.D.	Associate Professor
Jacquelyn	Dunmore-Griffith	MD	Clinical Assistant Professor
Yayin	Fang	PhD	Professor
Oladunni	Filani	MD	Assistant Professor
Catalin	Filipeanu	M.D.	Associate Professor
Maurice	Fluitt	Ph.D.	Assistant Professor
Debra	Ford	MD	Associate Professor

Esther	Forrester	M.D.	Instructor
Damirez	Fossett	M.D.	Assistant Professor
Terrence	Fullum	M.D.	Clinical Professor
Paulette	Furbert-Harris	PhD	Professor
Tonja	Gadsden	M.D.	Associate Professor
Jhansi	Gajjala	M.B.B.S.	Assistant Professor
Kanwal	Gambhir	PhD	Professor
Vijaya	Ganta	M.B.B.S.	Associate Professor
Haijun	Gao	Ph.D.	Assistant Professor
Matthew	George	PhD	Associate Professor
Kirk	Geter	DPM	Assistant Professor
Marjorie	Gondre-Lewis	M.D.	Professor
Rachel	Gordezky	MD	Physician
Werner	Graf	MD, PhD	Professor
David	Green	M.D.	Assistant Professor
Clairmont	Griffith	M.D.	Professor
Felix	Grissom	PhD	Associate Professor
Georges	Haddad	PhD	Professor
Danielle	Hairston	M.D.	Assistant Professor
Tyish	Hall Brown	Ph.D.	Assistant Professor
Barbara	Harrison	MS	Assistant Professor
Thomas	Heinbockel	PhD	Associate Professor
Charles	Howell	MD	Professor
Tamaro	Hudson	Ph.D.	Assistant Professor
Kakra	Hughes	MD	Associate Professor
Oyije	Iheagwara	M.B.B.S.	Assistant Professor
Tahereh	Jamshidi	MD	Assistant Professor
Marina	Jerebtsova	Ph.D.	Associate Professor
Sheree	Johnson	Ph.D.	Assistant Professor
Mark	Johnson	MD, MPH	Professor
Leslie	Jones	M.D.	Associate Professor
Adedoyin	Kalejaiye	M.D.	Assistant Professor
Janaki	Kalyanam	MBBS	Professor
Yasmine	Kanaan	PhD	Associate Professor
Kunle	Kassim	PhD	Professor
David	Katz	MD	Assistant Professor
Lalita	Kaul	PhD	Professor
Bilal	Khan	M.B.B.S.	Assistant Professor
Syed	Khundmiri	Ph.D.	Associate Professor
Angesom	Kibreab	M.D.	Associate Professor
Ihori	Kobayashi	Ph.D.	Research Assistant Professor
Irina	Koretsky	PhD	Associate Professor
Bernard	Kwabi-Addo	PhD	Associate Professor
Adeyinka	Laiyemo	MD	Associate Professor
Daniel	Larbi	M.D.	Associate Professor
Dexter	Lee	PhD	Associate Professor
Caiyun	Liao	M.D.	Clinical Instructor
Roger	Lin	M.D.	Assistant Professor
George	Littleton	PhD	Associate Professor
Shaolin	Liu	Ph.D.	Assistant Professor
Guoyang	Luo	MD	Professor
Siham	Mahgoub	MD	Assistant Professor
Kebreten	Manaye	MD	Professor
Zara	Martirosyan	M.D.	Clinical Assistant Professor
Celia	Maxwell	MD	Professor
Vanessa	McDonald	M.D.	Instructor
Shelly	Mcdonald-Pinkett	M.D.	Associate Professor
Shelton	McKenzie	M.D.	Instructor

Alem	Mehari	M.D.	Associate Professor
Prafulla	Mehrotra	MD	Professor
Thomas	Mellman	MD	Professor
Constance	Mere	M.B.B.S.	Assistant Professor
Jamie	Merkison	M.D.	Clinical Instructor
Besrat	Mesfin	M.D.	Associate Professor
Adam	Metwalli	M.D.	Professor
Miriam	Michael	M.D.	Assistant Professor
Magdalena	Misiak	Ph.D.	Assistant Professor
Prosper	N' Gouemo	Ph.D.	Associate Professor
Tammey	Naab	M.D.	Associate Professor
Hasan	Nabhani	M.D.	Assistant Professor
Steven	Nagel	M.D.	Adjunct Clinical Assistant Professor
Krishnan	Narasimhan	MD	Associate Professor
Sergei	Nekhai	Ph.D.	Professor
Nam	Nguyen	MD	Professor
Julius	Ngwa	PhD	Assistant Professor
Gail	Nunlee-Bland	M.D.	Professor
Onyinyechukwu	Nwankwo	M.D.	Instructor
Uzoamaka	Nwaogwugwu	M.D.	Assistant Professor
Evaristus	Nwulia	M.B.B.S.	Professor
Thomas	Obisesan	MD	Professor
Wolali	Odonkor	MD	Clinical Associate Professor
Adora	Okogbule-Wonodi	M.B.B.S.	Assistant Professor
Ginette	Okoye	M.D.	Professor
Jahn	O'Neil	Ph.D.	Assistant Professor
Mosunmola	Oyawusi	M.D.	Assistant Professor
Christian	Parry	PHD	Assistant Professor
Henry	Paul	M.D.	Associate Professor
Vishal	Poddar	M.B.B.S.	Associate Professor
Octavius	Polk	M.D.	Assistant Professor
Vance	Powell	Ph.D.	Instructor
Mercedes	Quinones	M.D.	Adjunct Assistant Professor
Sulman	Rahmat	Ph.D.	Associate Professor
Ali	Ramadan	M.D.	Associate Professor
Sohail	Rana	MD	Professor
Elena	Reece	MD	Associate Professor
Inez	Reeves	M.D.	Associate Professor
Tamrat	Retta	MD, PhD	Associate Professor
Kimberlei	Richardson	Ph.D.	Associate Professor
Phillip	Roane	PhD	Associate Professor
David	Rose	M.D.	Associate Professor
Frough	Saadatmand	Ph.D.	Research Assistant Professor
Tatiana	Sanses	M.D.	Associate Professor
Ravi	Sarma	M.D.	Associate Professor
Purnima	Sau	M.B.B.S.	Professor
Richard	Schottenfeld	M.D.	Professor
Victor	Scott	MD	Adjunct Professor Emeritus
Peter	Sealy	M.B.B.S.	Associate Professor
Eric	Shapiro	M.D.	Instructor
Habiballah	Shariat	M.D.	Assistant Professor
Sudha	Sharma	Ph.D.	Professor
Maren	Shaw	M.D.	Clinical Assistant Professor
Zaki	Sherif	MD, PhD	Associate Professor
Babak	Shokrani	MD	Associate Professor
Dea	Sloan	M.D.	Assistant Professor
Sonya	Sobrian	PhD	Associate Professor
William	Southerland	PhD	Professor

Nikki	Stewart	M.D.	Assistant Professor
John	Stubbs	PhD	Associate Professor
Lekidelu	Taddesse-Heath	MD	Associate Professor
Qiyi	Tang	M.D.	Professor
Sima	Tarzami	Ph.D.	Associate Professor
Teletia	Taylor	Ph.D.	Associate Professor
James	Taylor	M.D.	Professor
Alicia	Thomas	M.B.B.S.	Associate Professor
Terry	Thompson	MD	Professor
Karl	Thompson	Ph.D.	Associate Professor
Yousef	Tizabi	PhD	Professor
Daniel	Tran	M.D.	Assistant Professor
Tsang-Wei	Tu	Ph.D.	Assistant Professor
Eric	Walters	PhD	Associate Professor
Paul	Wang	Ph.D.	Professor
Kareem	Washington	Ph.D.	Assistant Professor
Roger	Weir	MD	Associate Professor
Peter	Whitesell	M.D.	Assistant Professor
Deborah	Williams	MD	Associate Professor
Carla	Williams	PhD	Assistant Professor
Mallory	Williams	M.D.	Professor
Howard	Wilson	M.D.	Assistant Professor
Robert	Wilson	MD	Associate Professor
Lori	Wilson	MD	Associate Professor
Michal	Young	M.D.	Associate Professor
Anteneh	Zenebe	MD	Assistant Professor
Xiping	Zhan	Ph.D.	Research Assistant Professor
Janine	Ziermann	Ph.D.	Assistant Professor

## College of Nursing & Allied Health Sciences

Oluwakemi	Adeola	Ph.D.	Clinical Assistant Professor
Jessica	Alden	OTD	Assistant Professor
Sylvia	Anderson	DHEd	Clinical Assistant Professor
Njwen	Anyangwe	Ph.D.	Adjunct Assistant Professor
Felecia	Banks	Ph.D.	Associate Professor
Ghislaine	Barry	DNP	Adjunct Clinical Instructor
Rhonda	Baxter	M.S.N.	Adjunct Clinical Instructor
Rosett	Beck	MSN	Clinical Instructor (9-M)
Fikru	Bedada	Ph.D.	Assistant Professor
Konah	Bernard	MS	Adjunct Clinical Assistant Professor
Lisa	Brace	MASTER	Clinical Instructor
Jutta	Brettschneider	MS	Adjunct Clinical Instructor
Pamela	Brown-White	DPT	Clinical Assistant Professor
Carole	Burnett	DSc	Associate Professor
Lloyd	Campbell	B.S.	Adjunct Instructor
Chimene	Castor	Ed.D.	Associate Professor
Elisha	Chambers	Ph.D.	Adjunct Lecturer
Youssef	Charara	Ph.D.	Adjunct Assistant Professor
Frederick	Covington	OTD	Adjunct Clinical Assistant Professor
Carlton	Crockett	Ph.D.	Adjunct Lecturer
KyRone	Davis	Ed.D.	Assistant Professor
Nkechi	Enwerem	Ph.D.	Associate Professor
Bernardine	Evans	DPT	Clinical Assistant Professor
Tamerill	Faison	MS	Adjunct Clinical Instructor
Kala	Flagg	MPT	Clinical Assistant Professor
Rhonda	Fowler	DPT	Adjunct Instructor

Marquise	Frazier	M.B.A.	Clinical Assistant Professor
Thomas	Fungwe	Ph.D.	Professor
Frank	Gainer	MS	Adjunct Clinical Assistant Professor
Avis	Graham	Ph.D.	Adjunct Instructor
Lennox	Graham	Ph.D.	Assistant Professor
Revenda	Greene	PhD	Associate Professor
Suzy	Guerrier-Adams	MSN	Clinical Instructor
Carolyn	Harris	J.D.	Adjunct Clinical Instructor
Aunamesha	Henley	Ph.D.	Associate Professor
Theresa	Hollaway	Psy.D.	Adjunct Instructor
Charmaine	Hutchinson	MSN	Professor
Oral	John	JD	Adjunct Clinical Assistant Professor
Allan	Johnson	Phd	Professor
Arlene	Johnson	Ph.D.	Adjunct Assistant Professor
Gloria	Jones	DNP	Adjunct Assistant Professor
Spiridon	Karavatas	PhD	Associate Professor
Iwona	Kasior	PhD	Associate Professor
Thierry	Lienou	MSOT	Clinical Instructor
Karen	Ljunggren	M.S.	Clinical Instructor (9-M)
Katherine	Manuel	Ph.D.	Assistant Professor
Sheeba	Nadarajah	Ph.D.	Assistant Professor
Marguerite	Neita	Ph.D.	Associate Professor
Gilaine	Nettles	Ph.D.	Clinical Assistant Professor
Oyonomo	Ntekim	Ph.D.	Associate Professor
Priscilla	Okunji	Ph.D.	Associate Professor
Yasmin	Omar	DPT	Adjunct Instructor
Rodney	Perkins	MSN	Adjunct Clinical Instructor
Carol	Porter	PhD	Assistant Professor
Marchelle	Putney	OTD	Clinical Instructor (9-M)
Lynda	Reha	DPT	Adjunct Assistant Professor
Bentley	Reid	MBA, MT (ASCP)	Clinical Instructor
Mary	Richardson	MSN	Adjunct Clinical Instructor
Michael	Robinson	DPT	Adjunct Lecturer
Phyllis	Ross	OTD	Clinical Assitant Professor
Mary	Shahady	MSN	Clinical Instructor
Tiffany	Simmons	MS	Clinical Instructor
Kimberly	Smith	MSN	Clinical Instructor (9-M)
Ellen	Spratley-Edwards	MSN	Clinical Instructor
Caron	Strong	DNP	Assistant Professor
Patricia	Talbert	Ph.D.	Associate Professor
Linda	Thompson	Phd	Assistant Professor
Gezahegn Gorfu	Tolla	Ph.D.	Assistant Professor
Ashley	Turner	DNP	Assistant Professor
Arlene	Venable	MSN	Clinical Instructor
Melissa	Weir	MSN	Clinical Instructor
Joylynn	Wills	MGA	Clinical Instructor (9-M)
Devora	Winkfield	Ph.D.	Assistant Professor

## College of Pharmacy

Simeon	Adesina	Ph.D.	Associate Professor
Emmanuel	Akala	Ph.D.	Professor
Oluwaranti	Akiyode	Pharm.D.	Professor
Raniya	Al-Matari	Ph.D.	Adjunct Clinical Instructor
Mia	Barnes	Pharm.D.	Adjunct Clinical Assistant Professor
Sanaa	Belrhiti	Pharm.D.	Clinical Assistant Professor
Daphne	Bernard	Pharm.D.	Associate Professor

Jasmine	Carpenter	Pharm.D.	Adjunct Clinical Instructor
Monika	Daftary	Pharm.D.	Professor
Imbi	Drame	Pharm.D.	Clinical Assistant Professor
Keli	Edwards	Pharm.D., J.D.	Adjunct Instructor
Earl	Ettienne	LPD	Associate Professor
Muhammad	Habib	Ph.D.	Professor
Bisrat	Hailemeskel	Pharm.D.	Professor
Churchill	Ihentuge	Ph.D	Adjunct Assistant Professor
Jamila	Jorden	Pharm.D.	Clinical Assistant Professor
Pradeep	Karla	PhD	Associate Professor
Youness	Karodeh	PhD	Associate Professor
Amol	Kulkarni	PhD	Associate Professor
Krishna	Kumar	PhD	Professor
Estela	Lajthia	Pharm.D.	Clinical Assistant Professor
Miranda	Law	Pharm.D.	Clinical Assistant Professor
Cynthia	Lee	Pharm.D.	Adjunct Clinical Assistant Professor
Fredric	Lombardo	PharmD	Associate Professor
Leslie	Lombardo	MA	Adjunct Lecturer
Mahta	Mahmoudieh	Pharm.D.	Adjunct Clinical Instructor
Mary	Maneno	Ph.D.	Assistant Professor
Tamara	McCants	Pharm.D.	Clinical Assistant Professor
Yolanda	Mckoy	Pharm.D.	Clinical Assistant Professor
Chelsea	McSwain	Pharm.D.	Adjunct Assistant Professor
Beverly	Mims	Pharm.D.	Associate Professor
Ryan	Nelson	Pharm.D., J.D.	Adjunct Instructor
Patricia	Noumedem	Pharm.D.	Associate Professor
Olu	Olusanya	Pharm.D.	Associate Professor
Indiran	Pather	Pharm.D.	Professor
Dhakrit	Rungkitwattanakul	Pharm.D.	Clinical Assistant Professor
Divita	Singh	Pharm.D.	Assistant Professor
Malaika	Turner	Pharm.D.	Assistant Professor
Jacqueise	Unonu	Pharm.D.	Clinical Assistant Professor
Xiang	Wang	Ph.D.	Associate Professor
Salome	Weaver	PharmD	Associate Professor
La'Marcus	Wingate	Ph.D.	Assistant Professor
Andrew	Yabusaki	Pharm.D.	Clinical Assistant Professor

## School of Social Work

Soleman	Abu-Bader	PHD	Professor
Karen	Allen	MSW	Adjunct Lecturer
Maryetta	Andrews-Sachs	MSW	Adjunct Lecturer
Kadee	Atkinson	Ph.D.	Adjunct Lecturer
Aisha	Bonner	Ph.D.	Adjunct Lecturer
Annglo	Boone	Ph.D.	Adjunct Assistant Professor
Sheryl	Brissett-Chapman	Ed.D.	Adjunct Lecturer
Stephen	Broyles	MSW	Adjunct Lecturer
Robert	Cosby	Ph.D.	Associate Professor
JaNeen	Cross	D.S.W.	Assistant Professor
Janice	Edwards	Ph.D.	Associate Professor
Peter	Fitts	M.S.W.	Adjunct Lecturer
Ruby	Gourdine	DSW	Professor
Dawn	Hobdy	MSW	Adjunct Lecturer
Laura	House	Ph.D.	Adjunct Lecturer
Altaf	Husain	Ph.D.	Associate Professor
Fallon	Jones	MSW	Adjunct Lecturer
Karen	Kolivoski	Ph.D.	Assistant Professor

Stacey	Little	Ph.D.	Adjunct Lecturer
Meirong	Liu	Ph.D.	Associate Professor
Andridia	Mapson	Ph.D.	Adjunct Assistant Professor
Clinique	Marshall	MSW	Adjunct Lecturer
Chester	Marshall	MSW	Adjunct Lecturer
Jean	Mcrae	MSW	Adjunct Lecturer
Kendall	Moody	Ph.D.	Assistant Professor
Sheryl	Neverson	Ph.D.	Adjunct Lecturer
Shirley	Newton-Guest	D.S.W.	Adjunct Lecturer
Anthea	Seymour	MSW	Adjunct Assistant Professor
Jacqueline	Smith	Ph.D.	Associate Professor
Cudore	Snell	Ph.D.	Professor
Shelita	Snyder	Ph.D.	Adjunct Assistant Professor
Heather	Stowe	Ph.D.	Adjunct Lecturer
Tracy	Whitaker	DSW	Associate Professor
Christine	Wiley	Ph.D.	Adjunct Lecturer
Sade	Younger	Ph.D.	Adjunct Lecturer

## Accreditation

### INSTITUTIONAL ACCREDITATION

Howard University is accredited by the Middle States Association of Colleges and Schools/Commission on Higher Education.

Middle States Commission on Higher Education 3624 Market Street - Philadelphia, PA 19104 (215) 662-5606

### SPECIALIZED PROGRAM ACCREDITATION

#### ARTS & SCIENCES

Clinical Psychology PhD Program - American Psychological Association (APA) Commission on Accreditation (CoA)

Art - National Association of Schools of Art and Design (NASAD)

Music - National Association of Schools of Music (NASM)

Theatre Art - National Association of Schools of Theater (NAST)

#### BUSINESS

MBA in Business - Association to Advance Collegiate Schools of Business (AACSB) International

#### COMMUNICATIONS

Communication Sciences & Disorders - American Speech Language Hearing Association (ASHA), Council on Academic Accreditation in Audiology and Speech Language Pathology (CAA)

#### DENTISTRY

DDS /Predoctoral Dental Education - American Dental Association (ADA), Commission on Dental Accreditation (CODA)

Dental Hygiene - American Dental Association (ADA), Commission on Dental Accreditation (CODA)

Pediatric Dentistry - American Dental Association (ADA), Commission on Dental Accreditation (CODA)

Oral and Maxillofacial Surgery - American Dental Association (ADA), Commission on Dental Accreditation (CODA)

Orthodontics - American Dental Association (ADA), Commission on Dental Accreditation (CODA)

Advanced General Dentistry - American Dental Association (ADA), Commission on Dental Accreditation (CODA)

General Practice Residency - American Dental Association (ADA), Commission on Dental Accreditation (CODA)



## **DIVINITY**

D. Min, M.A., M.Div. - Commission on Accrediting of the Association of Theological Schools in the United States and Canada (ATS)

## **EDUCATION**

All Teacher Education Program - Higher Education Licensure Commission (HELC) of the District of Columbia Office of the State Superintendent of Education (OSSE)

Initial Teacher Preparation Program and Advanced Program - Center for the Accreditation of Educator Preparation (CAEP)

Counseling Psychology (PhD Program) - American Psychological Association (APA), Commission on Accreditation (CoA)

## **ENGINEERING & ARCHITECTURE**

Mechanical Engineering - Accreditation Board for Science, Engineering and Technology (ABET), Engineering Accreditation Commission

Computer Science - Accreditation Board for Science, Engineering and Technology (ABET), Computing Accreditation Commission

Chemical Engineering - Accreditation Board for Science, Engineering and Technology (ABET), Engineering Accreditation Commission

Civil Engineering - Accreditation Board for Science, Engineering and Technology (ABET), Engineering Accreditation Commission

Electrical Engineering - Accreditation Board for Science, Engineering and Technology (ABET), Engineering Accreditation Commission

Computer Engineering - Accreditation Board for Science, Engineering and Technology (ABET), Engineering Accreditation Commission

Architecture - National Architectural Accrediting Board (NAAB)

## **LAW**

JD - American Bar Association (ABA), Council of the Section of Legal Education and Admission to the Bar

## **MEDICINE**

MD - Liaison Committee on Medical Education (LCME)

## **NURSING & ALLIED HEALTH SCIENCES**

Nursing - Commission on Collegiate Nursing Education (CCNE)

Nutritional Sciences - Accreditation Council for Education in Nutrition and Dietetics (ACEND)

Occupational Therapy - American Occupational Therapy Association (AOTA), Accreditation Council for Occupational Therapy Education (ACOTE)

Physical Therapy - American Physical Therapy Association (APTA), Commission on Accreditation in Physical Therapy Education (CAPTE)

## **PHARMACY**

PharmD - Accreditation Council for Pharmacy Education (ACPE)

## **SOCIAL WORK**

MSW - Council on Social Work Education (CSWE)

# Academic Calendars

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## Main Campus Academic Calendar HOWARD UNIVERSITY

### 2023-2024 ACADEMIC CALENDAR

## School of Business Calendar 23-24 School of Business

### Executive Master of Business Administration (EMBA) Program

### 2023-2024 Calendar

Semester	Beginning	End
Fall-2022	08/28/2022	12/15/2022
Spring-2023	01/08/2023	04/27/2023
Summer-2023	04/30/2023	08/10/2023

## College of Dentistry Calendar 23-24 COLLEGE OF DENTISTRY

### POSTDOCTORAL PROGRAMS

### 2023-2024 ACADEMIC CALENDAR

## College of Medicine Calendar 23-24 College of Medicine Academic Year 2023-2024

Year In School	Fall 2023 Start Date	Fall 2023 End Date	Spring 2024 Start Date	Spring 2024 End Date	Summer 2024 Start Date	Summer 2024 End Date
M1	07/19/2023	12/04/2023	12/05/2023	04/29/2024		
M2	07/18/2023	12/14/2023	01/02/2024	04/19/2024		
M3	07/19/2023	11/13/2023	11/14/2023	03/25/2024	03/26/2024	07/16/2024
M4	07/19/2023	12/17/2023	01/02/2024	06/14/2024		

# School of Pharmacy Calendar 23-24

## School of Law Calendar 23-24 SCHOOL OF LAW

### 2023-2024 ACADEMIC CALENDAR

#### **FALL SEMESTER 2023**

June 23, Friday	Early Processing deadline for receipt of all required Financial Aid documents for Fall 2023 Consideration. Documents include (but not limited to) Verification, Independent Status Petition, Special Circumstances Appeal, Satisfactory Academic Progress (SAP) Appeal, College Enrollment Verification, Authorization to Apply Title IV Funds This information is from the HU main campus calendar and may change for the School of Law. Please be sure to follow all email instructions regarding financial aid and student health deadlines.
June 30, Friday	Deadline for required health documents for new entrants This information is from the HU main campus calendar and may change for the School of Law. Please be sure to follow all email instructions regarding financial aid and student health deadlines.
July 10, Monday	Fall 2023 Statements available via BisonWeb This information is from the HU main campus calendar and may change for the School of Law. Please be sure to follow all email instructions regarding financial aid and student health deadlines.
July 30, Sunday	Last day to submit ADA accommodation requests for Fall 2023 midterms to the Howard University Office of Student Services to ensure letters are received in time for exams. Note that Student Services may take 6-8 weeks to process requests so requests submitted after this date may not meet the deadline (see below). To submit a request visit:  <a href="https://studentaffairs.howard.edu/diversity-inclusion/accommodations-requests">https://studentaffairs.howard.edu/diversity-inclusion/accommodations-requests</a>
August 7, Monday	Payment-in-full due for Fall 2023 (ALL STUDENTS)
August 7, Monday to	
August 11, Friday	Fall orientation for 1L, LL.M., transfer, and exchange students.
August 7, Monday to	
August 9, Wednesday	Orientation for Criminal Justice Clinic, Fair Housing Clinic and Child Welfare Clinic (to be confirmed pending court information).
August 11, Friday	All Clinic and Externship Orientation
August 11, Friday	Deadline for receipt of Summer 2022 graduation recommendations in the Office of the Registrar.

Fall disbursement of financial aid to eligible students' accounts with the Office Of Bursar This information is from the HU main campus calendar and may change for the School of Law. Please be sure to follow all email instructions regarding financial aid and student health deadlines.

August 14,  
Monday FORMAL CLASSES BEGIN

August 23,  
Wednesday Deadline to apply for the Externship Program and class for Fall 2023. Applications will be accepted on a rolling basis up until the deadline or until the class is full, whichever is earlier. Thus, students are not guaranteed a spot in the class and should apply as soon as possible.

August 14,  
Monday to August 25,  
Friday Late Registration/Add/Drop period  
August 25 is the last date to add or drop a course. After this date, students must withdraw before the deadline and will have a grade of "W" for the course.

August 14  
through October 20 3L academic advisement with Dean Olivares to ensure graduation. Make an appointment during Open Hours. Ensure compliance with all requirements in the Graduation Checklist and the Student Handbook.

October 20  
Deadline to receive 100% refund of tuition/fees.

September 1, Friday Students must complete withdrawal process before this date to receive a 100% refund of tuition/fees. Please note that the student must submit the online Total Withdrawal Request Form by searching on the HU website for "total withdrawal."

September 4, Monday University Closed – Labor Day Observed

September 5, Tuesday Deadline to send Fall 2023 exam conflicts alternate exam day request JotForm. See eligibility below. The JotForm link will be provided to students in advance.

September 11, Monday Graduation Application available via BisonWeb for Fall 2023 prospective candidates

September 18, Monday Registration holds for Spring 2024 applied to all accounts with a balance greater than zero, and late payment fees assessed.

September 11, Monday to  
November 10, Friday Graduation Application available via Bison Web for Fall 2023 prospective candidates.

Opening Convocation

September 15, Friday 11:00 A.M. (Classes Suspended from 10:00 A.M. – 1:00 P.M.)  
Cramton Auditorium

September 18, Monday Last day to submit ADA accommodation requests for Fall 2023 finals to the Howard University Office of Student Services to ensure letters are received in time for exams.

Note Student Services may take from 6-8 weeks to process requests so requests submitted after this date may not meet the deadline (see below). To submit a request visit:

<https://studentaffairs.howard.edu/diversity-inclusion/accommodations-requests>

September 18, Tuesday Deadline to inform the HUSL Office of Student Affairs of non-emergency ADA accommodations for Fall 2023 midterms. Note you must provide a copy of your approval letter from the Office of Student Services directly to OSA staff by this date. To submit a request to the Office of Student Services, click [here](#). This request should be submitted 6-8 weeks prior to September 18. Letters provided to the HUSL Office of Student Affairs after this date will not receive accommodations for Fall 2023 midterm exams.

Deadline to receive 50% refund of tuition/fees.

September 25, Monday Students must complete the online withdrawal process. Search "total withdrawal" on the HU website for the updated form.

2024-2025 Free Application for Federal Student Aid (FAFSA) available

September 30, Saturday Preliminary Enrollment Census Date

MIDTERMS- All midterms occur during this time.

Midterms may occur during class time for a duration that is less than the class meeting OR may be in take-home format for a period of no less than 12 hours.

Upper-class students may have multiple midterms on one day. There are no alternate exam day requests for midterms. ADA-accommodated students must have their approved accommodations by the beginning of the fall semester (see deadline and information above). Upper-level course midterms are at the discretion of the professor.

October 2- October 11

1L schedule:

Civil Procedure: Monday, October 2

Legislation Regulation: Wednesday, October 4

Torts: Tuesday, October 10

Contracts (occurs during final exam period)

October 9, Monday University Closed- Mental Health Day

October 13, Friday Deadline for Independent Study proposals; petitions to study abroad, visit another institution, or participate in an exchange program for Spring 2024. Review procedures in Student Handbook and submit proposals and petitions to the Dean of Academic Affairs.

October 20, Friday Final Enrollment Census Date

October 23, Monday to April 6, Friday

Graduation application available via BisonWeb for Spring 2024 prospective candidates.

October 27, Friday Deadline to receive 25% refund of tuition/fees.

Students must complete the online withdrawal process. Search "total withdrawal" on the HU website for the updated form.

November 3, Friday Spring 2024 registration begins at 9 am (LL.M students only)

Spring 2024 registration begins at 9 am (3L students only)

November 6, Monday

Spring 2024 registration begins at 9 am (2L students)

November 8, Wednesday

Note that registration is open each day between 9 am and 11:59 pm until the end of the Add/Drop period.

November 10, Friday

University Closed – Veteran's Day Observed

Mental Health Day

Last day to withdraw from a course. Note this may change due to the holiday. Please view the HU main academic calendar for any updates. This will be corrected if it changes.

Students will receive 0% refund of tuition/fees.

Students must complete withdrawal process before this date or will receive an "F" grade for the course.

November 10, Friday

Last day to complete a total withdrawal from the University. Students must complete the online withdrawal process. Search "total withdrawal" on the HU website for the updated form.

Last day to request institutional short-term emergency loan.

Deadline for prospective Fall 2023 graduates to apply for graduation via BisonWeb.

Deadline to inform the HUSL Office of Student Affairs of, non-emergency ADA accommodations for Fall 2023 final exams. Note you must provide a copy of your approval letter from the Office of Student Services directly to OSA staff by this date. To submit a request to the Office of Student Services, click [here](#).

November 13, Monday

This request should be submitted 6-8 weeks prior to November 13th. Letters provided to the HUSL Office of Student Affairs after this date will not receive accommodations for Fall 2023 Final exams.

FORMAL CLASSES END.

November 22, Wednesday

Afternoon and evening classes meet unless professor otherwise assures class meeting times are complete.

November 23, Thursday to  
November 26, Sunday

University Closed – Thanksgiving Recess

November 24, Friday to

Reading Period

November  
29,  
Wednesday

December 1, Deadline for students to clear Spring 2022 Incomplete Grades  
Friday

November  
30,  
Thursday  
December Final examinations  
12, Tuesday

December 2, Make-up Exam Day. Students should keep this day open in the event they must make up an exam due to an exam-day  
emergency.  
Saturday

FIRST SEMESTER ENDS

December  
12, Tuesday

Official GRADUATION DATE for Fall 2023 degree recipients

December  
18, Monday  
to

UNIVERSITY CLOSED- WINTER RECESS

January 1,  
Monday  
2023

## **SPRING SEMESTER 2024**

January 5, Last day to submit ADA accommodation requests for Spring 2024 midterms to the Howard University Office of Student Services  
Friday to ensure letters are received in time for exams. Note that Student Services may take from 6-8 weeks to process requests so  
requests submitted after this date may not meet the deadline (see below). To submit a request, click [here](#).

January 8, FORMAL CLASSES BEGIN  
Monday

January 8, January 19 is the last date to add or drop a course. After this date, students must withdraw before the deadline and will have a  
Monday to grade of "W" for the course.  
January 19, Friday

January 15, University Closed – Dr. Martin Luther King, Jr.'s Birthday Observed  
Monday

January 17, Deadline to submit Externship application. Applications will be accepted on a rolling basis up until the deadline or until the class  
Wednesday is full, whichever is earlier. Thus, students are not guaranteed a spot in the class and should apply as soon as possible.

Deadline to receive 100% refund of tuition/fees.

Students must complete withdrawal process before this date to receive a 100% refund of tuition/fees. Students must complete the online withdrawal process. Search "total withdrawal" on the HU website for the updated form.

January 19, Friday Financial holds applied to all accounts with a balance greater than zero and late payment fees assessed.

Deadline for receipt of December 2023 graduation recommendations

January 24, Wednesday Deadline to send Spring 2024 exam conflicts alternate exam day request JotForm. We will send out the email link to request an alternate exam date via email. See eligibility below.

January 26, Friday Spring 1L Orientation: all 1L classes are suspended on this Friday to accommodate the mandatory 1L orientation.

February 2, Friday UNIVERSITY CLOSED- Mental Health Day

Deadline to inform the HUSL Office of Student Affairs of, non-emergency ADA accommodations for Spring 2024 midterm exams. Note you must provide a copy of your approval letter from Office of Student Services directly to OSA staff by this date. To submit a request to the Office of Student Services, click [here](#).

February 6, Tuesday This request should be submitted 6-8 weeks prior to February 6. Letters provided to the HUSL Office of Student Affairs after this date will not receive accommodations for Spring 2024 Final exams.

Deadline to receive 50% refund of tuition/fees. Students must complete the online withdrawal process. Search "total withdrawal" on the HU website for the updated form.

February 13, Tuesday Preliminary Enrollment Census Date

February 19, Monday University Closed – President's Day Observed

MIDTERMS- All midterms occur during this time.

Midterms may occur during class time for a duration that is less than the class meeting OR may be in take-home format for a period of no less than 12 hours.

Tuesday, February 20- Wednesday, March 1 Upper-class students may have multiple midterms on one day. There are no alternate exam day requests for midterms. ADA-accommodated students must have their approved accommodations by the beginning of the spring semester (see January 20 deadline and information above).

1L Schedule TBD

February 22, Thursday Deadline for Independent Study proposals; petitions to study abroad, visit another institution, or participate in an exchange program for Summer 2024 and Fall 2024. Review the rules and processes in the Student Handbook and submit proposals and petitions to the Office of Academic Affairs.

March 1, Friday Charter Day Convocation – Cramton Auditorium 11:00 A.M.



(Classes suspended 10:00 A.M. - 1:00 P.M.)

Deadline to receive 25% refund of tuition/fees (Last day for tuition/fees refund). Students must complete the online withdrawal process. Search "total withdrawal" on the HU website for the updated form.

Last day to submit ADA accommodation requests for Spring 2024 final exams to the Howard University Office of Student Services to ensure letters are received in time for exams. Note Student Services may take from 6-8 weeks to process requests so requests submitted after this date may not meet the deadline (see below). To submit a request click [here](#).

March 2,  
Saturday to

Howard University School of Law closed – Spring Break

March 10,  
Sunday

March 8,  
Friday

Final Enrollment Census Date

Last day to withdraw from a course.

Students will receive 0% refund of tuition/fees.

Students must complete withdrawal process before this date or will receive an "F" grade for the course.

Students must complete the online withdrawal process. Search "total withdrawal" on the HU website for the updated form.

April 5, Friday

Deadline for receipt of financial aid applications for Summer 2024

Deadline for request for financial aid award adjustment for Spring 2024

April 9,  
Tuesday

Fall 2024 registration begins for current 2L and LL.M students

Fall 2024 registration for current 1L students

April 11,  
Thursday

Bison Web is available for registration from 9:00 am to 11:59 pm each day until the end of the Add/Drop period.

April 12,  
Friday

Deadline for prospective Spring 2024 graduates to apply for graduation via BisonWeb (Fees Apply).

April 15,  
Monday to

Graduation application available via Bison Web for Summer 2024 prospective candidates.

June 28,  
Friday

Deadline to inform the HUSL Office of Student Affairs of, non-emergency ADA accommodations for Spring 2024 Final exams. Note you must provide a copy of your approval letter from Office of Student Services directly to OSA staff by this date. To submit a request to the Office of Student Services, click [here](#).

April 15,  
Monday

This should be submitted 6-8 weeks prior to April 15th. Letters provided to the HUSL Office of Student Affairs after this date will not receive accommodations for Spring 2024 Final exams.

Summer 2024 Registration begins for Continuing students. Note that financial aid awards are tentatively set to disburse on May 10, 2023. If a student is near the academic probation minimum of 75 GPA, the student should be aware of the possibility that they are ineligible for summer financial aid. Moreover, students in danger of academic dismissal should not register for summer school.

April 24,  
Wednesday

Formal Classes End

April 25,  
Thursday to

Reading Period

April 28,  
Sunday

April 26,  
Friday

Deadline for students to clear Fall 2023 incomplete grades with instructors.

April 29,  
Monday to

Final Examinations

May 9,  
Thursday

Deadline for Records office to submit special grade reports to

May 3, Friday the Office of the Registrar for removal of incomplete grades for Fall 2023.

May 8,  
Wednesday  
to

Graduation clearance for spring graduates.

May 9,  
Thursday

Baccalaureate – Howard University School of Law—Dunbarton Chapel, 11:00 A.M. TENTATIVE

Deadline for receipt of May 2024 graduation recommendations to the Office of the Registrar.

May 11,  
Friday

Summer financial aid disbursements for eligible students. (Tentative date for School of Law students. More information will be provided closer to the summer semester.)

Commencement

May 11,  
Saturday

Upper Quadrangle - Main Campus, 10:00 A.M

School of Law Hooding Ceremony

TBD Burr Gymnasium - Main Campus, 2:30 P.M. TENTATIVE

May 17, Friday Evaluate Satisfactory Academic Progress (SAP) for 2024-2025. (Tentative date for School of Law students. More information will be provided closer to the summer semester.)

May 24, Friday Deadline for Satisfactory Academic Progress (SAP) Appeals for the 2024-2025 academic year. (Tentative date for School of Law students. More information will be provided closer to the summer semester.)

## **SUMMER SEMESTER 2024**

April 22, Monday to Registration for all students; payment-in-full due upon registration.  
(Add or drop a course without a grade of "W").

May 13, Monday

May 10, Friday Deadline for receipt of all required financial aid documents for Fall 2023 consideration.

First day of classes

May 13, Monday

Deadline to receive 100% refund of tuition/fees.

May 20, Monday Payment Due in Full for Summer Registration (All Students). Please note that the online Total Withdrawal Request Form must be submitted to drop a summer course.

May 22, Wednesday Summer Registration Disenrollment due to nonpayment

Deadline to receive 50% refund of tuition/fees.

May 27, Monday

Note that the online Total Withdrawal Request Form must be submitted to drop from a summer course.

University Closed – Memorial Day Observed

Graduation holds applied for Summer 2024 graduates.

May 31, Friday

Deadline to receive 25% refund of tuition/fees.

Please note that the online Total Withdrawal Request Form must be submitted to drop a summer course.

June 3, Monday

LAST DAY TO WITHDRAW FROM A COURSE

Priority Processing Deadline for receipt of all required Financial Aid Documents for Fall 2024 consideration. Documents include (but not limited to) Verification, Independent Status Petition, Special Circumstances Appeal, College Enrollment Verification, Authorization to Apply Title IV Funds.

June 7, Friday

Last day to complete a total withdrawal from the University (Summer session only)

June 17,  
Monday University Closed- Juneteenth Observed

June 29,  
Sunday Deadline for Satisfactory Academic Progress (SAP) Appeals for the 2024-2025 academic year.

July 4,  
Thursday University Closed – Independence Day Observed

July 3,  
Wednesday Last week of doctrinal classes; students will not attend these classes after this week.

Last week for externship classes; students will not attend externship classes after this week.

July 8,  
Monday

July 5,  
Friday to

July 7,  
Sunday Reading Period

July 8 week Final Examinations

July 12,  
Friday School of Law Summer 2024 semester ends  
Official graduation date for Summer 2024 degree recipients

July 27,  
Saturday Deadline for receipt of Summer 2024 Graduation Recommendations in the Office of the Registrar

# School of Social Work Calendar 23-24

## MASTER OF SOCIAL WORK

2023-2024 ACADEMIC CALENDAR

# Admissions & Enrollment Requirements

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## Enrollment Fee

Admitted students who intend to enroll at Howard University pay a \$300 non-refundable enrollment fee by May 1st to secure their place in the class.

Housing Fee. Students are considered for housing once they have been accepted and have submitted an application for housing and a \$50 housing fee.

## Registration

All students must register for classes during the periods announced in the official University Calendar. Students who fail to register will not be permitted to attend classes, and their names will not appear on official class lists. BisonWeb is the official self-service portal that all students will use to register for their courses each semester. Directions on how to register are available on the BisonWeb webpage at [https://ssb-prod.ec.howard.edu/PROD/twbkwbis.P\\_WWWLogin/](https://ssb-prod.ec.howard.edu/PROD/twbkwbis.P_WWWLogin/).

## Course Waitlist

When a section of a course fills to the enrollment limit, students attempting to register through BisonWeb will receive a registration error message that a waitlist exists. The student will then be given the option of adding themselves to the waitlist for the course. If a student already enrolled in the course should drop, that seat will not become available for registration through BisonWeb if there is an active waitlist for the course. Obtaining a space on a waitlist should not be interpreted as a guarantee of getting a seat in the course.

## Course Overrides

The course override capability exists for the sole purpose of accommodating those relatively few students who are given permission to either (a) enroll in a class that is “closed,” or (b) enroll in one or more classes that have reasonable time conflicts within the student’s schedule.

Course overrides must be approved by the person(s) designated by course instructor and the Dean or his/her designee of the respective School/College in accordance with procedure(s) established by such School/College/Division.

## Transfer of Credits

In general, Howard University does not accept academic courses from other schools as transfer credits for its graduate and professional programs.

If you have advance standing credits, please work with your academic advisor to have him/her/them submit said request for review by the transfer services team. Your **official** college transcripts must be on record with the Office of the Registrar for credit consideration.

## Equal Opportunity and Diversity

Howard University, as a community of scholars, is committed to the elimination of discrimination in education and the provision of equal opportunity in education. In compliance with state and federal laws and regulation, we do not discriminate on the basis of age, color, disability, gender identity or expression, marital status, national origin, race, religion sex, sexual orientation, or veteran status in any of our policies, procedures, or practices. This non-discrimination policy covers admission and access to, and treatment, in all programs and activities, including but not limited to, academic admissions, financial aid, educational services and employment.

## Program Admission Criteria

Students are accepted in good faith in academic programs on the basis of the certification they provide to meet admissions criteria. If however, the results from the test and assessments procedures upon arrival provide evidence that a student's actual academic proficiency is significantly different than the one claimed and is lower than the one required for the designated program, then the student will be formally advised of the results and applicable options, if any exist.

A student, either individually or through his/her representative, who has submitted any documents or certification to meet the admission criteria which is later found to have been falsified may be subject to immediate dismissal from the University.

## First-Time Graduate Deferment Policy

Graduate applicants (note, this does not relate to Dentistry, Medicine, Pharmacy or Law applicants) who have been offered admission **and** have confirmed their enrollment (by paying the \$300 enrollment fee deposit) may request to defer their enrollment for up to one year. These deferment requests will need to be completed by January 1 (for Spring applicants), May 1 (for Summer applicants), or August 1 (for Fall applicants) of each year. If the student does not matriculate in the approved deferment semester, a new application will need to be filed for admission consideration. To complete the deferment process, please send an email to [hugsadmission@howard.edu](mailto:hugsadmission@howard.edu) indicating your reason for deferment, and what you will be doing during the gap period.

Deferment requests **are not** accepted for graduate non-degree students, or returning students. Non-degree and returning students must submit a new application for admission for the desired entry term to be considered for admission.

## Deferment for All Other Students

Deferment requests **are not** accepted for any other graduate admission applications, including returning and non-degree students. All other students must submit a new application for admission for the desired entry term to be considered for admission.

## Admission Fees Refund Policy

Howard University does not refund the \$75 application fee nor the \$300 enrollment fee.

## Report of Medical History

All students are required to submit a completed Report of Medical History, proof of immunity to vaccine-preventable diseases. All students entering the University for the first time and those returning after an absence of one or more semesters are required to submit a completed health examination (Entrance Medical Record). Students will not be allowed to register for classes if their enrollment and medical forms have not been returned by the announced deadline date. The University reserves the right to deny registration to any

student or prospective student who, in the judgment of the officials of the University Health Service, is suffering from a condition of illness that would be inimical to the health of others. In such cases, the recommendation of the University Health Service is final.

## Nursing & Allied Health Sciences Admissions Requirements

### Occupational Therapy

#### About the Program

The Howard University Department of Occupational Therapy is Proud to offer an Entry-Level Occupational Therapy Program Leading to a Doctor of Occupational of Therapy (OTD). The department is uniquely privileged to be among the few providers of and entry-level OTD in the nation's capital. The program has a rich history of excellence in leadership, graduating highly sought-after therapists, and developing national and international health professionals. The Doctorate of Occupational Therapy program is designed to prepare students as entry-level occupational therapist and generalists. The program fosters leadership skills, and evidence-based practice with a focus on the underserved community, allowing students to develop as top practitioners, and change agents in field of occupational therapy. The entry-level OTD program at Howard consists of three-years of research, theory, and concentrated skill-based course work; competency requirements; six-month fieldwork; 14-week doctoral capstone experience (DCE), and capstone project as requirements for graduation.

Upon successful completion of 99 credits including all course work and fieldwork experiences, candidates can sit for the national certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT). The timeframe for completion of the entry-level program is three-years, which includes all didactic coursework, competency examinations, fieldwork experiences, doctoral capstone experience, and capstone project. Students must complete 24 weeks of Level II fieldwork as well as an individual 14-week capstone experience. The doctoral capstone experience must be started after completion of all coursework and Level II fieldwork.

The OTD curriculum follows a developmental progression where the organization of the learning experiences build on knowledge gained and mastery of educational outcomes. Throughout the curriculum students are exposed to five core themes:

- Occupation and Human Performance
- Critical Thinking and Clinical Reasoning
- Diversity and the Underserved
- Research and Scholarship
- Leadership and Professionalism

After successful completion of this exam, the individual will be an occupational therapist, registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

The Howard University Occupational Therapy program subscribes to the Occupational Therapy Centralized Application Service, known as OTCAS. All applicants need to apply online using the OTCAS application. Our application deadline is March 15 of each year. Applications received after the deadline will be considered subject to space availability in the entering class. To learn more about the OTCAS application process and to get started, please go to the OTCAS website at [www.otcas.org](http://www.otcas.org). Once processed, the Admissions Committee looks forward to receiving your application.

## Application Process & Deadlines

Admission consideration may be granted to applicants who satisfy all admissions criteria. Criteria for admissions to the OT entry-level OTD degree program includes:

- Undergraduate degree from an accredited university or college
- Cumulative GPA of at least 3.0 on a 4.0 scale
- Completion of required prerequisite courses
- Verification of 40 hours of volunteer experience in an Occupational Therapy setting
- Completion of the OTCAS Application
- Participation in a personal interview
- Submission of three letters of recommendations

### Prerequisites:

Developmental Psychology (3 Credits)

Abnormal Psychology (3 Credits)

Gross Anatomy (4 Credits)

Physiology (4 Credits)

Physics (3 Credits)

Sociology (3 Credits)

Statistics (3 Credits)

Medical Terminology (2 Credits)

CPR Certificate

Certification

## Physical Therapy | Graduate

The Physical Therapy program offers an accredited program leading to a Doctor of Physical Therapy (DPT) degree. Students in this program are exposed to cutting edge research and practice in both the classroom and the clinic.

### Program Mission

The mission of the program is to recruit and prepare promising African Americans and underserved minority populations with leadership potential to become compassionate, and competent physical therapists, with expertise in clinical decision making, problem-solving, and research. The program is committed to attracting and sustaining a cadre of faculty who promote critical thinking, self – inquiry, active learning, community service, cultural sensitivity, ethical behavior and contribute to research, practice, and enhancement of the profession nationally and internationally.

### Program Highlights

Graduates of the program are eligible to sit for the state licensure examination and are entitled to full membership in the professional organization, the American Physical Therapy Association. Information regarding state licensure can be obtained from the individual licensing boards.

Physical therapists are health care professionals who diagnose and treat individuals of all ages with medical problems or other health-related conditions that limit their abilities to move and perform functional activities in their daily lives. Physical therapists examine each individual and develop a plan using treatment techniques to promote the ability to move, reduce pain, restore function, and prevent disability. In addition, physical therapists work with individuals to prevent the loss of mobility before it occurs by developing fitness and wellness-oriented programs for healthier and more active lifestyles. State licensure is required in each state in which a physical therapist practices.



## Admission Requirements

The following requirements must be satisfied for admission:

- Applicants must have received a baccalaureate degree in any field, from an accredited institution prior to start of classes in the Doctor of Physical Therapy program.
- GRE is required. Send a PDF copy of scores sent from testing center as part of the application package to [dptadmissions@howard.edu](mailto:dptadmissions@howard.edu).
- Possess a minimum overall GPA of 3.0 in all required prerequisite courses. No required courses with a grade below "C" are accepted.
- Possess a minimum of 3.0 cumulative GPA in the required math and sciences courses.
- Math and Science courses must have been completed within seven years of application.
- Complete the PTCAS application and all other admissions requirements by the deadline (December 15th).
- Create a video presentation lasting no more than 5 minutes. Upload the video to YouTube and include the link with application package materials
- Fully complete other supplemental application items and upload your entire application package to [dptadmissions@howard.edu](mailto:dptadmissions@howard.edu) utilizing the following heading in the subject line: HU DPT Applicant Package 2018-(Last Name, First Initial)-(Your PTCAS #)
- Paper applications WILL NOT be accepted
- The Admissions Committee may invite candidates who meet the admission requirements for an interview.
- Candidates will be selected following a competitive evaluation process.

Please refer to the Howard University DPT Admissions FAQ Sheet for more information and specific instructions. Email questions or concerns to [dptadmissions@howard.edu](mailto:dptadmissions@howard.edu)

### Admissions Committee

Physical Therapy Department  
[dptadmissions@howard.edu](mailto:dptadmissions@howard.edu)

Howard University College of Nursing & Allied Health Sciences  
Washington, DC 20059

### Prerequisites:

#### HU Course

MATH-000	Algebra II or Pre-Calculus	(3-4 Credits)
MATH-009	Intro to Statistics	(3-4 Credits)
BIOL-101	General Biology I	(4 Credits)
BIOL-102	General Biology II	(4 Credits)
CHEM-003	Gen. Chemistry Lec I	(4 Credits)
CHEM-005	Gen. Chemistry Lab I	(1 Credits)
CHEM-004	Gen. Chemistry Lec. II	(4 Credits)
CHEM-006	Gen. Chemistry Lab II	(1 Credits)
MDAN-168	Basic Human Anatomy	(4 Credits)
MPHY-101	General Physiology	(4 Credits)
PHYS-007	Physics/Health Science	(5 Credits)
PHYS-000	or Physics I	(4-5 Credits)
PHYS-000	and Physics II	(4-5 Credits)
ENGL-009	Technical Writing	(3 Credits)
PSYC-050	Intro to Psychology	(3 Credits)
PSYC-000	Psychology (other)	(3 Credits)
Elective	Medical Terminology	(2-3 Credits)

# Business Admissions Requirements

Application Deadline: June 21st (for Fall Admission)

Admissions Requirements:

## Online MBA

### Professional Experience

Candidates for the Online MBA program must have at least 2 years of postgraduate professional experience.

### Education Requirement

- Undergraduate degree from a regionally accredited college or university.
- A cumulative 3.0 or higher GPA recommended, but not required.

### Standardized Tests

GMAT or GRE is required for the Online MBA (school code 5297). See GMAT for online exam details. See GRE for online exam details.

### Resume

Current resume or CV detailing all previous work experience.

### Personal Statement

Applicants should provide a personal statement that describes the uniqueness of his/her character, abilities, issues of diversity, academic history, community service activities, and professional experience. Additionally, the statement should discuss the applicant's interest in the Howard University Online MBA program and how completing the Online MBA will facilitate realizing his/her dreams and aspirations. The statement should be between 2-3 pages and double-spaced.

### Letters of Recommendation

- Two (2) letters of recommendation that address your intellectual and personal capabilities.
- Topics should cover personal integrity, ability to work with others, leadership qualities, oral and written communication skills, and community involvement. Recommenders should be professional and may come from a supervisor, a member of academia, a mentor, and/or someone who can attest to these capabilities.
- All letters should be on official letterhead, signed, and uploaded to the online application site by the recommenders. Letters may also be sent electronically to [onlinebusiness@howard.edu](mailto:onlinebusiness@howard.edu) as a PDF attachment. All letters must be sent directly from the recommenders. We will not accept letters that are provided by the applicant

### Transcripts

- Official transcripts are required from all undergraduate and graduate institutions attended. Transcripts may be delivered electronically (preferred) to [onlinebusiness@howard.edu](mailto:onlinebusiness@howard.edu). In order to be considered official, they must be sent through the National Student Clearinghouse or delivered through a secure University Office of the Registrar system.
- Transcripts may also be delivered via U.S. mail to:

#### **Mailing Address**

Howard School of Business  
Office of Graduate Programs

Attn: Online MBA  
2600 6th Street, NW, Room 236  
Washington, DC 20059

## Application Fee

Online MBA: \$123 (non-refundable). Waived for those enrolling in the Fall 2021 Cohort. Transfer Credits  
Applicants may transfer a maximum of six graduate semester hours from other programs that are accredited by the AACSB-International Association for Management Education provided the courses to be transferred were not used to satisfy requirements for another degree. Note, only those courses in which a grade of B or higher was earned will be considered for transfer credit.

## Executive MBA

### Professional Experience

Candidates for the EMBA program must have at least 7 years of postgraduate professional experience and 5 or more years of management/leadership experience. Must be comfortable with the basic concepts of business, able to show progressive experience on your resume, and ready to transition into a position that is at, or the equivalent of, a C-Suite level role.

### Education Requirement

- Undergraduate degree from a regionally accredited college or university.
- A cumulative 3.0 or higher GPA recommended, but not required.

Standardized Tests GMAT or Executive Assessment is optional but highly recommended for those who had a lower GPA (school code 5297). See GMAT for online exam details.

### Resume

Current resume or CV detailing all previous work experience.

### Personal Statement

Applicants should provide a personal statement that describes the uniqueness of his/her character, abilities, issues of diversity, academic history, community service activities, and professional experience. Additionally, the statement should discuss the applicant's interest in the Howard University Online Executive MBA program (EMBA) and how completing the EMBA will facilitate realizing his/her dreams and aspirations. The statement should be between 2-3 pages and double-spaced.

### Letters of Recommendation

- Two (2) letters of recommendation that address your intellectual and personal capabilities.
- Topics should cover personal integrity, ability to work with others, leadership qualities, oral and written communication skills, and community involvement. Recommenders should be professional and may come from a supervisor, a member of academia, a mentor, and/or someone who can attest to these capabilities.
- All letters should be on official letterhead, signed, and uploaded to the online application site by the recommenders. Letters may also be sent electronically to [onlinebusiness@howard.edu](mailto:onlinebusiness@howard.edu) as a PDF attachment. All letters must be sent directly from the recommenders. We will not accept letters that are provided by the applicant.

## Transcripts

- Official transcripts are required from all undergraduate and graduate institutions attended. Transcripts may be delivered electronically (preferred) to [onlinebusiness@howard.edu](mailto:onlinebusiness@howard.edu). In order to be considered official, they must be sent through the National Student Clearinghouse or delivered through a secure University Office of the Registrar system.
- Transcripts may also be delivered via U.S. mail to:

### **Mailing Address**

Howard School of Business  
Office of Graduate Programs  
Attn: Online Executive MBA  
2600 6th Street, NW, Room 236  
Washington, DC 20059

## Application Fee

Executive MBA: \$75 (non-refundable). Waived for those enrolling in the Fall 2021 Cohort.

## Transfer Credits

We do not accept transfer credits for the Executive MBA program.

# Dentistry Admissions Requirements

## Doctor of Dental Surgery (DDS) | Graduate

The Howard University College of Dentistry offers a four-year program that leads to a doctor of dental surgery degree (DDS)

The dental curriculum consists of courses in clinical and basic sciences, practice management, ethics, and clinical experience. The program offers a comprehensive dental education that prepares graduates to enter the workforce as competent, professional and culturally sensitive clinicians.

## Why Howard?

For a Transformative Education, we welcome you to the Howard Family! The Howard University College of Dentistry (HUCD) offers programs that prepare students to become leaders in dental education and deliver for the local and global communities.

The Howard University College of Dentistry is a teaching and patient care institution and is the fifth oldest dental school in the nation. Our dental clinics, since 1881, have provided quality patient care and service to the community. The mission of the College of Dentistry includes the education of dental practitioners and dental hygienists, research, and service to the community. Through our clinical modules, students work with faculty on a 1:5 ration and are paired with peers in your clinical level to ensure a team based approach to learning.

As part of our unique initiative to increase interprofessional education and collaboration, our students collaborate with their peers in other health sciences programs at Howard such as pharmacy, medicine, and nursing. Our students gain competency in various clinical techniques through rotations in our postdoctoral programs (Orthodontics, Pediatrics, and Oral and Maxillofacial Surgery) and learn valuable skills through their direct involvement with experiential services by joining with our faculty in opportunities through international missions in Jamaica, Haiti, Guatemala, Sudan, and Tanzania to name a few. Our students are volunteering at locally in Community Health Centers, with Mission of Mercy, and Remote Area Medical (RAM) throughout the DC Metropolitan area. We take great pride in our students who participate in student table clinics, conduct

research at the National Institute of Dental and Craniofacial Research, and organize our local health fair. The Howard student is dedicated to making a difference in Truth and Service. To learn more about our student programs: [www.hucdstudentaffairs.com](http://www.hucdstudentaffairs.com).

We emphasize evidence-based dentistry, take great pride in providing care for the underserved, and promote the highest form ethical decision making and execution of dental care. The appreciation and cultivation of service are essential to the Howard dental education. Our Alumni are exemplars, mentors, and leaders in dental education, in research, in their practices, and in their communities.

## Program Details

- Degree Classification: Professional
- Related Degree: Doctor of Dental Surgery
- Format: In Person
- Length: 4 Years
- Class Size: 75-80

## Application Guidelines

All prospective applicants must apply through the Associated American Dental Schools Application Service (AADSAS). The application cycle opens in May and the deadline for submitting applications is February 1st of the year you expect to enter dental school. All accepted students must earn a bachelor's degree or higher from a regionally accredited college or university in the United States or Canada prior to enrollment. Also, accepted students must complete any degree program in which they are currently enrolled prior to enrollment into the College of Dentistry.

## Admissions Requirements

All applicants must take the Dental Admission Test (DAT). The Canadian Dental Aptitude Test is acceptable for admission of Canadian applicants. DAT scores may not be more than two years old. Applications are not considered without DAT scores, and only the most recent score is considered. Unofficial DAT scores may be sent via email to [HUCDAdmit@howard.edu](mailto:HUCDAdmit@howard.edu).

Competitive Scores:

- 18-Total Science
- 20 Reading Comprehension
- 18 Academic Average

## **DEGREE REQUIREMENTS**

### Prerequisites

All matriculants must have earned a bachelor's degree from an accredited college or university.

Online and introductory courses are not acceptable for the required course work. \*\*

Advanced placement and/or college level entrance program credits are not acceptable for required courses.

Required for Admission to HUCD:

- English Composition and Literature
  - Semester - 6

- Quarter - 9
- Inorganic Chemistry with Lab
  - Semester - 8
  - Quarter - 12
- Organic Chemistry with Lab
  - Semester - 8
  - Quarter - 12
- Biochemistry
  - Semester - 3
  - Quarter - 5
- Human Anatomy with lab
  - Semester - 4
  - Quarter - 6
- Physics
  - Semester - 8
  - Quarter - 12
- Electives
  - Semester - 22
  - Quarter - 33

#### **RECOMMENDED COURSEWORK:**

- Physiology (unless taken with Human Anatomy)
  - Semester - 4
  - Quarter - 6
- Microbiology
  - Semester - 4
  - Quarter - 6

"CR", "S", and/or "P" grades are unacceptable for required courses.

#### **COVID19 UPDATE FOR GRADES**

Pass/Fail will be accepted for the Summer and fall 2021 semesters. However, we strongly encourage that you receive the letter grade when possible.

## **Criminal Background Checks**

Accepted students must complete a background check through Certiphi Screening Incorporated via email after receiving an offer of admission. Results must be viewed as favorable by the Admissions Committee.

## **Technical Standards for the College of Dentistry, Howard University**

### **Technical Standards**

Upon recommendation of the Dean and faculty of the College of Dentistry, a student will be granted the Doctor of Dental Surgery degree which signifies that the recipient has demonstrated the knowledge, social and behavioral bearings, and skills deemed necessary to become a competent and compassionate healthcare provider.

A vital component of the dental education is the requirement of students to provide healthcare education and treatment for patients in the Howard University community and Washinton D.C. metropolitan area. Therefore, it is the responsibility of the College of Dentistry's faculty to ensure an environment of safety and respect for our patients.

It is our mission to admit students who will support this endeavor by: exhibiting a mastery of knowledge in scientific and health care areas; demonstrating hobbies that require a minimal level of technical abilities; possessing communication and interpersonal skills as demonstrated in extra-curricular activities and letters of support; and at all times, displaying professional attitudes and behaviors that personify and are expected of a dental professional.

It is the responsibility of the candidate for admission to review the technical standards for admissions. Accommodations for students with special academic needs are provided through Office of Academic Affairs upon completing the appropriate processes for accommodations.

## Critical Thinking

As mandated by the Commission on Dental Accreditation, we expect admitted students to show competency in developing their critical thinking by being able to:

- Identify problems and formulate questions clearly and precisely;
- Gather and assess relevant information, weighing it against extant knowledge and ideas, to interpret information accurately and arrive at well-reasoned conclusions;
- Test emerging hypotheses against evidence, criteria, and standards;
- Show intellectual breadth by thinking with an open mind, recognizing and evaluating assumptions, implications, and consequences;
- Communicate effectively with others while reasoning through problems.

## Motor skills

Successful students of dentistry should demonstrate competence and control in motor function to carry out various diagnostic and treatment procedures while manipulating a multitude of dental instruments and handpieces. Coordination of sight, touch, and manual dexterity with full functionality of the student's wrists, hands, fingers and arms are essential to these requirements.

Students must be certified in basic life support emergency procedures, CPR, demonstrate proper ergonomics while rendering dental care sitting or standing; operate and maneuver dental equipment including carts, stools and dental chair, hand or foot controls, high- and slow-speed dental handpieces during dental treatment requiring controlled movements of less than 1-2 millimeter; perform dental procedures utilizing hand instruments on hard and soft tissues; and perform all necessary procedures in required educational exercises including activities in the preclinical laboratories prior to meeting the standards to render patient care in our clinics.

## Sensory skills

Candidates must have functional use of the senses of vision, hearing, touch, and smell in order to observe and learn effectively in the classroom, laboratory and clinical settings and, ultimately, to provide oral health care in a practice setting. These sensory skills must be sufficient to allow the student to acquire information through physical, laboratory and clinical means; to visualize intraoral and extraoral structures; to observe a patient accurately both close at hand and at a distance; and to obtain information from written documents, films, slides and video, as well as to perform educational exercises, dental examinations, and treatment utilizing functions of touch (tactile sense using direct and indirect palpation); vision (acuity, accommodation and

adequate color differentiation), hearing (distinguishing sounds of auscultation and percussion, and discerning audible signs of distress from a patient); and smell (enabling observation and discernment of normal and abnormal odoriferous conditions related to either the patient or environment) to aid in the recognition of abnormal conditions of tissue during examination, diagnosis, and treatment.

## **ADMISSION TO CANDIDACY**

### **Selection Criteria**

Admission to HUCD is highly competitive. Applicant's latest academic record, scores on the Dental Admission Test (DAT) and letters of recommendation are significant credentials in the selection process. Factors in evaluating candidates include working or volunteering with underserved communities, work experience in dental settings, leadership, community service and personal interview. Good grades are important especially in the science courses. Applicants should meet a minimum Science GPA of at least 2.8 to be considered eligible for application screening.

### **Selection Process**

The Office of Admissions conducts a preliminary screening and holistic review of each application. Applications of qualified candidates are then reviewed by faculty reviewers and the most qualified applicants are invited via email to interview beginning in August and continuing until the class is full. Be sure to check your e-mail spam folders. Our incoming predoctoral class size is 75-80 students.

### **Interviews**

Interviews are by invitation only. Interviewees have a 25-30-minute interview with an interviewing panel. The panel will often consist of: faculty, a student representative, and Alumni; or two faculty members. Each student will have a second interview with the Director of Admissions.

### **Acceptance of an Offer for Admission**

Acceptances must be in writing and a deposit of \$1,000 must accompany the applicant's acceptance of the offer of admission.

### **Important Admissions Processing Dates**

- May-July prior to graduation year- Recommend taking DAT
- August prior to graduation year- Recommend Submitting Application
- August - January: Application Review is conducted by faculty and staff
- August - January: Interviews are scheduled. HUCD interviews 200-250 candidates per year.
- December 1st - First round acceptances are emailed.
- January- Interim Notification email is sent to applicants who will not be invited to interview.
- February 1st - The application cycle closes.
- April 1st - Notification email to candidates accepting offers of admission at more than one dental school.
- April 15th - Notification email sent to applicants who are on waitlist.
- Third week of August is designated for new student orientation week. All sessions are mandatory for the new student to begin the Fall semester. The entering classes all begin in the Fall and are pre-requisites to register for Spring class. There are no entering class during the Spring and Summer sessions.



## **CAUTION TO PROSPECTIVE STUDENTS**

The Board of Trustees of Howard University on September 24, 1983, adopted the following policy statement regarding applications for admission: "Applicants seeking admission to Howard University are required to submit accurate and complete credentials and accurate and complete information requested by the University. Applicants who fail to do so shall be denied admission. Enrolled students who as applicants failed to submit accurate and complete credentials or accurate and complete information on their application for admission shall be subject to dismissal when the same is made known, regardless of classification."

## **International Dentist Program | Graduate**

This program affords a dentist who received a dental degree from outside of the United States to matriculate, in the third year of the pre-doctoral dental program, after calibration and competency assessment. The candidate joins the third year dental class (D3) and completes the obligations for receipt of a DDS degree within two years at Howard University College of Dentistry (HUCD). To be considered for admission to HUCD, the applicant must have successfully completed the National Dental Boards Examinations, Parts I and II. Successful completion and performance of the Integrated National Board Dental Examination will be accepted in lieu of Part I and Part II passing scores.

All applications and credentials will be evaluated by the American Dental Education Association (ADEA) Centralized Application for Advanced Placement for International Dentists (CAAPID) and must be submitted by July 31st, prior to the anticipated year of admission. ADEA CAAPID is a centralized application service devoted to supporting dental schools that offer advanced standing programs for applicants with dental degrees earned outside of the US and Canada. The application will be operated similarly to the current AADSAS and PASS application processes

### **Program Details**

- Program Deadline: July 31st, annually
- Orientation Date: Wednesday after University Graduation in May, annually (usually third week)
- Class Start Date: Monday after Orientation Week in May, annually
- Class Size: up to 10
- Degree Awarded: D.D.S.

### **English Language Proficiency**

- Must be proficient in the English language.
- Applicants whose Dental Degree is International are required to take the TOEFL, with a total score of 100 or more to be considered (No Waiver will be given)
- Must submit original TOEFL score report form directly to program (not to ADEA CAAPID) upon request

### **National Board Dental Examination (NBDE) Requirements**

Program requires passage of NBDE, either Part I and Part II or the Integrate format, and prefers that passage be within the last 5 years to be considered for admission.

- Submission of official scores to program directly from ADA website is required (not to ADEA CAAPID).
- Board Examination must be completed, scored and passed prior to application deadline.

## Letter of Evaluation

Program requires three Letters of Evaluation (to ADEA CAAPID).

- Program prefers one Letter of Evaluation to come from Dean of dental school from which applicant graduated. **All are to be written on Institutional Letterhead, with official signature of evaluator.**

## Transcripts and Evaluations

Applicant must submit to ADEA CAAPID a detailed evaluation by either ECE or WES.

- If admitted, program will require official transcripts from original dental school to be sent directly to program.

## Application Fees

Candidates will submit non-refundable Howard University Application fee directly to Howard University College of Dentistry, in addition to the fees charged by CAAPID. An application is not considered complete until the application fee is paid. Only complete applications are reviewed.

Mail the Non-Refundable \$200.00 Application Fee to the following mailing address. Make certified funds Cashier's Checks/or Money Orders Payable to Howard University College of Dentistry (Suite 128); include your ADEA CAAPID ID# and First Name/Last Name on the check or money order. **DO NOT SEND CASH, DO NOT SEND PERSONAL CHECKS or they will be returned, and processing of your application will be delayed.**

### *Mailing Address*

Howard University  
College of Dentistry  
Office of Academic Affairs  
Attention: International Dentist Program  
600 W Street NW – Suite 128  
Washington, DC 20059

## Other documents that should be sent directly to program (not to ADEA CAAPID), only if requested:

- Only documents on CAAPID website will be reviewed no paper records, no updated CV (unless specifically requested at interview)
- Supplemental application material may be requested after review of your ADEA CAAPID application
- Send 2 x 2 color photograph to program (not to ADEA CAAPID) after being contacted by program for a scheduled interview. Print your name and ADEA CAAPID number on the back of the photo.
- Communication by email is preferred over telephone. (add [donotreply@webadmit.org](mailto:donotreply@webadmit.org) to your email contacts to insure delivery of all email correspondence)
- Only applications that are complete, meeting the deadline and listed requirements, will be reviewed and considered for admission.

## CAUTION TO PROSPECTIVE STUDENTS

The Board of Trustees of Howard University on September 24, 1983, adopted the following policy statement regarding applications for admission: "Applicants seeking admission to Howard University are required to submit accurate and complete credentials and accurate and complete information requested by the University.

Applicants who fail to do so shall be denied admission. Enrolled students who as applicants failed to submit accurate and complete credentials or accurate and complete information on their application for admission shall be subject to dismissal when the same is made known, regardless of classification."

All credentials must be sent to:

**Howard University Graduate School  
Office of Graduate Recruitment and Admissions  
4th and College Streets, N.W.  
Washington, D.C. 20059**

*Thank you for your interest in the Howard University College of Dentistry International Dentist Program! Best wishes in all of you academic and career endeavors!*

## Our Postdoctoral Programs

The Howard University College of Dentistry offers postdoctoral programs in the fields of Oral and Maxillofacial Surgery, Orthodontics, Pediatric Dentistry, General Practice Residency and an Advanced Education Program in General Dentistry. These programs meet the educational requirements necessary for certification by the respective specialty boards. The five existing programs fulfill the accreditation requirements for postdoctoral specialty programs in dentistry as determined by the Council on Dental Education of the American Dental Association and the Commission on Accreditation.

The level of instruction in the courses included in these programs is comparable to that of graduate dental courses. Research orientation, electives and research opportunities are included. A Certificate of Proficiency is awarded upon completion of the postdoctoral programs. In addition, separate internship and residency certificates are awarded to the oral and maxillofacial surgery and the general practice residency residents from Howard University Hospital.

## General Dentistry Practice Residency Program | Graduate

The General Dentistry Practice Residency Program at Howard University is a one year postdoctoral education program which offers the dentist an opportunity for advanced comprehensive clinical experience in a hospital environment. In addition, the trainee receives postdoctoral training in the sciences basic to dental practice.

This program is designed to increase the resident's knowledge of oral and systemic interrelationships and manifestations in healthy individuals and, also, in those with abnormalities and diseases; to broaden clinical experiences; and to further prepare the trainee in the management of the total oral health of a wide range of ambulatory and medically-compromised patients. Emphasis is placed on the management of patients with conditions not commonly seen in the dental school clinics.

### **Program Tuition and Stipend**

Program Tuition: No tuition required

Stipend: \$42,000

Positions: 2

### **Program Faculty**

The program is staffed by a dedicated program director and faculty members in all disciplines of dentistry.

## Application and Synopsis

To complete an online application, contact PASS (Postdoctoral Application Support Service) at [www.adea.org](http://www.adea.org). Deadline for submission of PASS application is October 2, 2009 for the class beginning in July, 2010. The PASS application is the only application required (refer to the link below). There are no supplementary applications.

1. Must have a D.D.S. or D.M.D. degree from an accredited dental school;
2. Must have dental school transcripts;
3. Must have a G.P.A. of 3.0;
4. Must have three (3) letters of recommendation from dental school full-time faculty in three (3) different departments;
5. Must have a personal interview;
6. Must be eligible for dental licensure in the District of Columbia;
7. Must have passed Part I and Part II of the National Dental Boards;
8. Must demonstrate proficiency in the English language and mastery of procedural concepts basic to the practice of dentistry, if the applicant processes a foreign dental degree.

## Advanced Education in General Dentistry | Graduate

The Advanced Education in General Dentistry (AEGD) residency program at the Howard University College of Dentistry (HUCD) is a one-year certificate-granting course of study and development which offers the newly or recently graduated dentist an opportunity to expand the capability to provide high-quality comprehensive clinical care to a diverse population. The foundations of ethics, professionalism, compassion, and evidence-based practice are woven throughout our didactic and clinical activities. Our program is accredited (most recent – 2017) by the American Dental Association (ADA) Commission on Dental Accreditation (CODA).

The backbone of this program is exposing learners to a variety of meaningful clinical experiences, guided by engaged clinical faculty supervision and supported by daily coaching, assessment, and feedback. The program director is a graduate of a two-year AEGD residency program and is a diplomate of the American Board of General Dentistry, and our residents benefit from consistent endodontic, periodontic, and prosthodontic specialty faculty support during our in-house clinical sessions. We employ modern modalities such as the axiUm electronic health record and MiPACS digital radiography, and complement conventional clinical techniques with rotary endodontics, intraoral laser, digital intraoral impressions, cone beam computerized tomography (CBCT), and computer-assisted design/manufacturing (CAD-CAM) technology.

Most clinical services are provided within our AEGD clinical space; additional rotation sites include the Howard University Hospital (oral & maxillofacial surgery, anesthesia) and a local community-based general dentistry clinic for low-income clientele. We aim to enhance knowledge and clinical competency across the spectrum of comprehensive dentistry, with the central philosophy of patient-centered, problem-based, phased treatment planning; the ability to thoroughly assess patients and then generate and execute predictable individualized plans is an expectation for successful matriculation.

The didactic curriculum includes biologic, diagnostic, and clinical sciences in both classroom and seminar formats, and case-based learning and application of principles to the clinical arena emphasized via various patient care conferences, literature reviews, resident-run topic vignettes, “grand case” treatment plan presentations, and collaboration with resident peers in the HUCD Pediatric Dentistry, Orthodontic, and General Practice Residency programs.

### Program Goals:

Consistent with the ADA CODA Accreditation Standards for Advanced Education Programs in General Dentistry, our program goals are to enable our graduates to:

- Act as a primary care provider for individuals and groups of patients; this includes:

- Providing emergency and multidisciplinary comprehensive oral health care
- Providing patient-focused care that is coordinated by the general practitioner
- Directing health promotion and disease prevention activities
- Plan and provide multidisciplinary oral health care for a variety of patients, including patients with special needs
- Manage the delivery of oral health care by applying concepts of patient and practice management and quality improvement that are responsive to a dynamic health care environment
- Function effectively and efficiently in multiple health care environments within interdisciplinary health care teams
- Utilize the values of professional ethics, lifelong learning, patient-centered care, adaptability, and acceptance of cultural diversity in professional practice.
- Understand the oral health needs of communities and engage in community service

### **Application Requirements:**

- Complete an online application via the American Dental Education Association Postdoctoral Application Support Service (ADEA PASS) at [www.adea.org](http://www.adea.org). Deadline for completion is September 1 for class beginning in July. The PASS application is the only application required for this program.
- Register with the National Matching Service Postdoctoral Dental Matching Program at [www.natmatch.com/dentres](http://www.natmatch.com/dentres)
- Graduate of an American Dental Association-accredited dental school (graduates of other institutions, including international dental schools, will be considered on a case-by-case basis)
- Must have passed the National Dental Boards
- Cumulative dental school grade Point Average (GPA) 3.0 or higher, or equivalent as determined by Educational Credential Evaluators, Inc. if international graduate (GPA less than 3.0 will be considered on a case-by-case basis)
- Proficient in the English language, demonstrated by Test of English as a Foreign Language (TOEFL) scores in the “High” range for the Reading and Listening categories and “Good” for Speaking and Writing, if English is not the applicant’s primary language.

## **Orthodontic Postdoctoral Program | Graduate**

### Department of Orthodontics

The Department of Orthodontics at Howard University College of Dentistry instructs our pre-doctoral dental and dental hygiene students, and postdoctoral residents in the didactic and clinical recognition and treatment of malocclusions. The department is proud to provide an opportunity for the best in orthodontic care at minimal costs to the surrounding communities.

The Postdoctoral Orthodontics program at Howard University College of Dentistry has been in existence since 1967 and has graduated more than 200 practicing orthodontists. The program in Orthodontics is a two year program beginning in July of each year with the fundamental goal to provide the postdoctoral resident with the necessary diagnostic and clinical skills to recognize, diagnose and treat malocclusions. Our residents are exposed to a variety of orthodontic techniques utilizing various straight wire appliances. The program is designed to meet the requirements of the Council on Dental Education of the American Dental Association, the American Board of Orthodontics and the American Association of Orthodontists.

The curriculum is designed to present the theory and practice of orthodontic treatment encompassing the major systems of mechanotherapy. Basic and related sciences fundamental to orthodontics are stressed and presented on a postdoctoral level. The emphasis in this program is placed on the total educational experience

for the resident. Completed cases are presented in the American Board of Orthodontics format at the American Association of Orthodontists Annual Meeting. Over the past 20 years, our senior residents have been encouraged to take the Phase II Written Examination, which is held just prior to this meeting.

Our residents are required to conduct an original research project, orally present it to faculty, administrators and peers, use a thesis format for completing the paper, and finally, edit the paper in publishable format.

Howard University College of Dentistry Department of Orthodontics provides an education of exceptional quality to qualified individuals, with particular emphasis on recruiting promising underrepresented students. The College is dedicated to maintaining a humanistic environment while attracting, sustaining and developing a cadre of faculty who, through teaching, research and service, is committed to producing distinguished, compassionate, and culturally sensitive graduates. Furthermore, the College is dedicated to providing high quality oral health care to our patients and improving the quality of oral health in our local, national, and global communities, while advocating for the elimination of health disparities.

Application:

To complete an online application, contact PASS (Postdoctoral Application Support Service) at [www.adea.org](http://www.adea.org). Deadline and details for completion of the PASS application are found on the ADEA website, typically by September 1st. Applications completed after the deadline will not be considered. The PASS website has all supplemental submissions requirements.

This postdoctoral program also participates in the National Matching Service and all positions are offered through the Postdoctoral Dental Matching Program. Applicants are required to register for the MATCH. More information can be obtained by contacting:

National Matching Services, Inc.  
595 Bay Street  
Suite 301, Box 29  
Toronto, Ontario Canada M5G 2C2  
416 977-3431 (telephone)  
416 977-5020 (Fax)  
[www.natmatch.com/dentres](http://www.natmatch.com/dentres)

- Must be a graduate of an accredited dental school;
- Must have passed the National Dental Boards;
- Must possess at least a 3.0 average in dental school;
- Must demonstrate proficiency in the English language evidenced by the TOEFL and mastery of concepts of procedures, which are basic to the practice of dentistry, if the applicant possesses a foreign dental degree.

## Pediatric Dentistry Postdoctoral Program | Graduate

The Advanced Education Program in Pediatric Dentistry is a 24-month University based program beginning July 1 of each year. Six positions are authorized for the first year class. The program is designed to meet the requirements of the Council on Dental Education of the American Dental Association, the American Academy of Pediatric Dentistry and the American Board of Pediatric Dentistry.

The curriculum is a mixture of both didactic and clinical and is intended to encompass the progressive sequence of formal, graded courses and hospital experiences in the theory and practice of pediatric dentistry at the postgraduate level. It emphasizes the application of biological, physiological and psychological principles during the periods of physical and emotional development of the infant, child and adolescent and the special needs patient. An appreciation for and understanding of the role of preventive measures, community dental health programs for children, exposure to hospital practice and research are also major areas of focus.

Residents matriculate through a variety of facilities throughout the 24-month period which include the following:

- The Howard University College of Dentistry
- The Howard University College of Medicine
- The Howard University Hospital
- The Children's Hospital National Medical Center
- The Spanish Catholic Center
- Mary's Center
- Greater Washington Dental Clinic

### **Program Tuition and Stipend**

- Program Tuition: \$43,912
- Stipend: none
- Positions: 6

### **Program Faculty**

The program is staffed by a dedicated Program Director and faculty who are board certified in the specialty of pediatric dentistry.

### **Application**

To complete an online application, contact PASS (Postdoctoral Application Support Service) at [www.adea.org](http://www.adea.org). Deadline annually for completion of the PASS application is September 15th for the class beginning the following year on July 1st.

The PASS application is the only application required; refer to the link <https://portal.passweb.org> to apply to the program. There are no supplemental applications. This postdoctoral also participates in the National Matching Service and all positions are offered through the Postdoctoral Dental Matching Program. Applicants are required to register for the MATCH. More information can be obtained by contacting:

National Matching Services, Inc.

595 Bay Street

Suite 301, Box 29

Toronto, Ontario Canada M5G 2C2

416 977-3431 (telephone)

416 977-5020 (Fax)

[www.natmatch.com/dentres](http://www.natmatch.com/dentres)

1. Must be a graduate of an accredited dental school
2. Must have passed the National Dental Boards
3. Must possess at least a 3.0 GPA in dental school
4. Must demonstrate proficiency in the English language and mastery of concepts, which are basic to the practice of dentistry, if the applicant possesses a foreign dental degree

## **Oral and Maxillofacial Surgery | Graduate**

The program in Oral and Maxillofacial Surgery is a four year program beginning in July of each year. The program is designed to meet the requirements of the Council on Dental Education of the American Dental Association, the American Board of Oral and Maxillofacial Surgery and the American Association of Oral and Maxillofacial Surgeons. Each resident will devote a minimum of 30 months to clinical oral and maxillofacial

surgery, and 12 of the 30 months will be spent at the senior level of responsibility. All residents will be assigned to the medical/surgical services for at least 12 months. Most of the classroom basic science courses and the medical/surgical service rotations will be offered in the first 24 months of the training program.

The program in Oral and Maxillofacial Surgery consists of a progressively graded sequence of hospital experiences in oral and maxillofacial surgery, formal courses, and lectures and seminars designed to provide vertical integration of theory and practice at all levels of the program.

### **Application**

To complete an online application, contact PASS (Postdoctoral Application Support Service) at [www.adea.org](http://www.adea.org). Applications completed after the deadline will not be considered. The PASS application is the only application required (refer to the link below). There are no supplementary applications.

This postdoctoral program also participates in the National Matching Service and all positions are offered through the Postdoctoral Dental Matching Program. Applicants are required to register for the match. More information can be obtained by contacting:

National Matching Services, Inc.

595 Bay Street  
Suite 301, Box 29  
Toronto, Ontario Canada M5G 2C2  
416 977-3431 (telephone)  
416 977-5020 (Fax)  
[www.natmatch.com/dentres](http://www.natmatch.com/dentres)

- Must be a graduate of an accredited dental school;
- Must have passed the National Dental Boards;
- Must be eligible for dental licensure in the District of Columbia;
- Must possess at least a 3.0 average in dental school;
- Must demonstrate proficiency in the English language and mastery of concepts of procedures, which are basic to the practice of dentistry, if the applicant possesses a foreign dental degree;
- Must have a U.S. dental license if the applicant possesses a foreign dental degree.

## **Dental Hygiene Program | Other**

The Program of Dental Hygiene was established in the College of Dentistry in 1934, and graduated its first class in 1935. In 1947, educational requirements extended the curriculum to a two-year course of study. The program awards a Certificate in Dental Hygiene and is approved by the Commission on Dental Accreditation

### **Application Procedure**

In general, for Admission consideration, you must:

- Complete the Howard University Undergraduate Admission (Common Application) this is the application for the Howard University Dental Hygiene Program
  1. Applicant is: "Transfer"
  2. Course of Study selection: "Certificate of Dental Hygiene"
  3. Admissions application fee paid online: US\$45.00



## Online Common Application

Howard University Application for Undergraduate Admission / Dental Hygiene Program is online at "[www.howard.edu](http://www.howard.edu)" from Howard University's homepage place cursor on "ADMISSIONS" then on UNDERGRADUATE" click "ADMISSION PROCESS" then "COMMON APPLICATION" from this point follow instructions provided on each page to complete the online common application.

- Mail official application file (supporting documents) to:
  - Howard University Office of Admission  
2400 Sixth Street NW, Suite G-14  
Washington, DC 20059
- Supporting documents  
Complete application file includes: (all listed below need to be mailed together)

1. Demographic Information Form
2. One (1) official transcripts from all post-secondary institutions attended
3. One (1) letter of recommendation from a college professor
4. One (1) letter of recommendation from an employer
5. Autobiographical Essay
6. Statement of Interest (answer the following questions)
  1. have you chosen dental hygiene as your professional career?
  2. Why do you want to attend Howard University for your educational goal?
  3. Why should the Dental Hygiene Admissions Committee select you?

## Application Deadline

The application deadline each academic year is February 15 classes begin in August. The Howard University Dental Hygiene Program only enrolls at the beginning of each academic year (Fall semester). Keep a copy of your complete application file for your records. Just in case of an unforeseen incident (application lost in the mail, etc) it is highly recommended to keep a copy of all documents sent for your records.

\* AN INCOMPLETE APPLICATION FILE WILL NOT BE CONSIDERED Please keep a copy of all documents sent to Howard University

To help move the application process forward: Send a copy of your application file (all documents listed above) via email and/or mail to:

[nyree.dawson1@howard.edu](mailto:nyree.dawson1@howard.edu)  
[dawn.smith@howard.edu](mailto:dawn.smith@howard.edu)

Mailing address:

Howard University College of Dentistry  
Department of Dental Hygiene  
Admissions Committee  
600 W Street NW Room 401

Washington, DC 20059

Note: The application file that is being sent to the Admissions Committee can be (official or unofficial), and it can be sent via (email and/or mail).

## Prerequisite Degree

The Dental Hygiene program awards a post certificate. All applicants must have an AS, AA, BS or BA degree (or within one semester of award of the degree).

## Test of Essential Academic Skills (TEAS) examination scores

While grade point average (GPA) is an objective indicator of tools needed for success in the Dental Hygiene curriculum, the TEAS test is an objective predictor of strengths in English, reading comprehension, Mathematics and Science. It will assess readiness for the rigors of the curriculum in addition to preparedness.

The applicant must score 50% or higher in each section:

- Math
- Science
- English

\*The applicant may re-test up to 3 times a year with a 30-day waiting period

## Prerequisite Courses

Admission policy requires the following prerequisite science and general education courses.

### Science

- Human Anatomy and Physiology I (with lab) 4 Credits
- General Chemistry I (with lab) 4 Credits
- Introduction to Microbiology (with lab) 4 Credits
- Human Anatomy and Physiology II (with lab) 4 Credits

\*You must have a letter grade; P/F may be accepted on a case by case basis

\* Science prerequisite courses must include a laboratory and be completed at a GPA of 2.75 or greater and completed within five years prior to admissions

### General Education

- English I College Composition 3 Credits
- English II College Composition 3 Credits
- English II College Composition 3 Credits
- Introduction to Psychology 3 Credits
- Introduction to Sociology 3 Credits
- Introduction to Speech Communications 3 Credits

\*You must have a letter grade; P/F may be accepted on a case by case basis

\*General education prerequisite courses must be completed within ten years prior to admission.

Overall prerequisite courses must be completed at a GPA of 2.50 or greater.

**NOTE:**

Prerequisite courses may be completed at other accredited post-secondary institutions. Transfer credits will be awarded for courses completed with a grade of "C" or better. Transfer students must submit official transcripts from all post-secondary institutions attended and be in good academic standing. Evaluation of an applicant's qualifications is based on prerequisite course work, grade point average, scores from the Test of Essential Academic Skills (TEAS) exam, statement of interest, autobiographical sketch/essay, letters of recommendation and in-person interview.

**CAUTION TO PROSPECTIVE STUDENTS**

The Board of Trustees of Howard University on September 24, 1983, adopted the following policy statement regarding applications for admission: "Applicants seeking admission to Howard University are required to submit accurate and complete credentials and accurate and complete information requested by the University. Applicants who fail to do so shall be denied admission. Enrolled students who as applicants failed to submit accurate and complete credentials or accurate and complete information on their application for admission shall be subject to dismissal when the same is made known, regardless of classification."

All credentials must be sent to:

**OFFICE OF ADMISSION****2400 6th St. NW****Washington, D.C. 20059****Phone: 202-806-2755 or toll-free at 1-800-822-6363**

## Medicine Admissions Requirements

### Premedical Requirements

Prospective medical students must have earned 71 semester hours or the equivalent in an accredited US or Canadian college or university.

Biology/lab (8 semester hours)

Inorganic Chemistry/lab (8 semester hours)

Organic Chemistry/lab (8 semester hours)

Physics/lab (8 semester hours)

Math/Statistics (6 semester hours) - Any college-level math course

Biochemistry (3 semester hours)

English (6 semester hours)

Humanities Courses (6 semester hours) - (includes additional English course work, Languages, Art, Music, History, Philosophy, Religion, etc.)

**Also Recommended:**

Anatomy & Physiology

Cell Biology

Developmental Biology & Embryology

Genetics

Neuroscience

Microbiology

The Medical College Admissions Test

The MCAT is required of all applicants and can be taken at any time, but no later than January of the year that you are seeking admission. Only MCAT scores taken within the last 3 years prior to matriculation will be considered.

For MCAT information, see: <https://students-residents.aamc.org/taking-mcat-exam/taking-mcat-exam>

## **AMCAS and Secondary Applications**

For AMCAS information, see: <https://students-residents.aamc.org/applying-medical-school-amcas/applying-medical-school-amcas>

The American Medical College Application Service (AMCAS) application must be used by all prospective applicants to the College of Medicine. The deadline for filing the completed AMCAS application is December 15 of the year immediately preceding the school year in which the applicant expects to enter medical school. Once AMCAS has notified HUCM Admissions that the application has been verified, the College of Medicine will invite, via email, the applicant to submit a secondary application.

## **Technical Standards of the College of Medicine**

A physician must have the knowledge and skills to function effectively in a broad variety of laboratory and clinical situations. Students matriculating in and graduating from Howard University College of Medicine must be able to meet the technical requirements of the academic program and not pose a threat to the well-being of patients or themselves.

The COM faculty has declared that matriculating students and candidates for admission should have the capabilities and skills described below in order to graduate.

Students matriculating in and graduating from Howard University College of Medicine must be able to meet the technical requirements of the academic program and not pose a threat to the well-being of patients or themselves. The COM faculty has declared that matriculating students and candidates for admission should have the capabilities and skills described below in order to graduate. The COM requires compliance with these technical standards with or without accommodation.

### **Observation**

Candidates and students must be able to observe demonstrations and participate in experiments in the basic sciences determined essential by the faculty. Students must be able to observe a patient accurately both at a distance and close at hand, noting nonverbal as well as verbal signals. Observation necessitates the functional use of the sense of vision and other sensory modalities.

### **Communication**

Candidates and students should be able to speak intelligibly, hear sufficiently, and observe individuals closely in order to elicit and transmit information; they should be able to describe changes in mood, activity, and posture, and to perceive nonverbal communication. They must be able to communicate effectively and sensitively with patients and with all members of the health care team. Communication includes not only speech, but also reading and writing; students and candidates must be able to communicate effectively and efficiently in both oral and written English, as well as possess reading skills at a level sufficient to fulfill curricular requirements. Physicians must be capable of completing appropriate medical records, documents, and plans according to protocol, in a complete and timely manner.

### **Sensory and Motor Coordination and Function**

Students and candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic maneuvers. They should be able to do basic laboratory tests, carry out diagnostic procedures, and evaluate EKGs and radiological studies. Students and candidates should be able to execute movements reasonably required to provide general care and emergency treatment to patients. Examples of emergency treatment reasonably required of physicians are basic cardiopulmonary resuscitation, administration of intravenous medication, application of pressure to stop bleeding, opening of

obstructed airways, suturing simple wounds and performance of simple obstetrical maneuvers. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.

### **Intellectual-conceptual, Integrative and Quantitative Abilities**

These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem solving, the critical skill demanded of physicians, requires that students and candidates possess all of these intellectual abilities. Students must be able to identify significant findings from history, physical examination, and laboratory data; to provide a reasoned explanation for likely diagnoses, and to retain information and recall it in an efficient and timely manner. The ability to incorporate new information from peers, teachers, and medical literature in formulating diagnoses and plans is essential. In addition, students and candidates must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

Good judgment in patient assessment, diagnostic, and therapeutic planning is essential; students must be able to identify and communicate their knowledge to others when appropriate.

### **Behavioral-Social**

Students and candidates must possess the emotional health required for the full use of their intellectual abilities. The exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients – these skills are required of students. Students must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that must be evaluated positively during the admissions and educational process. Students must be open to examining personal attitudes, perceptions, and stereotypes that may negatively affect patient care and professional relationships, and candidates must possess the requisite flexibility to self-examine. Students and candidates must also possess the requisite maturity and insight to respond quickly, positively and appropriately to constructive feedback provided by teachers, peers and other colleagues, and to maintain a professional demeanor in the face of challenging circumstances. Students must be able to care for, in a non-judgmental way, persons whose ethnicity, culture, sexual orientation, or spiritual beliefs are different from their own. They must be able to examine the entire patient, male or female, regardless of their social, cultural, or religious beliefs. Candidates must therefore be similarly non-judgmental in interactions with others.

### **Ethical - Legal**

Students and candidates must be of the highest ethical and moral character. Graduates of the COM are expected to meet the legal standards to be licensed to practice medicine. As such, candidates for admission must acknowledge and provide written explanation of any felony or misdemeanor conviction prior to or during matriculation. In addition, should a felony or misdemeanor conviction occur after application, but prior to matriculation, or while in medical school, a student must immediately notify the Associate Dean of Students in writing as to the nature of the conviction, as certain felony convictions will preclude future licensure. Failure to disclose felony or certain misdemeanor convictions can lead to disciplinary action by the school that may include dismissal.

### **Statement on Equal Access to the College of Medicine's Educational Program**

The Howard University College of Medicine does not discriminate against qualified individuals with disabilities who apply for admission to the MD degree program or who are enrolled as medical students. Otherwise qualified individuals shall not be excluded from admission or participation in the COM's educational programs and activities solely by reason of their disability or medical condition. The COM provides reasonable

accommodation in its academic programs to qualified individuals with disabilities. A reasonable accommodation is one that does not require substantial program modification or lower academic standards. Learning disabilities are included under this policy.

### **A Note to Candidates and Students:**

Should a candidate or student have or develop a condition or disability that would place patients or others at risk, or that would jeopardize his or her ability to satisfy the above technical standards (with reasonable accommodation, if needed, as judged by the Howard University Office of the Dean for Special Student Services) and complete medical student education, pursue residency training and become licensed, the candidate may be denied admission or, if a student, may be dismissed from school.

It is the responsibility of a candidate or student with a disability or other condition, or a student who develops a disability, and who requires accommodation to notify, in writing, the Office of the Dean for Special Student Services (ODSSS) of the disability or condition, and to provide adequate documentation of the general nature and extent of the disability, the functional limitations to be accommodated, and the accommodation requested. In the event that additional documentation is required regarding the nature and extent of a disability, the COM or the ODSSS may require that a candidate/ student undergo an evaluation by experts for purposes of determining whether the candidate/student, with or without accommodation, is able to meet these technical standards. A student who has or develops any chronic disease or condition will be expected to seek and continue in the care of a qualified health care provider.

### **The CASPer Test - Computer-Based Assessment for Sampling Personal Characteristics**

All applicants to the College of Medicine at Howard University are required to complete an online assessment (CASPer), to assist with our selection process. Please note, this is the first year we are having overlapping test seasons, which means two separate application cycles are open at the same time. If you are applying for the Fall 2019 application cycle, please select the 2018-2019 cycle. If you are applying for the Fall 2020 application cycle, please select the 2019-2020 cycle. If you are unsure which application cycle you fall under, please contact us at [hucmadmissions@howard.edu](mailto:hucmadmissions@howard.edu). Successful completion of CASPer is mandatory in order to maintain admission eligibility.

CASPer is an online test which assesses for non-cognitive skills and interpersonal characteristics that we believe are important for successful students and graduates of our program, and will complement the other tools that we use for applicant screening. In implementing CASPer, we are trying to further enhance fairness and objectivity in our selection process.

In order to take CASPer, you will be responsible for securing access to a computer with audio capabilities, a webcam, and a reliable internet connection on your selected test date. CASPer can be taken practically anywhere that you can satisfy the aforementioned requirements. No exceptions will be provided for applicants unable to take CASPer online due to being located at sites where internet is not dependable due to technical or political factors.

Please go to [www.takeCASPer.com](http://www.takeCASPer.com) to sign up for the American Professional Health Sciences test (CSP10111) and reserve a test using your AMCAS ID Number and a piece of government-issued photo ID. You will be provided with a limited number of testing dates and times. Please note that these are the only testing dates available for your CASPer test. There will be no additional tests scheduled. Please use an email address that you check regularly; there may be updates to the test schedule.

Please direct any inquiries on the test to [support@takecasper.com](mailto:support@takecasper.com). Alternatively, you may use the chat bubble in the bottom right hand corner of your screen on the [takecasper.com](http://takecasper.com) website.

The CASPer test is comprised of 12 sections of video and written scenarios. Following each scenario, you will be required to answer a set of probing questions under a time contract. The test typically takes between 75-90 minutes to complete. Each response is graded by a different rater, giving a very robust and reliable view of personal and professional characteristics important to our program. No studying is required for CASPer, although you may want to familiarize yourself with the test structure at [takeCASPer.com](http://takeCASPer.com), and ensure you have a quiet environment to take the test.

CASPer test results are valid for one admissions cycle. Applicants who have already taken the test in previous years will therefore be expected to re-take it.

### Other Admissions Facts

- Applicants must demonstrate academic achievement and potential as well as appropriate intellectual personal and social traits.
- Applicants must demonstrate an interest in solving the problems associated with health disparities and should have experience working or volunteering with underserved communities.
- Applicants should meet the GPA and MCAT scores: Science GPA of 3.0 and a MINIMUM total MCAT 494 (New MCAT).
- Admission into any of the Dual M.D. degree programs and the regular M.D. degree are highly competitive. Meeting the minimum admission requirements does not guarantee an interview, nor admission.

### If you are accepted to the College of Medicine:

Students who have accepted our offer of admissions are expected to submit medical forms (physical, immunization and history and transcripts [if classes were taken after the AMCAS verification], no later than June 30).

For accepted International Students ONLY, financial information must be submitted no later than June 30.

### Criminal Background Checks

To maintain the safety and well-being of patients, maintain the ability of accepted applicants and enrolled medical students to become licensed as physicians, and reduce liability concerns affecting medical schools and their affiliated clinical facilities, AAMC recommends a criminal background check for all enrolled medical students.

Students conditionally admitted as incoming freshmen into the Howard University College of Medicine (HUCM) will be subject to a Criminal Background Check (CBC) through the AMCAS facilitated CBC of the American Association of Medical Colleges (AAMC). In order to matriculate into the COM, all new entrants MUST satisfactorily pass the criminal background check. Additionally, a second background check and drug screening will be administered, and must be satisfactorily passed, prior to matriculation into the junior year of study.

### Interviewing at HUCM

Each year, the Admissions committee conducts interviews with about 300 applicants.

#### About Interviews

- Interviews are by invitation only.
- Invitations to interview are sent email, approximately three weeks prior to the desired interview date.
- Interviews usually take place between late September through April, usually on Tuesdays and Wednesdays.
- A typical interview day will include presentations detailing the HUCM history and mission, an overview of the curriculum, tours, financial aid seminar and lunch with students.

- Interviewees will have at least one 30–45 minute interview with member of faculty.

It is important to us that prospective students “get to know Howard.” Therefore, interviewees should anticipate spending most of the day on campus.

## Recommendations

HUCM requires at least two letters of recommendation from science professions (i.e., instructors who taught applicant in classroom or lab and gave a grade) or a committee letter of evaluation. Letters from research staff or volunteer venues will be accepted IN ADDITION to science recommendations referred to above. All letters of recommendations MUST be sent to AMCAS for uploading. Do not send letters of recommendation to the HUCM Admissions office unless requested. They will not be reviewed. We will be able to review your letters electronically along with the rest of your AMCAS application.

If available, candidates may participate in electronic evaluation services such as Interfolio or VIRTUAL EVALUATIONS. Virtual Evaluation and Interfolio participate in the AMCAS recommendation system.

Because of the large number of recommendations, and because recommendations now are sent to AMCAS, we do not acknowledge receipt of recommendations. If you have received validation from AMCAS that your recommendations have been received and if you have received acknowledgement of receipt of your HUCM secondary, you can consider your file complete.

## Pharmacy Admissions Requirements

### Admission

To be eligible for admission consideration into the entry-level Pharm. D. degree program, an applicant must present evidence of successful completion of the required Pre-Pharmacy pre-requisite coursework list at the Howard University College of Arts and Sciences or at any other college or university whose program is accredited by a United States regional accreditation agency and demonstrate the ability to fulfill all of the Admissions Requirements.

### Four-Year Entry Level Pharm. D. Program

#### GPA REQUIREMENT

The minimum GPA for admission is 2.50. This GPA is calculated based on the pre-requisite coursework requirements listed below.

#### PRE-REQUISITES REQUIREMENTS

To be eligible for admission consideration into the entry-level Pharm. D. degree program, an applicant must present evidence of successful completion of the required [Pre-Pharmacy program](#) at the Howard University College of Arts and Sciences or at any other college or university whose program is accredited by a United States regional accreditation agency.

The applicant must be in good academic standing at each college or university attended and must have a minimum grade point average (GPA) of 2.5 (4.0 scale) in Sciences, Mathematics, English and Speech and an overall GPA of 2.5 in all pre pharmacy courses. Applications will be available ONLY through the Pharmacy College Application Service (PharmCAS) website at [www.pharmcas.org](http://www.pharmcas.org).

- [Download Admission Information](#)
- [Supplemental Application](#)



## **TECHNICAL STANDARD REQUIREMENTS**

Students admitted to the Doctor of Pharmacy Program at Howard University are expected to successfully fulfill the College of Pharmacy approved technical standards below, to ensure an ability to attain competence in core Accreditation Council of Pharmacy Education Accreditation Standards and Guidelines Curriculum Standards ([www.acpe-accredit.org/standards/default.asp](http://www.acpe-accredit.org/standards/default.asp)).

*Analysis and Synthesis Skills:* As appropriate for each stage of their education, students must have the ability to identify, analyze, synthesize and apply relevant information in independent professional and health care team contexts that are increasingly realistic and culminate in practice settings.

*Communication Skills:* As appropriate for each stage of their education, students must have the ability to communicate fluently in oral and written English, be cognizant of nonverbal communications, and to have the ability to work in student groups and health care teams.

*Observation Skills:* Students must have the ability to independently observe and evaluate materials and processes demonstrated through a variety of activities such as demonstrations, experiments, physical assessments, and professional and clinical practice, in classrooms, laboratories, and patient care areas.

*Professional Conduct Skills:* Students must have the ability to demonstrate responsible professional and ethical behavior and demonstrate compassion, integrity, and respect for their patients and colleagues, and for the privacy of health care information.

## **CRIMINAL BACKGROUND CHECK REQUIREMENT**

All students are required to have a criminal background check (CBC) report on file in the College of Pharmacy Office of Student Affairs and Office of Experiential Education. The criminal background check is performed by Certiphi Screening, Inc. and triggered once a student has been extended an offer of admission by any school/ college of pharmacy. Please note the following:

- The Criminal Background Check is MANDATORY.
  - Information from the CBC must be on file with the Offices of Student Affairs and Experiential Education, in the College of Pharmacy before the student secures a seat in the class.
  - Additional background checks may be required of external institutional partnerships prior to participation in experiential activities. Financial and other responsibilities for these CBCs are the sole responsibility of the student.
  - Information on obtaining the initial CBC is e-mailed to each student who has been extended an offer of admission with the College of Pharmacy in an e-mail titled, "ACCP Notification E-mail 2014".

## **PHYSICAL EXAMINATION AND IMMUNIZATION REQUIREMENTS**

Compliance with the Health Professions Immunization Requirements and Medical History is mandatory and your medical clearance is a pre-requisite for registration. Therefore all new Doctor of Pharmacy students must complete the Medical History, Immunization History Record, and Physical Examination Form (which also includes the 2-Step PPD and Tuberculosis Screening) for Health Professions Students, prior to arriving on campus. These documents are available for your review and use through the Student Health Center website at <http://huhealthcare.com/healthcare/students>.

## **Non-Traditional Doctor of Pharmacy (NTDP) Program**

Howard University College of Pharmacy operates on a rolling admissions process, which means that we start interviewing applicants as soon as we have a complete file. Therefore, the sooner you submit your application and required paperwork, the better your chances of being interviewed and/or accepted.

**Annual Application Deadline for Fall Semester** - March 1st of the year student is seeking admission.

To be considered for admission into NTDP program, **American and Canadian Citizens who are also Licensed Practicing Pharmacist** are required to submit completed application files which include:

1. Notarized photocopy of current US Pharmacy Registration/license
2. Two letters of recommendation from pharmacy colleagues
3. A letter of Career Plan/Statement of Goals (800-1000 typed words)
4. Two professional headshot photos (taken in past 3-6 months)
5. Applicant must successfully complete an interview

Most communication with applicants is done via email when possible, so please be alert for emails regarding your application. Notification generally occurs within a few weeks after you have submitted your application.

**Invitation to Interview:** Nontraditional Doctor of Pharmacy Online applicants will complete an online video conference.

**Admissions Status:** Applicants will be informed of their admissions status within a few weeks after their interview. If you are accepted, you will receive an acceptance email followed by an official acceptance package with a deadline to submit your non-refundable tuition deposit to secure your position in the class.

**Once You Are Accepted:** Accepted students are required to pay a tuition deposit in the amount of \$1000. (\$300.00 Enrollment Fee and \$700.00 Good Faith Deposit. Of note, good faith deposit will be counted toward your tuition) to secure your seat for the incoming Cohort and acknowledge that these fees are Non-refundable.

## Five-Year PharmD/MBA Program

### Admission & Duration For Completion Of The Program

A student who was admitted to the professional entry level Doctor of Pharmacy degree program and who successfully tracked into the Pharm. D./M.B.A. program has a maximum of seven years from his/her initial date of entry into the Pharm. D. degree program to complete both programs and receive the joint degrees.

A student with pharmacy licensure who was admitted to the professional Post-B.S. Pharm.D. degree program, and who successfully tracked into the Pharm.D./MBA program has a maximum of five years from the initial date of enrollment into the Pharm.D. degree program to complete both programs and receive the joint degrees.

### Issuance of Joint Degree

The M.B.A. degree under the Joint Program will be awarded upon successful completion of 39 credit hours of 13 Howard University School of Business courses in addition to all of the Howard University College of Pharmacy required credits. A student who does not complete College of Pharmacy Doctor of Pharmacy requirements can only be awarded an M.B.A. degree upon successful completion of the 54 credit hours of School of Business courses required to earn the regular M.B.A. degree. Therefore, the student must successfully complete each portion of the joint degree program in order to be awarded both degrees. No student will be awarded only the M.B.A. degree.

- [PHARMD/MBA Academic Policies](#)
- Eligibility Requirements
  - Successful completion of all courses of the 1st, 2nd and 3rd year of the Pharmacy Professional Program.
  - Good academic standing with minimum cumulative GPA of 3.00/4.00
  - GMAT Results

## How To Apply

Students who meet all the above listed eligibility requirements may apply to the Office of the Dean for admission consideration into the joint degree program by March 15 of the spring semester of the 3rd year. Application document should include a written statement explaining the reason(s) for requesting admission into the program and 2 letters of recommendation from College of Pharmacy faculty. Successful applicants will be admitted into the program only in the fall semester pending successful completion of all courses of the spring semester of the 3rd year and maintaining a cumulative GPA of 3.00.

## ADMISSION POLICIES

- Admission Deferment Policy
- Former Student Returning Policy
- Reapplying Policy
- Transfer Policy

### *Admission Deferment Policy*

In some extenuating circumstances, an admitted applicant may wish to delay entrance to Howard University College of Pharmacy. Requests for such a deferment to a subsequent entering year will be considered on a case by case basis upon an admitted applicant's written and signed request. Admission deferrals are not automatic but may be granted in appropriate circumstances based on the recommendation of the Dean. Accordingly, a student who requests and is approved to defer admission is considered under an obligation to enroll and attend the pharmacy program the following year. An offer of admission is made only for the next academic year and generally cannot be deferred. Hence, applicant should apply for admission in the year in which he or she would like to matriculate.

Only students who accept an offer of admission, paid the non-refundable deposit, satisfied all fall admissions requirements (i.e. outstanding prerequisite coursework, PBP Program, etc.), and cleared the background screening check will be considered for a deferral request.

### Admission Deferment Procedure

Should an extenuating situation arise, a newly admitted student may request an admission deferment to the Dean of the College of Pharmacy. The request is to be written in the form of a letter providing an explanation for the request and accompanied by supporting documentation.

### If Deferment is Approved:

Granted deferments are final and your seat in the current entering year will be forfeited.

Scholarships cannot be retained but deferred candidates will be re-evaluated for scholarships in the spring of their deferred year, by submitting the new Supplemental Application by the February 1 deadline.

You will be required to sign an agreement contract certifying that you will not apply to, attend or hold a deferment at another College/School of Pharmacy. Violations of the contract will result in the deferment being revoked.

You will submit a new Supplemental Application by the February 1 deadline.

### If Deferment is Denied:

In the event that the deferment is denied, you will still have the option to enroll in the fall semester of the year you initially applied.

### *Former Student Returning Policy*

Students who were dismissed due to poor academic standing or ethical and professional infractions will NOT be readmitted.

A former student is any person who matriculated in at least one semester in the Howard University College of Pharmacy (entry-level PharmD or Nontraditional Doctor of Pharmacy program) and at some point during their tenure separated from the College for at least one semester.

Students who voluntarily withdrew from the University may apply to the Dean of the College of Pharmacy for readmission. Neither the application fee nor the enrollment fee will be assessed. Application must be made at least 60 days before the semester in which readmission is sought. Withdrawing pharmacy students, planning to return in the immediate following semester, should contact the Office of Student Affairs for information on readmission procedures. (See Duration of Completion Policy).

### **FSR APPLICATION PROCEDURE**

- A completed and signed Supplemental Application;
- Petition for Readmission Form
- Former Student Returning Explanation Statement (minimum 250 words) which sets forth the applicant's reason(s) for his/her separation from the College of Pharmacy, and subsequent reasons for his/her desire for resumption;
- An in-person interview may be required;
- Student must include a detailed plan for successful completion of the pharmacy program.
- A letter from your current Academic/Student Dean stating you are in good academic, professional and ethical standing
- Any Additional Supporting Documentation
- Student must be in compliance with all current Howard University Regulations and requirements,

Please Note: Readmission is discretionary and is not guaranteed

### *Reapplying Policy*

Students who have applied in previous years will need to submit a NEW application through PharmCAS, available at [www.pharmcas.org](http://www.pharmcas.org), beginning July prior to the academic year for which admission is sought.

### *Transfer Policy*

A transfer student is any person who was previously enrolled in a Doctor of Pharmacy program at a college or university other than Howard University whose program was accredited by a United States regional accreditation agency and the Accreditation Council on Pharmacy Education (ACPE). To qualify for admission consideration as a transfer student, the applicant must be in good academic, professional and ethical standing (cumulative and semester GPAs of 2.50 on a 4.00 scale, or better) in all institutions previously attended, in addition to meeting all other requirements for admission to the Howard University College of Pharmacy, including eligibility for licensure upon graduation.

### **TRANSFER APPLICATION PROCEDURE**

To apply, please submit all application materials bulleted below, plus a letter from your current Dean stating you are in good academic, professional and ethical standing. **DO NOT APPLY THROUGH PHARMCAS!**

All of the following application materials will need to be submitted directly to the Howard University, College of Pharmacy, Office of Student Affairs, c/o Admissions Committee, 2300 4th Street, NW, Washington, DC 20059:

- A completed and signed Supplemental Application;

- A Supplemental Application Fee of \$45.00;
- A 'Personal Statement' (minimum 250 words) which sets forth the applicant's goals and reasons for pursuing a career in pharmacy at Howard University College of Pharmacy;
- Detailed description of reason(s) that applicant is seeking transfer to Howard University College of Pharmacy at this time. (Please provide supporting documentation)
- An official transcript from each college or university previously attended;
- Scores from the Pharmacy College Admission Test (PCAT) [The PCAT should be taken no later than October of the prior year you are seeking admission consideration];
- Two (2) Letters of Recommendation, of which, one should be from a current school/college faculty advisor and the other the current school/college student affairs dean; plus,
- A letter from the Dean of any Doctor of Pharmacy program in which you have previously been enrolled, stating that you are in good academic, professional and ethical standing.
- As with all prospective College of Pharmacy students, an in person interview and criminal background check will be required.

An admissions decision will be based on a thorough review by the College of Pharmacy Admissions Committee of all submitted materials. Submission of all required materials does not guarantee admission to the College of Pharmacy.

### If Transfer is Approved:

- Transfer Credits--The Associate Dean for Academic Affairs of the College of Pharmacy will determine the courses to be accepted for a credit from a regionally accredited college or university for transfer. Only courses with a grade of "C" (2.0 on a 4.0 scale) or above will be considered for transfer credit. The College of Pharmacy DOES NOT evaluate foreign transcripts. Foreign transfer credits MUST appear on a U.S. regionally accredited college or university transcript prior to consideration by the Associate Dean for Academic Affairs.
- You will be required to sign an agreement certifying your level equivalency in the College of Pharmacy at Howard University and a registration form with the courses in which you are eligible to enroll.

### How To Apply

The applicant must be in good academic standing at each college or university attended and must have a minimum grade point average (GPA) of 2.5 (4.0 scale) in Sciences, Mathematics, English and Speech and an overall GPA of 2.5 in all pre pharmacy courses. Applications will be available ONLY through the Pharmacy College Application Service (PharmCAS) website at [www.pharmacas.org](http://www.pharmacas.org).

### Early Decision

Howard University College of Pharmacy will participate in the PharmCAS early decision process during the 2020-2021 admissions cycle for fall 2021 entering class. Notice to Future Applicants: Early decision will no longer be available in PharmCAS beginning in the 2021-2022 admissions cycle for the fall 2022 entering class. Therefore, all future applicants for the fall 2022 entering class or beyond should plan to apply early as regular applicants instead.

The Early Decision program is a compulsory option for applicants who have decided that Howard University's Doctor of Pharmacy degree program is their first choice and that they will enroll, if accepted. As an Early Decision applicant, you can apply only to Howard University's College of Pharmacy. To be considered as an Early Decision applicant, all prerequisites must be met, a student must have highly competitive scores (PCAT and GPA) and all application procedures must be complete. If the applicant meets all eligibility requirements and is considered to be competitive, they will then be contacted for an interview (in-person). At the interview an additional writing and mathematics test will be administered.

The Early Decision application deadline is SEPTEMBER 1 prior to the academic year for which admission is sought (see Admission section for application procedures). The College of Pharmacy's Admission's Committee will contact all Early Decision applicants by October 31 regarding a decision.

PLEASE NOTE: If you are offered admission to Howard University's College of Pharmacy as an Early Decision applicant, you are obligated to accept the offer and you will not be permitted to apply to other PharmCAS institutions.

Supplemental Application Deadline should be changed to March 1st.

From the document entitled "Howard University College of Pharmacy ENTRY LEVEL Pharm. D"

All of the following supporting application materials will need to be forwarded to PharmCAS for further processing upon application submission:

- A 'Personal Statement' (minimum 250 words) which sets forth the applicant's goals and reasons for pursuing a career in pharmacy;
- Two (2) Letters of Recommendation (of which, one should be from a science professor or instructor and the other from a non-relative)
- An official transcript from each college or university attended;
- The PCAT is not required for Admission but is recommended. If you decide to take the exam, it must be taken no later than February of the prior academic year of which Admission is being sought.

If the applicant meets all eligibility requirements and is considered to be highly competitive, they will then be contacted for an in-person interview. At interview all applicants are asked to submit a Supplemental Application Packet.

The Supplemental Application Packet includes:

1. A Supplemental Application (If the applicant has not already mailed in the supplemental application)
2. A Supplemental Application Fee of \$45.00 (Money Order or Cashier's Check-NO PERSONAL CHECKS).
3. Official Transcripts (if they have already been uploaded on PharmCas)

The interview will include a one-on-one interview with a team of Faculty and/or Alumni, a College tour, and an additional mathematics test will be administered.

Successful applicants are admitted into the Pharm. D. program only in the fall semester of the academic year. Applications are accepted as early as July prior to the academic year for which admission is sought. PharmCAS and Howard University must receive all applications and supporting documents no later than March 1. Admission priority will be given to applicants who complete all pre-pharmacy requirements by the end of the spring semester prior to the academic year for which admission is sought. Admission into the entry-level Pharm. D. degree program is highly competitive. Meeting the minimum admission requirements does not guarantee an interview, or automatic admission.

PLEASE NOTE: There is a \$300.00 Enrollment Fee and \$700.00 Good Faith Fee required for all students when accepting an offer of admission with the College of Pharmacy. The \$700.00 Good Faith Fee is deposited to your Student Account.

# Law Admissions Requirements

## JD Application and Information

### Applying to the Law School

Applicants are required to submit an application online. You may apply on-line at [Click Here to Apply to Howard University School of Law as a JD](#)

*Please note that this link is for JD applicants only. If you want to apply as a JD/MBA, Visitor, Transfer or LLM applicant, please select the appropriate link under the "Prospective Student" section of the website.*

**PLEASE READ THE ENTIRE PAGE BEFORE SUBMITTING AN APPLICATION.**

### Required Documents

#### Application

An application must be **COMPLETED** by **FEBRUARY 28**. The Admissions Committee no longer uses a rolling admissions system. Completed application files are considered beginning in November, and candidates are notified in either December or March. Accordingly, as an applicant, you are encouraged to submit your application as early as possible.

#### Law School Admissions Test (LSAT)

Howard University requires a score from Law School Admission Counsel's (LSAC) Law School Admission Test (LSAT) for every applicant. The latest test you should take to apply for an active admissions cycle is the last test date before the deadline. Currently, Howard Law does not accept the GRE as a substitute for the LSAT. However, if you have a GRE score available that you would like considered, you may forward the score to Howard.

#### Personal Statement

Your personal statement assists the Admissions Committee in selecting a diverse entering class of students. It is also used to assess each applicant's written English skills. The personal statement provides applicants with an opportunity to describe the uniqueness of his or her character, abilities, and experience and to assist us in getting to know and understand you as a person. You should discuss those aspects of your background, experience, talents, achievements, and interests that you believe would be important for us to know. Applicants are encouraged to write about issues of diversity, academic history, community service activities, and professional experience. Personal statements should also detail the applicant's interest in Howard's Law School and how attending Howard will allow you to realize your dreams and aspirations. Your personal statement should be typed, double-spaced, and no longer than three pages. Your statement must be submitted with the application.

#### Two Letters of Recommendation

Howard University requires two letters of recommendation in addition to the College Certification. For applicants who are currently matriculating or who have recently graduated, we prefer that faculty members submit both letters. If you are currently working on a full-time basis, letters from professional colleagues, employers, supervisors, or co-workers are acceptable. The letters should address your academic potential and your character. We will only accept letters that are submitted through the Credential Assembly Service (CAS), which serves all member schools. This service is included in your CAS registration subscription.

## Resume

We require an up-to-date history of all of your employment since high school graduation, including summer or military positions. Please include the dates of your employment. If a period of time has elapsed since your graduation from college, please account for your activities from graduation to present, even if you have not been employed full-time.

## Transcripts

We require a copy of your Transcripts from the CAS report that is submitted via the LSAC.org website.

## Required Material from Foreign Educated Students

Howard University School of Law requires that your foreign transcripts be submitted through the LSAC JD Credential Assembly Service ("CAS"). If you completed any postsecondary work outside the US (including its territories) or Canada, you must use this service for the evaluation of your foreign transcripts. The one exception to this requirement is if you completed the foreign work through a study abroad, consortium, or exchange program sponsored by a US or Canadian institution, and the work is clearly indicated as such on the home campus transcript. This service is included in the CAS subscription fee. A Foreign Credential Evaluation will be completed by the American Association of Collegiate Registrars and Admissions Officers (AACRAO), which will be incorporated into your CAS report. If we determine that you need to submit a TOEFL score, you must contact the Educational Testing Service (ETS) and request that your TOEFL score be sent to LSAC. LSAC's TOEFL code for the JD Credential Assembly Service is 0058. Your score will be included in the Foreign Credential Evaluation document that will be included in your CAS law school report.

To use the JD CAS, log in to your online account and follow the instructions for registering for the service. Be sure to print out a Transcript Request Form for each institution and send it promptly to them. More time is usually required to receive foreign transcripts.

Questions about the JD Credential Assembly Service can be directed to LSAC at 215.968.1001, or [LSACINFO@LSAC.org](mailto:LSACINFO@LSAC.org).

## Qualifications beyond Completion of Law School to Practice Law in the United States

In addition to a bar examination, there are character, fitness, and other qualifications for admission to the bar in every U.S. jurisdiction. Applicants are encouraged to determine the requirements for any jurisdiction in which they intend to seek admission by contacting the jurisdiction. Addresses for all relevant agencies are available through the National Conference of Bar Examiners." <http://www.ncbex.org/>

## Transfer Students Application and Information

Fall semester transfer deadline **MAY 15th**.

Each academic year a limited number of spaces are available to students seeking to transfer from a law school accredited by the American Bar Association (ABA), are in good academic standing, and have at least a 3.0 law school grade point average. A student may transfer a maximum of 30 credit hours toward the Howard law degree.

In evaluating a transfer application, we consider the quality of performance as reflected by the law school transcript.

All students seeking transfer to Howard from another ABA accredited law school must have the dean of their law school send a letter of "good standing" and class rank. A decision will not be made on a student's file until all grades have been submitted to HUSL.



Applicants may submit an application online. You may apply on-line at:

[Click Here to Apply to Howard University School of Law as a Transfer Applicant](#)

### Requirements for the Program

- Required Documentation
- Completed, signed, and dated application
- Personal statement
- \$60 nonrefundable application fee – check or money order payable to Howard University School of Law
- Current Resume
- Official law school transcript(s) forwarded by the Office of the Registrar
- Copy of CAS report (sent via LSAC)
- Letter of good standing and class rank forwarded by the Office of the Dean

### Visiting Student Application and Information

Fall and Summer semesters visiting application deadline **MARCH 15**

Spring semester visiting application deadline **NOVEMBER 1st**

Students from ABA-approved law schools can attend Howard University School of Law for one semester or one academic school year. Visiting student status is granted on the basis of the applicant's law school performance at their home institution and the availability of space in the requested courses at Howard.

Due to the short period of time that a visiting student is in residence at Howard, participation in the **On Campus Interviewing (OCI)** process is reserved for full time and transfer students. However, visiting students are able to use the other resources of the Career Services Center.

- Letter of Good Standing from current law school
- Completed, signed, and dated application
- A statement expressing reasons for visiting
- \$60 nonrefundable **Application Fee** – check or money order payable to Howard University School of Law

### Master of Laws (LL.M.) Program

#### Qualifications for International Students to Practice Law in the United States

Beyond completion of the LL.M., candidates must take and pass a bar examination and also meet any character, fitness, or other qualifications for admission to the bar required by the U.S. jurisdiction in question. Applicants are encouraged to determine the requirements for any jurisdiction in which they intend to seek admission by contacting the jurisdiction. Addresses for all relevant agencies are available through the [National Conference of Bar Examiners](#).

### Degree Requirements

All degree candidates must successfully complete the following requirements:

- **Credits** – Earn a total of 24 academic credits.
- **Residency** – Be registered as a full-time resident for a minimum of 2 consecutive semesters.

- **Research and Writing** – Complete 4 hours of writing, either by writing a 4-credit thesis or by writing research papers in 2 seminars.
- **General requirements** – Otherwise satisfy Howard Law’s requirements for graduation.

**Grades** – Grading is on a numerical scale of 50-100. As an LL.M. candidate, maintain a minimum grade point average of 77 (C+). However, LL.M. candidates must earn a grade of no less than 70 (C) in each course in order to receive credit for that course w

## How to Apply

**The application for fall enrollment is available from October 1-June 1.**

### **J.D. from an ABA-accredited Domestic Law School**

As a U.S. LL.M. candidate, one must have a degree in law from an accredited law school along with a demonstrated high degree of academic excellence and promise.

### **J.D. from an International Law School**

As an international LL.M. candidate, one must have a degree in law from an accredited law faculty of a foreign law school or an equivalent qualification to be determined by the School of Law’s Graduate Programs Committee, along with a demonstrated high degree of academic excellence and promise.

**Before a candidate’s application can be reviewed, he or she must submit the following documents:**

- A nonrefundable application fee of \$60 in the form of a cashier’s check or money order listing “Howard University” as payee. Personal checks are not accepted.
- A completed application for admission to the Howard University School of Law’s LL.M. Program.
- A brief (2-3 pages), typed autobiographical statement describing professional goals and the role of the LL.M. degree in fulfilling those goals.
- Official transcripts of records from both the university attended as an undergraduate and the institution attended for legal study. Each institution must send original transcripts directly to the Office of Admissions.
- An essay, written in English, describing intended thesis topic.
- Two letters of recommendation that support character and academic potential in a graduate law program. At least one letter of recommendation must be written by a member of the candidate’s law school faculty. Recommendations must be from persons not related to the candidate and must be sent by each person directly to the Howard University School of Law Office of Admissions.
- In addition, **international LL.M.** candidates must provide the following:
  - One passport-size photograph
  - Proof of the ability to study in the U.S.
  - Statement of Financial Resources demonstrating the ability to pay for the program. The documentation must show the availability of funds no earlier than two months prior to enrolling.
  - Requisite “F-1” student visa (timeline of visa application process available upon request)

## International-Trained Lawyers Visa Requirements and Application Timeline

<b>October 1 - June 1</b>	<ul style="list-style-type: none"> <li>• Apply           <ul style="list-style-type: none"> <li>◦ Financial Statement Form (Receive from/Submit to HUSL)</li> <li>◦ F-1 Status Verification Form (Receive from/Submit to HUSL)</li> <li>◦ Supporting Documentation</li> </ul> </li> </ul>
<b>Application review process is typically 8 weeks</b>	<ul style="list-style-type: none"> <li>• Howard University School of Law (HUSL) Admissions Decision           <ul style="list-style-type: none"> <li>◦ Receive online/paper application</li> <li>◦ Notify LL.M. committee of applicants</li> <li>◦ Complete application in ACES</li> <li>◦ Application Review</li> <li>◦ Applicant informed of decision</li> </ul> </li> </ul>
<b>Within 15 days of admissions</b>	<ul style="list-style-type: none"> <li>• If Applicant accepts admission, submits intent to enroll form to HUSL</li> <li>• Applicant pays enrollment fee and submits confirmation to HUSL</li> <li>• HUSL creates Banner profile and sends Applicant online payment info for enrollment fee</li> </ul>
<b>No later than 60 days prior to enrollment</b>	<ul style="list-style-type: none"> <li>• Student pays Enrollment Fee</li> <li>• Admissions sends HU International Student Services ("ISS") a copy of admissions letter, financial statement, documentation, and confirmation of enrollment fee</li> </ul>
<b>As soon as possible</b>	<ul style="list-style-type: none"> <li>• ISS creates I-20 form and sends to applicant/requests transfer from current school</li> <li>• Applicant pays SEVIS fee, if applicable</li> <li>• Applicant applies for visa (typically F-1) at U.S. Embassy or Consulate</li> <li>• Applicant attends interview</li> </ul> <p>– If applicant receives visa, applicant informs ISS and HUSL Admissions</p> <ul style="list-style-type: none"> <li>• Applicants may arrive in the U.S. up to 30 days before their program start date. Some portion of this time could be wisely used in securing housing and completing enrollment procedures.</li> <li>• ISS holds an Orientation for foreign students, going over "do's and don'ts" for foreign students in U.S.</li> <li>• HUSL hosts LL.M. Orientation</li> <li>• LL.M. Committee/Professors meet with students and choose courses</li> <li>• Students register for classes</li> </ul> <p>• Note also that a student with an F-1 visa may work for pay for up to 12 months for a maximum of 20 hours per week during their stay in either a "Curriculum Practice Training" (CPT) setting (say, at a law firm) or an "Optional Practice Training" (OPT) setting (at any place that will hire him or her). If a student has worked at CPT for less than 12 months (say 11 months), he or she can stay in the host country another 12 months to work in an OPT area.</p>

## U.S.-Trained Lawyer Application Timeline

<b>October 1 - June 1</b>	<ul style="list-style-type: none"> <li>• Apply</li> </ul>
<b>Application review process is typically 8 weeks</b>	<ul style="list-style-type: none"> <li>• Howard University School of Law (HUSL) Admissions Decision           <ul style="list-style-type: none"> <li>◦ Receive online/paper application</li> <li>◦ Notify LL.M. committee of applicants</li> <li>◦ Complete application in ACES</li> <li>◦ Application Review</li> <li>◦ Applicant informed of decision</li> </ul> </li> </ul>
<b>Within 15 days of admissions</b>	<ul style="list-style-type: none"> <li>• If Applicant accepts admission, submits intent to enroll form to HUSL</li> <li>• Applicant pays enrollment fee and submits confirmation to HUSL</li> <li>• HUSL creates Banner profile and sends Applicant online payment info for enrollment fee</li> </ul>

- Applicant completes FASFA with the Department of Education
- As soon as possible**
- [www.ed.gov](http://www.ed.gov)
- Applicant completes Med-Proctor process for verification with the Student Health Center (If any inoculations are missing, the SHS will typically administer those free of charge).
- No later than July 1st**
- LL.M. Orientation
  - LL.M. Committee/Professors meet with students and choose courses
  - Students register for classes.
- 2nd week in August**

For further information or questions regarding the LL.M. program, use the following contact information:

2900 Van Ness Street, NW  
 Holy Cross, Suite 219  
 Washington, DC 20008

Howard University School of Law LL.M. Program  
[husladmit@law.howard.edu](mailto:husladmit@law.howard.edu)  
[Click Here to Apply Online](#)

## Social Work Admissions Requirements

The mission of Howard University School of Social Work is to prepare graduates for advanced professional practice at local, national and international levels for the solution of human problems and to become leaders in their communities: and to prepare doctoral graduates for research, the professoriate, and leadership in the global community. We are dedicated to the pursuit of knowledge through discovery, research, partnerships, innovative process and other scholarly educational endeavors of the faculty, staff, students and alumni. Graduates are expected to become architects of liberating structures in culturally diverse families and communities. by The Black Perspective – our six guiding principles, affirmation, strengths, diversity, vivification, social justice, and internationalization---our students engage in critical thinking that uses these principles along with other theories including intersectionality, critical race theory, symbolic interaction, and more. Leadership in advocating for the needs of individuals, families and communities is our hallmark.

## MSW Application Requirements

**Traditional MSW applicants** must hold a bachelor's degree from a regionally accredited college or university, and must have completed a minimum of 60 credits in the liberal arts to be eligible for admission.

**Advanced Standing MSW applicants** must have earned a Bachelor of Social Work from a CSWE-accredited institution within four years of their term start date. They also must have earned a 3.0 cumulative GPA in all social work foundation and undergraduate coursework.

All applicants must submit:

- An [online application](#)External link:open\_in\_new
- Three (3) letters of recommendation
- College transcripts

- A personal essay
- An application essay
- A resume
- TOEFL/IELTS scores (international students only)

## Letters of Recommendation

Applicants must submit three (3) letters of recommendation on official letterhead from people who are able to provide an objective assessment of their skills, experience and qualifications.

**Traditional MSW:** We encourage at least one (1) academic recommendation from a professor, academic advisor or faculty mentor, and at least one (1) professional recommendation from an internship, volunteering or job supervisor. The final recommendation can come from either an academic or a professional source.

**Advanced Standing MSW:** We require one (1) recommendation from a professor, academic advisor or faculty mentor; one (1) recommendation from a field director; and one (1) recommendation from a field instructor.

## Other Conditions

If you graduated more than four years ago, all three of your recommendations may be professional in nature. If you are transferring from another MSW program or if you earned another degree less than a year before applying, at least two recommendations should come from faculty at your previous institution.

## Personal Essay

Your personal essay should be two to three (2-3) pages, double-spaced.

## Application Essay

Your application essay should be three to four (3-4) pages, double-spaced. This essay should answer **all** of the following questions within a single essay format:

1. Which experiences (employment, community service, social, educational, personal or other) have significantly influenced your interest in social work?
2. What are your career goals for after graduation? How do you envision your field of practice influencing that outcome?
3. The profession of social work provides support to the most vulnerable populations, and classroom topics can be emotionally triggering for students. What strategies would you use to manage your own emotions during challenging conversations and to respond to the emotional reactions of others?
4. Provide a candid discussion of your strengths and weaknesses. Which qualities do you consider essential for the social work profession?
5. Discuss what you consider to be the most important social justice issue(s) today. What is the role of a social worker within the social justice movement?
6. First-year students are not guaranteed funding from Howard University. In specific terms, what is your plan for financing your education?
7. How will your interests and career goals be met at the Howard University School of Social Work? To inform your answer, please review our mission statement to inform your answer:

*The Howard University School of Social Work is committed to educating advanced social work practitioners and future leaders for the purpose of enhancing human, organizational, social and economic conditions which impact the quality of life for African Americans, other people of color and people throughout the world.*

*Consistent with the mission of Howard University, the School of Social Work is dedicated to the pursuit and advancement of knowledge through discovery, research, partnership, innovative practices, and other scholarly and educational endeavors of its faculty, students and graduates.*

*The School of Social Work places a high priority on advocacy for social justice and commitment to life-long learning through community service, international linkages, public policy and utilization of technology. The School's mission is an expression of the Black Perspective which evolved from the experiences of African Americans and African people throughout the Diaspora.*

## Transcripts

Applicants must submit digital or hard-copy versions of transcripts from all colleges and universities attended.

We require transcripts of all academic work completed at the baccalaureate/undergraduate and graduate levels (from all colleges and universities attended). Unofficial transcripts may be uploaded to the online application for the purposes of application review, but official transcripts are required upon admission and matriculation.

E-mail all transcripts to **swappsvcs@online.howard.edu**. Please request mailed transcripts be sent to the address below:

Howard University  
Application Processing Center  
Howard MSW Online  
P.O. Box 30096 031-001  
College Station, TX 77842

*Note: To be considered an official transcript, the transcript must be sent directly from your institution(s) or through an electronic transcript vendor retained by that institution. Transcripts submitted by enrolled or prospective students are considered unofficial documents, even if they are in a sealed envelope provided by the issuing university.*

## Resume

Applicants must submit a formal resume with all relevant academic and professional experience, including titles, dates and mentions of full- and part-time statuses.

## TOEFL/IELTS Scores

International applicants from non-English-speaking countries must submit TOEFL or IELTS scores.

## PH.D. ADMISSION REQUIREMENTS

Students should consult the Department and the Graduate School of Arts and Sciences (GSAS) for other requirements not indicated in this document. Official information for degree requirements is given in the Graduate Bulletin and the publication "GSAS - Rules and Regulations for the Pursuit of Academic Degrees"

A completed application should include the following:

- A non-refundable application fee made payable to: Treasurer, Howard University (Certified check or money order only).

- Official transcripts (undergraduate and graduate) must be submitted directly from the Registrar's Office from ALL colleges and universities attended.
- Results of your Graduate Record Examination (GRE) General Test Scores.
- Scores from the Test of English as a Foreign Language (TOEFL), if you are an international student.
- A curriculum vitae of your education and professional experiences. Please organize your curriculum vitae so that the following items can be conveniently determined: education, professional experiences, scholarly writings/presentations, and community services.
- Three (3) written letters of recommendation -- NOTE: References must include at least one graduate professor, and one professional supervisor.
- Essay. Please prepare a statement reflecting the following: (a) your philosophy of social welfare/social work; (b) your personal, professional, and educational goals; and (c) your research interests. Please include information on how you intend to relate your professional and educational experiences to your future goals, and how you think this program will assist you (3 to 5 double spaced type-written pages).
- Information regarding your plans for financial support, as well as how you plan to finance your education. If you want to be considered for financial aid, please complete the Financial Aid Form for evaluation by the Educational Testing Service at Princeton, New Jersey. Please adhere to deadlines on the [FAF]. Financial Aid is available through the University on the basis of need and academic performance in the form of federally supported loans, tuition scholarships, and part-time employment. The School of Social Work offers a limited number of graduate assistantships, partial-tuition scholarships, and tuition grants on the basis of need and academic performance.
- Other relevant material you would like to submit as evidence of your ability to perform in the program including copies of published papers.

The requests for admission far exceed the number of students who can be accommodated by the Program.

You are encouraged to begin the application process early. The application review begins in December and some of the items, such as transcripts and letters of reference may require additional time. There are a limited number of University fellowships. The applicant process for this funding is very competitive. The deadline for receipt of all application materials if you are requesting University fellowships is December 1. If you do not wish to be considered for a University fellowship, the deadline for receipt of all application material is February 15th. From time to time you should check with the doctoral program office at 202-806-7306 regarding the status of your file. The Doctoral Committee does not review incomplete files.

## RESIDENCE REQUIREMENTS

Students in the Ph.D. program are required to spend at least four semesters in full-time residence, two of which must be consecutive.

## CAUTION TO PROSPECTIVE STUDENTS

The Board of Trustees of Howard University on September 24, 1983, adopted the following policy statement regarding applications for admission: "Applicants seeking admission to Howard University are required to submit accurate and complete credentials and accurate and complete information requested by the University. Applicants who fail to do so shall be denied admission. Enrolled students who as applicants failed to submit accurate and complete credentials or accurate and complete information on their application for admission shall be subject to dismissal when the same is made known, regardless of classification."

# Graduate School Admissions Requirements

## Graduate Admission

Applicable to Graduate Programs in the College of Engineering & Architecture, College of Nursing & Allied Health Sciences, College of Arts & Sciences, Graduate School, School of Business (MBA), School of Communications, School of Divinity, School of Education, and the School of Social Work.

NOTE: Unfortunately, our office does not offer application fee waivers at this time. The Graduate Admission Application is also not applicable for Undergraduate Applicants, Undergraduate Former Students Returning, Exchange (Domestic or International), or Continuing Education students.

## Returning Students

A student who was pursuing a graduate degree at Howard University, who has not been registered at the University for the previous semester, and who wishes to return to the same school/college, department, and degree program. In general, Former Students Returning are readmitted to the last program in which they were enrolled at Howard University. Graduate students seeking to change their program, must submit a new application for admission by the given application deadline posted on the respective application system. Generally, students seeking readmission must submit the Graduate Returning Student Application no less than 30 days prior to the start of the semester to which they are seeking readmission.

Students must consult with their program for specific requirements, and to determine their general admissibility, especially if they were dismissed from their program for poor scholarship (cumulative GPA below minimum threshold).

Before readmission is granted, students must also lift all holds on their account by the given deadline before they are able to be readmitted. To view your holds, please log into BisonWeb and click 'Student Records' and/or 'Student Accounts' -> 'View Holds' via the Student Services tab.

Mailing Address: Office of Admission, 2400 6th Street NW, Washington, DC 20059

## ADMISSION REQUIREMENTS

The application for non-degree graduate admission at Howard University requires the following documents:

- Application Essay detailing your reason for pursuing admission
- Personal Statement
- Official Transcripts
- Applicants must report all institutions attended and send all official transcripts to GradCAS. If you do not list or send official transcripts for all institutions attended, processing of your application will be delayed.
- Sending transcripts electronically? Click here for additional information. GradCAS accepts electronic transcripts from:
  - Credential Solutions
  - Parchment
  - National Student Clearinghouse

## Admission Fees Refund Policy

Howard University does not refund the application fee nor the \$300 enrollment fee.

## Equal Opportunity and Diversity

Howard University, as a community of scholars, is committed to the elimination of discrimination in education and the provision of equal opportunity in education. In compliance with state and federal laws and regulation,



we do not discriminate on the basis of age, color, disability, gender identity or expression, marital status, national origin, race, religion sex, sexual orientation, or veteran status in any of our policies, procedures, or practices. This non-discrimination policy covers admission and access to, and treatment, in all programs and activities, including but not limited to, academic admissions, financial aid, educational services and employment.

### Graduate Deferment Policy

Graduate applicants (note, this does not relate to Dentistry, Medicine, Pharmacy or Law applicants) who have been offered admission to Howard University may request to defer their enrollment for up to one year. These deferment requests will need to be completed by January 1 (for Spring applicants), May 1 (for Summer applicants), or August 1 (for Fall applicants) of each year. If the student does not matriculate in the approved deferment semester, a new application will need to be filed for admission consideration. To complete the deferment process, please send an email to [hugsadmission@howard.edu](mailto:hugsadmission@howard.edu) indicating your reason for deferment, and what you will be doing during the gap period.

Deferment requests are not accepted for graduate non-degree students. Non-degree students must submit a new application for admission for the desired entry term to be considered for admission.

## Consortium of Universities of the Washington Metropolitan Area (CUWMA)

*The CUWMA is a cooperative arrangement in post secondary education that is designed to permit the sharing of academic resources by member institutions and to offer qualified students the opportunity to enroll at other institutions for courses not available on their own campus.*

Howard University offers its qualified undergraduate and graduate degree seeking students the opportunity to enroll in courses at American University, Catholic University, Corcoran College, Gallaudet University, Georgetown University, George Mason University, George Washington University, Marymount University, Trinity College, University of the District of Columbia and University of Maryland-College Park. **Howard University does not accept requests for participation at area community colleges.**

Students enrolled in First Professional Degree Programs in Dentistry, Law and Medicine are not eligible to participate in Consortium cross-registration.

Students must be registered at Howard University for the same semester they are interested in taking a Consortium course.

Consortium registration form is available at <https://consortium.org/what-we-do/academic-collaborations/cross-registration/>. For more information on the CUWMA and participating universities course schedules, please visit <http://www.consortium.org>. All forms may be returned to [consortium@howard.edu](mailto:consortium@howard.edu).

### **To be eligible for this program a student must meet the following requirements:**

1. Be a fully admitted degree seeking student
2. Be actively enrolled in courses at Howard University at the same time that the Consortium course is being taken.
3. Not exceed the amount of credits they are registered for at Howard University.
4. Be in good academic/financial standing - (2.0 GPA for UG students and 3.0 for GR students)
5. Obtain the following approvals to participate in the Consortium Program. .
  - a. **ACADEMIC APPROVAL**-Signature of the Academic Dean and Department Chairperson

- b. **ADMINISTRATIVE APPROVAL**- Return Consortium form to the Consortium Coordinator ([consortium@howard.edu](mailto:consortium@howard.edu)) for signature and validation stamp.

Once form is signed and validated with the Consortium stamp, the student copy (buff) will be returned to the student. This copy is to be shown to the instructor at the host institution, but retained by the student for identification purposes at the host institution.

For special courses (private instruction in music or tutorial study) if a special fee is charged, such a fee is not covered by the Consortium Agreement and must be paid by the student to the host institution. This applies to any fee assessed to a course. If fees are not paid by the end of the semester in which they occur, a "Hold" will be placed on future registrations at Howard University until such fees are paid.

The total number of hours taken through the Consortium must not exceed forty percent of the total hours required for the degree. Consortium courses are not approved for "audit."

## **Additional Information to Note**

- Courses pursued through the Consortium Program must be courses not available at Howard during the given semester or year.
- Students must follow the general registration procedures and pay the applicable tuition rate of Howard University.
- To drop or withdraw from a consortium course, report immediately to the Office of the Registrar (Consortium Coordinator) and complete a Consortium withdrawal form. Howard University Consortium courses are subject to Howard University's Change of Program deadline dates.
- Consortium grades for Howard students are received in the Office of the Registrar and are recorded on the student's permanent academic record.

**RULES, REGULATIONS AND PROCEDURES IN EFFECT FOR HOWARD UNIVERSITY COURSE REPEATS AND INCOMPLETES ARE ALSO APPLICABLE FOR CONSORTIUM COURSE REPEATS AND INCOMPLETES.**

## **Consortium Program FYI's**

Please read the following information below. It is important to note that the Cross-Registration function of the Consortium is a privilege, not a right.

- All registration for the Consortium is completed here at Howard University (HU) by the consortium coordinator. HU students do not have to register at the visited institution.
- Consortium registration dates are determined by **HU registration dates**, not the host institution's.
- Consortium classes cannot be reserved in advanced. Consortium institutions' students have first preference.
- The University of Maryland does not register incoming consortium students until the first day of class.
- All grades are submitted to HU's coordinator, by the consortium institution's coordinator and will be posted upon receipt.
- Grade reporting for Consortium Courses may be delayed depending on the administrative processes of the home or visited institution.
- Students must maintain the equivalent amount of credits registered for at HU to participate in the consortium program. Anytime a student drops below the required credits at HU, their consortium registration will be cancelled-no exceptions.
- Students must adhere to HU's drop/withdrawal deadline dates (see \* below). Please access the [Academic Calendar](#) for dates.
- **DO NOT DROP OR WITHDRAW FROM CONSORTIUM CLASSES** online using BisonWeb. To drop or withdraw from a consortium class, please contact the Consortium Coordinator ([consortium@howard.edu](mailto:consortium@howard.edu)).

- Students are responsible for payment of any lab fees that are attached to the consortium course. Payment must be made at the Student Accounts Office of the consortium institution.
- \*It is taken into consideration that some institutions' semester may start later than HU's. In these cases, the drop deadline date (for consortium courses only) extends to the first day of class at the Consortium institution. THIS EXTENSION DOES NOT APPLY TO HOWARD UNIVERSITY CLASSES. The student is required to inform the Consortium Coordinator the very next day of his/her intention to drop the class. Any decision to withdraw from the class after that date will result in a "W".

## Certificate Programs

### GENERAL REQUIREMENTS FOR CERTIFICATE PROGRAMS

Certificate programs have been established in the Graduate School to 1) enhance the marketability of graduate students and programs across the university; 2) provide a service to the community at-large through short-term, academic-based graduate programs; and 3) provide expanded opportunities for students wishing to further their education for personal or career advancement.

These programs are of two general types: those intended as enhancements to existing degree programs, and those intended to stand alone.

#### Section 1. Residency and Credit Requirements

##### A. Residency

A minimum of three credit hours per semester constitutes residency. A student must be in residence in the Graduate School for at least one semester in order to be recommended for a certificate. Credits transferred from other accredited graduate or undergraduate institutions may not be used to meet the requirements of a certificate program. Students enrolled in online courses offered by the Graduate School of Howard University are considered in-residence for such courses.

##### B. Minimum Credit Requirements

The number of credits required for certificate programs will be determined by the departments offering the programs but will generally be 12-18. Students pursuing such programs must consult the specific departmental requirements.

#### Section 2. Course Requirements

##### A. Length of Time for Completion of the Certificate Program

Students must complete a certificate program that is part of a Masters or a Ph.D. program by the time they complete the requirements for the degree. Students must complete a stand-alone certificate program in two years from the date of original registration. Those who have not completed the program within that time may be dismissed. Students who have not completed the program within two calendar years may petition for readmission and may be readmitted only 25 upon fulfillment of conditions recommended by the departmental Committee on Graduate Studies and approved by the Executive Committee of the Graduate School, subject to the rules for readmission to the Graduate School in Article I, Section 7.

##### B. Course Viability

For certificate programs that are included in a degree program, course viability will be the same as for other courses taken for the degree. Stand-alone Certificate Programs must be completed in two calendar years except where an exception is provided under the same procedures described in Article V, Section 2(B) of these Rules.

### **Section 3. Grades and Academic Status**

A.) A cumulative grade point average of 3.00 (B) is required for the awarding of a certificate.

B.) A student will be permitted only two grades below B, and will be dismissed after he/she receives a third grade below B.

C.) A student who falls below 3.00 GPA will be given due notice by the Graduate School that he/she must raise his/her quality point index to 3.00 in the next two terms in residence. Students failing to do so will be dismissed from the Graduate School.

D.) A student who demonstrates an inability to perform satisfactorily at the graduate level should be recommended for dismissal.

### **Section 4. Program of Study**

Each department in which the student is enrolled shall specify the programs and the requirements for each matriculating certificate student. An approved Program of Study for each student must be filed with the Graduate School no later than the end of the first semester in residence. The responsibility of submitting the individualized Program of Study is that of the student. Failure to do so in a timely manner may result in suspension of enrollment privileges at the university.

### **Section 5. Transfer of Credit to a Certificate Program**

Generally, students may not transfer credits from other programs or institutions to a certificate program.

Students currently enrolled in a program of the Graduate School who wish to seek a Certificate in the Graduate School must formally apply for admission into the certificate program and obtain written acceptance from the department in which the certificate is offered. A copy of the approved document must be submitted to the Graduate School.

## **Expenses & Financial Aid**

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### **Office of the Bursar**

Processes Remission of Tuition and all financial aid awards, except private funds given directly to the student. Authorizes payment of University-administered financial aid awards to a student's account (e.g. loans, scholarships, grants, remission of tuition, grants). The Office of the Bursar also processes credit balances (aka "refund checks") as well as refund and tuition adjustments; handles "special billing," (e.g., the official billing (or invoicing) of Embassies or other appropriate agencies or organizations responsible for paying the educational expenses of particular students). This office is responsible for entering late charges, institutional residential, parking and library fines, to the account of the student who incurs same.

The Office of the Bursar processes promissory notes provided by the Office of Financial Aid for University Emergency loans. Initiates and Processes promissory notes for Direct Student Loans, Perkins Federal Loans, Health Professions —Medicine, Dentistry, Pharmacy, and Nursing loans, as well as long-term University loans. The office processes student deferment forms as well as repayment of University and Federal loans.

## Enrollment Fee

Admitted students who intend to enroll at Howard University pay a \$300 non-refundable enrollment fee by May 1st to secure their place in the class.

Housing Fee. Students are considered for housing once they have been accepted and have submitted an application for housing and a \$50 housing fee.

## Change of Program Fee

All charges for change of program that affect your enrollment status must be paid to avoid late charges. Students officially withdrawing, suspended, dropped, or decreasing or increasing their credit hours after the registration period may expect to have charges for tuition and fees adjusted on a prorated basis.

## Costs/Payment

Educational costs depend on a student's program of study, the number of hours enrolled and living expenses. Costs for full-time tuition and fees vary based on a student's school/college and program. Students will not be allowed to receive financial aid in excess of their cost of attendance, regardless of the sources of funds. This includes, but is not limited to: federal, state, institutional, donor or external grants, gifts and scholarships.

All charges must be paid in full by the due date: Fall semester, July 1st and Spring semester, December 1st. Any outstanding balances will be assessed a \$100 late payment fee each month the balance remains and any other applicable late fees.

## Installment Plan

Howard University offers several payment options for students and their families for the fall and spring semesters. Summer sessions must be paid in full at the time of registration. There are no payment plans or alternate payment options available for summer enrollment. Students and their families are provided with payment plan options each year which are subject to change. These payment options are generally provided via an online servicer who will accept most forms of debit/credit cards, wires and electronic checks

## Payment Methods

Payments may be made by credit card (Visa, American Express, MasterCard, Discover), cash, or wire transfer. A \$35.00 fee will be charged for all reversed credit card payments

## Financial Aid

Financial aid assists with offsetting educational expenses. The federal and state governments as well as post-secondary schools are public sources of aid, while civic groups, clubs, and religious organizations serve as private sources of aid. Financial aid is classified into three basic types:

1. grants and scholarships are 'gift aid' which are funds awarded that are not required to be repaid;
2. employment is work, either on or off campus that you find through campus student employment services or on your own initiative; and
3. a loan is money borrowed from the federal or state government, the University or an alternative lender that must be repaid, including interest.

Financial aid is distributed according to a variety of eligibility criteria within three categories: need-based aid and non-need-based aid and talent-based aid. Students are awarded need-based aid to assist in the difference between the total cost to attend the University full time and the amount of their family's contribution as

determined by the federal government. Non-need-based aid may be used to replace the family contribution if a student meets the necessary eligibility criteria, which may vary depending on the program and is generally based on merit (e.g. GPA). Talent-based aid is usually awarded via University-sponsored programs.

Financial aid is awarded based on financial need. At Howard University, more than half of all students receive some form of financial aid. The total amount of financial aid (need and non-need based) awarded to a student cannot exceed his or her total educational costs. Individual program requirements vary and funds are limited, therefore a student's total financial need may not always be met.

### Most programs require that a student:

- Is a U.S. citizen or eligible non-citizen and have a valid social security number. (Individuals in the U.S. on F1, F2, J1, and J2 visas are ineligible).
- Be enrolled at least half-time in an eligible degree or certificate program.
- Demonstrates financial need as determined by review of the Free Application for Federal Student Aid (FAFSA).
- Not be indebted to any institution for repayment of any federal grant (Pell or SEOG) or in default on any federal loan (Perkins or Direct Loan).
- Male students born after December 31, 1959 who are at least 18 years old are required to register with the Selective Service System.
- Comply with the federal verification process, if necessary.

### Amount of Financial Aid Awards

The cost of attendance budget includes average amounts for all expenses to attend Howard University. These figures are based on the average living expenses in the Washington D.C. metropolitan area. Although many factors help to determine the amount a student receives, the financial aid award is based primarily on the student's demonstrated financial need.

A student's need is the difference between the cost of attendance and the amount students and their family are expected to contribute (EFC - expected family contribution). Once a student is admitted to the University, and his or her file is complete, the Office of Financial Aid will update the student's account which is viewable online via BisonWeb.

### What is a family's share?

A student and his or her family are primarily responsible for financing the student's education. They are expected to make a maximum effort to assist with college expenses. Students are also expected to contribute to their college expenses from sources that may include savings, summer earnings, monetary gifts from friends and relatives or other sources. Financial aid should be viewed as supplementary to the family's contribution.

### How is a family's share determined?

The income and asset information which a student (and his or her parents in the case of dependent students, or a spouse if married) provided on the FAFSA enables the U.S. Department of Education's Central Processing System (CPS) to determine the expected family contribution (EFC).

## Minimum Credits Required for Financial Aid Eligibility

**Full Time Part Time Less than Part Time**

**Graduate (Pre-Candidacy) & Professional 12-9 8-4 3-1**

**Notes: Audited courses cannot be included in meeting the minimum required credit hours toward eligibility; For Advanced Candidacy status, 1 credit is considered Full Time, and students are ineligible to receive financial aid.**

## Maximum Eligibility

A student will maintain financial aid eligibility for a specified period of time. Graduate and professional students must complete their chosen academic program within 150 percent of the number of credit hours required for graduation or successful completion. (For example, an undergraduate student may attempt a maximum of 191 credit hours for a program requiring 127 hours for graduation.) Graduate and professional students will be notified when they are within 24 credit hours of reaching the expiration of their financial aid eligibility. Students must continue their studies at their expense they have reached their maximum eligibility.

## Financial Aid Probation

If at the end of the semester a student is listed as being on PROBATION of any kind (e.g. Probation for Credits, Probation for Grades and Probation for Grades/Credits), the student is still eligible to receive aid for the next semester. A student's probationary status is a warning that he or she must meet all SAP criteria for any subsequent terms of attendance in order to maintain financial aid eligibility. A student does not need to appeal this status in order to receive aid. Financial aid probation will occur for a student's next academic semester of attendance if he or she fails to earn the minimum number of credits and/or the GPA required. Such students may continue to receive financial aid while on financial aid probation

## Types of Financial Aid Suspension

Your financial aid eligibility will be suspended if you fail to earn the necessary credits or achieve the required GPA while on financial aid probation. At that time, you will no longer be eligible to receive financial aid to attend Howard University. To reinstate your financial aid eligibility, you must appeal to the Office of Financial Aid by the proposed deadline per semester. If a student's appeal is denied for whatever reason, they then may re-enroll and successfully complete the courses they have registered for at their own expense, at least for one semester. At the conclusion of that particular semester, students may then re-appeal to the Office of Financial Aid explaining in a detailed type-written narrative to then request to have their aid reinstated. Students cannot receive financial aid if they do not meet the necessary criteria. Students who have been suspended consecutively will be ineligible for aid reinstatement until they have covered the courses they have registered for at their own expense. Students are more than welcome to seek other sources of funding that include alternative loans that do not consider SAP to be a criterion.

## Appeal Process

You may appeal a financial aid suspension status by submitting a completed appeal packet to the Office of Financial Aid within 14 calendar days from the date of your notification. It is the responsibility of the student to follow up with their advisor as often as possible, throughout the semester, by checking their BisonWeb account for updates by checking their financial aid eligibility from one semester to the next, as well as their personal preferred email address for emails on pertinent deadlines and updates.

Types of suspension that **CAN BE** appealed by the appropriate deadline:

Suspension from the University - Student is academically suspended from the University.\*

Suspension for Credits - Student did not earn at least 70% of the credit hours attempted in the previous two (2) academic years.

Suspension for Grades\*\* - Student did not earn minimum GPA required for 'good standing' for previous two (2) years.

## Types of suspension that CANNOT be appealed:

4 Year Undergraduate Suspension - Student has met or exceeded maximum degree timeframe (1.5 times the total minimum credit hours required for degree). 5 Year Undergraduate Suspension - Student has met or exceeded maximum degree time frame (1.5 times the total minimum credit hours required for degree) OR has more than 12 hours of incomplete credits.

SAP Appeal forms are available to suspended students via BisonWeb.

If you have failed to achieve SAP (Satisfactory Academic Progress) because of mitigating circumstances, your appeal packet must consist of the following:

- SAP appeal form with type of suspension indicated per your BisonWeb account,
- Detailed type-written narrative of what led to your suspension status, and explanation of what you intend to do to improve your plan of action, and:
- Copies of all supporting documentation attached

Mitigating circumstances may include, but are not limited to extreme illness or injury, family crisis, or death of an immediate relative. The circumstances must be documented and will not be considered for approval without the supplemental documentation attached. Examples of documentation include medical documentation, birth or death certificates, etc. Please do not submit letters of stipulation from your school/college along with your appeal documents. If at the end of an academic school year, you have found yourself to be suspended, you may appeal to have your current SAP status reviewed by attending a summer session at Howard University and increasing your GPA or earned credits and then appealing once those grades have been submitted to the Office of the Registrar. It will not be until the summer courses are updated to your account that an evaluation of your courses can be made. Please monitor your BisonWeb account for appropriate updates as well as the email address you have provided on your appeal form. Summer credits will count toward determining your maximum eligibility for the next school year. You must complete the appeal process at the end of the summer term.

Summer credits will count toward determining your maximum eligibility for next school year.

Once your appeal has been received and reviewed by the Appeals Committee, you will receive written notification of the committee's decision by email to the address you have provided in your appeal packet. You will also notice the appropriate changes made to your award package on your BisonWeb account. Note: All incomplete appeals will be denied. All appeal decisions are final and the submission of a SAP appeal does not guarantee reinstatement of aid eligibility. **Students who are currently SAP suspended are strongly advised to create alternate financial plans in the event your appeal is denied.**

## Additional SAP Requirements

If you are listed as being SUSPENDED FROM THE UNIVERSITY, the appeal process is two-fold. Step 1: You must appeal to your school/college as well as Step 2: the Office of Financial Aid. It is your responsibility to stay abreast of deadlines. Stipulation letters do not ensure financial aid reinstatement and one is not contingent upon the other. For further inquiries please contact the Office of Financial Aid at <http://www.howard.edu/financialaid/contacts/staff-finaid.htm>

Although you may not be receiving financial aid, you will be evaluated for financial aid eligibility on the same basis as students who receive federal and state aid. Should you apply for aid, your eligibility will be based on your prior academic performance at Howard University.

- If you are enrolled in a dual degree program, you may appeal for an extension of the maximum time frame provision of this policy.
- If you are a transfer student, your maximum eligibility will be reduced by the number of transfer credits



Credits you have earned at foreign institutions will be included in your SAP evaluation provided they are applicable to the degree/program sought.

Courses in which you receive a grade of 'I' (incomplete) accompanied by a letter grade will be considered when evaluating your completion ratio and will influence your term and cumulative GPA. All attempted and earned credits are considered in maximum eligibility determination.

Courses in which you receive a grade of 'W' (withdrawal) do not earn credits or affect your GPA, but they will be considered when evaluating your maximum eligibility. You may retake courses from which you withdraw, and those credits will count toward determining your enrollment status and completion ratio, provided you have not earned credit for the same course.

If you take undergraduate courses while you are a graduate student, courses that are satisfactorily completed do not earn graduate credit or influence your graduate GPA, nor will they count toward determining your enrollment status or minimum credits earned at the graduate level.

If you are taking courses to earn professional licensure, you must be admitted to a degree program in order to receive financial aid. Students completing licensure courses and are not seeking a bachelor's, master's, or doctoral degree are not eligible for financial aid.

The credits earned from repeated courses will count toward the determining your enrollment status and maximum eligibility. However, for purposes of financial aid satisfactory academic progress, only credits adding to the cumulative credits earned will be accepted toward the required minimum number of credits earned per year.

If you attend a summer session and wish those credits/grades to be considered for your fall and spring total, you must complete the appeal process at the end of the summer term. Summer credits will count toward determining your maximum eligibility.

## **Federal Financial Aid Unofficial Withdrawal Policy**

Howard University is required by federal law to identify and report any student who has unofficially withdrawn from the University and is a recipient of federal student aid. As a result of this requirement, it is the policy of Howard University that all faculty members, by the end of the Mid-term of each semester, identify students who have never attended class.

## **Howard University Refunds and Adjustments of Title IV Funds**

Students who withdraw from the University within the first 60% of the semester will receive an adjustment to their Student Financial Aid. This adjustment to a student's Financial Aid will be based on a percentage which represents the amount of time remaining in the semester and will be applied to the total institutional charges assessed to the student, as well as the Title IV financial aid applied to the student's account.

The percentage that represents the amount of time remaining in the semester shall be determined by dividing the total number of calendar days in the semester not completed by the student by the total calendar days in the semester. The total calendar days in the semester begins with the first day of classes, ends with the last scheduled day of exams, includes weekends, but excludes scheduled breaks of five or more days and days that the student was on an approved leave of absence. No adjustments will be made to a student's Financial Aid if the percentage representing the amount of time remaining in the semester is less than 40%.

The University will refund the amounts due from the University and the student to the appropriate Title IV program in the following order:

- Unsubsidized Federal Stafford Loans
- Subsidized Federal Stafford Loans
- Unsubsidized Federal Direct Stafford Loans
- Subsidized Federal Direct Stafford Loans
- Federal Perkins Loan
- Federal PLUS Loans Federal Direct PLUS Loans

If unearned funds remain to be returned after repayment of all outstanding loan amounts, the remaining excess must be credited to any amount awarded for the payment period of enrollment for which a return of funds if required in the following order:

- Federal Pell Grants
- Federal SEOG
- Other grants or loan assistance authorized by Title IV of the HEA.

The University will assume the responsibility for making the appropriate refunds to the Title IV programs for overpayments received by the student, as well as overpayments received by the University. It is the responsibility of the student to pay the University for these overpayments within 90 days of the date that the student withdrew from the University. Failure to repay the University the amounts of the overpayments will jeopardize the student’s eligibility for further Title IV financial assistance at Howard University as well as other institutions of higher education.

## Schedule of Financial Adjustments and/or Refunds

Students who make changes to their academic program after the first day of instruction may be subject to adjusted or prorated tuition and fees. The adjustment periods and corresponding fee changes are listed in the University Calendar.

If the University cancels a students’ registration, the refund is 100%. Please also note that the above refund policies apply to total semester charges. If a due date falls on Saturday, Sunday, or a holiday, the next business day shall be the deadline that will apply.

# Estimated Cost of Attendance

## Graduate Programs 2023-2024 Estimated Cost of Attendance

### TRADITIONAL GRADUATE PROGRAMS (OFF-CAMPUS)

	Description	Costs
	Tuition <sup>1</sup>	\$37,334
<b>Direct Cost Estimate</b>	Mandatory Fees <sup>2</sup>	\$716
	Housing	\$15,972
	Meals	\$6,244
	Books and Supplies	\$1,360
<b>Indirect Cost Estimates</b>	Transportation	\$2,887
	Personal/Misc Expenses	\$3,889
	Direct Stafford - Loan Fees	\$194
	Direct Parent PLUS - Loan Fees	\$1,196

*If a family/student opts to take out a loan, federal fees are associated with doing so. (Note the fees shown are estimates and may be more or less.)*

**TRADITIONAL GRADUATE PROGRAMS (OFF-CAMPUS)**

**Estimated Cost of Attendance \$69,792**

1. Based on full-time enrollment per semester. The estimated cost per credit hour is \$2,027.00.
2. Subject to change each academic year.

**GRADUATE ACCOUNTING/FINANCE PROGRAM (OFF-CAMPUS)**

	<b>Description</b>	<b>Costs</b>
	Tuition <sup>1</sup>	\$42,436
<b>Direct Cost Estimate</b>	Mandatory Fees <sup>2</sup>	\$716
	Housing	\$15,972
	Meals	\$6,244
	Books and Supplies	\$1,360
<b>Indirect Cost Estimates</b>	Transportation	\$2,887
	Personal/Misc Expenses	\$3,889
	Direct Stafford - Loan Fees	\$194
<i>If a family/student opts to take out a loan, federal fees are associated with doing so. (Note the fees shown are estimates and may be more or less.)</i>	Direct Parent PLUS - Loan Fees	\$1,196
	<b>Estimated Cost of Attendance</b>	<b>\$74,894</b>

1. Based on full-time enrollment per semester. The estimated cost per credit hour is \$2,027.00.
2. Subject to change each academic year.

**GRADUATE MFA FILM PROGRAM (OFF-CAMPUS)**

	<b>Description</b>	<b>Costs</b>
	Tuition <sup>1</sup>	\$33,214
<b>Direct Cost Estimate</b>	Mandatory Fees <sup>2</sup>	\$466
	Graduate MFA Film Student Production Fee <sup>2</sup>	\$150
	Housing	\$15,972
	Meals	\$6,244
	Books and Supplies	\$1,360
<b>Indirect Cost Estimates</b>	Transportation	\$2,887
	Personal/Misc Expenses	\$3,889
	Direct Stafford - Loan Fees	\$194
<i>If a family/student opts to take out a loan, federal fees are associated with doing so. (Note the fees shown are estimates and may be more or less.)</i>	Direct Parent PLUS - Loan Fees	\$1,196
	<b>Estimated Cost of Attendance</b>	<b>\$65,572</b>

1. Based on full-time enrollment per semester. The estimated cost per credit hour is \$2,027.00.
2. Subject to change each academic year.

**GRADUATE MFA/MUSIC PROGRAM (OFF-CAMPUS)**

	<b>Description</b>	<b>Costs</b>
	Tuition <sup>1</sup>	\$33,214
<b>Direct Cost Estimate</b>	Mandatory Fees <sup>2</sup>	\$466
	Housing	\$15,972
	Meal Plan	\$6,244
	Books and Supplies	\$1,360
<b>Indirect Cost Estimates</b>	Transportation	\$2,887
	Personal/Misc Expenses	\$3,889
	Direct Stafford - Loan Fees	\$194
	Direct Parent PLUS - Loan Fees	\$1,196
	<b>Estimated Cost of Attendance</b>	<b>\$65,422</b>

*If a family/student opts to take out a loan, federal fees are associated with doing so. (Note the fees shown are estimates and may be more or less.)*

1. Based on full-time enrollment per semester. The estimated cost per credit hour is \$2,027.00.
2. Subject to change each academic year.

**GRADUATE NURSING PROGRAM - Year 1 (OFF-CAMPUS)**

	<b>Description</b>	<b>Costs</b>
	Tuition <sup>1</sup>	\$32,058
<b>Direct Cost Estimate</b>	Mandatory Fees <sup>2</sup>	\$466
	Housing	\$15,972
	Meal Plan	\$6,244
	Books and Supplies	\$1,360
<b>Indirect Cost Estimates</b>	Transportation	\$2,887
	Personal/Misc Expenses	\$3,889
	Direct Stafford - Loan Fees	\$194
	Direct Parent PLUS - Loan Fees	\$1,196
	<b>Estimated Cost of Attendance</b>	<b>\$64,266</b>

*If a family/student opts to take out a loan, federal fees are associated with doing so. (Note the fees shown are estimates and may be more or less.)*

1. Based on full-time enrollment per semester.
2. Subject to change each academic year.

**GRADUATE NURSING PROGRAM - Year 2 (OFF-CAMPUS)**

	<b>Description</b>	<b>Costs</b>
<b>Direct Cost Estimate</b>	Tuition <sup>1</sup>	\$32,058
	Mandatory Fees <sup>2</sup>	\$1,015

**GRADUATE NURSING PROGRAM - Year 2 (OFF-CAMPUS)**

**Indirect Cost Estimates**

*If a family/student opts to take out a loan, federal fees are associated with doing so. (Note the fees shown are estimates and may be more or less.)*

Housing	\$15,972
Meal Plan	\$6,244
Books and Supplies	\$1,360
Transportation	\$2,887
Personal/Misc Expenses	\$3,889
Direct Stafford - Loan Fees	\$194
Direct Parent PLUS - Loan Fees	\$1,196
<b>Estimated Cost of Attendance</b>	<b>\$64,815</b>

1. Based on full-time enrollment per semester.
2. Subject to change each academic year.

**GRADUATE NURSING PRACTITIONER PROGRAM (OFF-CAMPUS)**

**Direct Cost Estimate**

**Indirect Cost Estimates**

*If a family/student opts to take out a loan, federal fees are associated with doing so. (Note the fees shown are estimates and may be more or less.)*

<b>Description</b>	<b>Costs</b>
Tuition <sup>1</sup>	\$32,058
Mandatory Fees <sup>2</sup>	\$1,161
Housing	\$15,972
Meal Plan	\$6,244
Books and Supplies	\$1,360
Transportation	\$2,887
Personal/Misc Expenses	\$3,889
Direct Stafford - Loan Fees	\$194
Direct Parent PLUS - Loan Fees	\$1,196
<b>Estimated Cost of Attendance</b>	<b>\$64,961</b>

1. Based on full-time enrollment per semester.
2. Subject to change each academic year.

**GRADUATE OCCUPATIONAL THERAPY PROGRAM (OFF-CAMPUS)**

**Direct Cost Estimate**

**Indirect Cost Estimates**

<b>Description</b>	<b>Costs</b>
Tuition <sup>1</sup>	\$36,990
Mandatory Fees <sup>2</sup>	\$1,166
Housing	\$15,972
Meal Plan	\$6,244
Books and Supplies	\$1,360
Transportation	\$2,887

**GRADUATE OCCUPATIONAL THERAPY PROGRAM (OFF-CAMPUS)**

*If a family/student opts to take out a loan, federal fees are associated with doing so. (Note the fees shown are estimates and may be more or less.)*

Personal/Misc Expenses	\$3,889
Direct Stafford - Loan Fees	\$194
Direct Parent PLUS - Loan Fees	\$1,196
<b>Estimated Cost of Attendance</b>	<b>\$69,898</b>

1. Based on full-time enrollment per semester.
2. Subject to change each academic year.

**GRADUATE PHYSICAL THERAPY PROGRAM (OFF-CAMPUS)**

**Direct Cost Estimate**

**Indirect Cost Estimates**

*If a family/student opts to take out a loan, federal fees are associated with doing so. (Note the fees shown are estimates and may be more or less.)*

Description	Costs
Tuition <sup>1</sup>	\$39,194
Mandatory Fees <sup>2</sup>	\$1,386
Housing	\$15,972
Meal Plan	\$6,244
Books and Supplies	\$1,360
Transportation	\$2,887
Personal/Misc Expenses	\$3,889
Direct Stafford - Loan Fees	\$194
Direct Parent PLUS - Loan Fees	\$1,196
<b>Estimated Cost of Attendance</b>	<b>\$72,322</b>

1. Based on full-time enrollment per semester.
2. Subject to change each academic year.

**GRADUATE SCHOOL OF EDUCATION PROGRAM (OFF-CAMPUS)**

**Direct Cost Estimate**

**Indirect Cost Estimates**

*If a family/student opts to take out a loan, federal fees are associated with doing so. (Note the fees shown are estimates and may be more or less.)*

Description	Costs
Tuition <sup>1</sup>	\$33,664
Mandatory Fees <sup>2</sup>	\$466
Housing	\$15,972
Meal Plan	\$6,244
Books and Supplies	\$1,360
Transportation	\$2,887
Personal/Misc Expenses	\$3,889
Direct Stafford - Loan Fees	\$194
Fees	\$1,196

**GRADUATE SCHOOL OF EDUCATION PROGRAM (OFF-CAMPUS)**

Direct Parent PLUS - Loan Fees	
<b>Estimated Cost of Attendance</b>	<b>\$65,872</b>

1. Based on full-time enrollment per semester. The estimated cost per credit hour is \$2,027.00.
2. Subject to change each academic year.

**GRADUATE ARCHITECTURE PROGRAM (OFF-CAMPUS)**

	<b>Description</b>	<b>Costs</b>
	Tuition <sup>1</sup>	\$36,622
<b>Direct Cost Estimate</b>	Mandatory Fees <sup>2</sup>	\$466
	Housing	\$15,972
	Meal Plan	\$6,244
	Books and Supplies	\$1,360
<b>Indirect Cost Estimates</b>	Transportation	\$2,887
	Personal/Misc Expenses	\$3,889
	Direct Stafford - Loan Fees	\$194
	Direct Parent PLUS - Loan Fees	\$1,196
	<b>Estimated Cost of Attendance</b>	<b>\$68,830</b>

*If a family/student opts to take out a loan, federal fees are associated with doing so. (Note the fees shown are estimates and may be more or less.)*

1. Based on full-time enrollment per semester. The estimated cost per credit hour is \$2,027.00.
2. Subject to change each academic year.

**GRADUATE DATA ANALYTICS PROGRAM (ONLINE)**

	<b>Description</b>	<b>Costs</b>
	Tuition <sup>1</sup>	\$29,556
<b>Direct Cost Estimate</b>	Mandatory Fees <sup>2</sup>	\$816
	Housing	\$15,972
	Meal Plan	\$6,244
	Books and Supplies	\$1,360
<b>Indirect Cost Estimates</b>	Transportation	\$2,887
	Personal/Misc Expenses	\$3,889
	Direct Stafford - Loan Fees	\$194
	Direct Parent PLUS - Loan Fees	\$1,196
	<b>Estimated Cost of Attendance</b>	<b>\$62,114</b>

*If a family/student opts to take out a loan, federal fees are associated with doing so. (Note the fees shown are estimates and may be more or less.)*

1. Based on full-time enrollment per semester. The estimated cost per credit hour is \$1,642.00.
2. Subject to change each academic year.

## Graduate Divinity and Religion Programs 2023-2024 Estimated Cost of Attendance

### GRADUATE DIVINITY & RELIGION PROGRAM (DIV) ALL

#### Direct Costs Estimates

Tuition <sup>1</sup>	\$18,990
University Mandatory Fees <sup>2</sup>	\$466
Student Service Fee <sup>2</sup>	\$150

#### Indirect Costs Estimates

Housing	\$13,211
Dining Cost	\$6,244
Transportation	\$6,010
Personal/Misc Expenses	\$2,887
Books and Supplies	\$1,360

*If you opt to take out a loan, federal fees are associated with doing so.*

Direct Stafford - Loan Fees <sup>3</sup>	\$194
Direct PLUS - Loan Fees <sup>3</sup>	\$1,196

**Estimated Cost of Attendance Total** **\$50,708**

1. Based on full-time enrollment per semester. The estimated cost per credit hour is \$1,055.00.
2. Subject to change each academic year.
3. Loan fees vary based on acceptance of Direct Federal Unsubsidized loan and Graduate PLUS loan credit decision



School of Business - EMBA | MBA | OMBA 2023-2024  
Estimated Cost of Attendance

**MASTERS OF BUSINESS ADMINISTRATION (MBA) OFF-CAMPUS****Direct Costs Estimates**

Tuition <sup>1</sup>	\$37,148
University Mandatory Fees <sup>2</sup>	\$466

**Indirect Costs Estimates**

Housing	\$15,972
Dining Cost	\$6,244
Transportation	\$2,887
Personal/Misc Expenses	\$3,889
Books and Supplies	\$1,360

*If you opt to take out a loan, federal fees are associated with doing so.*

Direct Stafford - Loan Fees <sup>3</sup>	\$194
Direct PLUS - Loan Fees <sup>3</sup>	\$1,196
<b>Estimated Cost of Attendance Total</b>	<b>\$69,356</b>

1. Based on full-time enrollment per semester. The estimated cost per credit hour is \$1,952.00.
2. Subject to change each academic year.
3. Loan fees vary based on acceptance of Direct Federal Unsubsidized loan and Graduate PLUS loan credit decision.

**EXECUTIVE MASTERS OF BUSINESS ADMINISTRATION (EMBA) OFF-CAMPUS****Direct Costs Estimates**

Tuition <sup>1</sup>	\$27,966
University Mandatory Fees <sup>2</sup>	\$466

**Indirect Costs Estimates**

Housing	\$15,972
Dining Cost	\$6,244
Transportation	\$2,887
Personal/Misc Expenses	\$3,889
Books and Supplies	\$1,360

*If you opt to take out a loan, federal fees are associated with doing so.*

Direct Stafford - Loan Fees <sup>3</sup>	\$194
Direct PLUS - Loan Fees <sup>3</sup>	\$1,196
<b>Estimated Cost of Attendance Total</b>	<b>\$60,174</b>

1. Based on full-time enrollment per semester. The estimated cost per credit hour is \$1,958.00.
2. Subject to change each academic year.
3. Loan fees vary based on acceptance of Direct Federal Unsubsidized loan and Graduate PLUS loan credit decision

**ONLINE MASTERS OF BUSINESS ADMINISTRATION (OMBA) OFF-CAMPUS****Direct Costs Estimates**

Tuition <sup>1</sup>	\$27,966
University Mandatory Fees <sup>2</sup>	\$466

**Indirect Costs Estimates**

Housing	\$15,972
Dining Cost	\$6,244
Transportation	\$2,887
Personal/Misc Expenses	\$3,889
Books and Supplies	\$1,360

*If you opt to take out a loan, federal fees are associated with doing so.*

Direct Stafford - Loan Fees <sup>3</sup>	\$194
Direct PLUS - Loan Fees <sup>3</sup>	\$1,196

**ONLINE MASTERS OF BUSINESS ADMINISTRATION (OMBA) OFF-CAMPUS****Estimated Cost of Attendance Total \$60,174**

1. Based on full-time enrollment per semester. The estimated cost per credit hour is \$1,952.00.
2. Subject to change each academic year.
3. Loan fees vary based on acceptance of Direct Federal Unsubsidized loan and Graduate PLUS loan credit decision

# College of Dentistry DDS Program 2023-2024 Estimated Cost of Attendance

**DOCTOR OF DENTAL SURGERY (DDS)**

	D1 <sup>†</sup>	D2 <sup>†</sup>	D3 <sup>†</sup>	D4
<b>Direct Costs Estimates</b>				
Tuition <sup>1</sup>	\$46,000	\$46,000	\$46,000	\$46,000
University Mandatory Fees <sup>2</sup>	\$734	\$734	\$734	\$734
Books, Supplies, and Instruments <sup>3</sup>	\$14,075	\$14,726	\$14,786	\$5,290
CIF Exam Fees	N/A	N/A	\$2,250	N/A
<b>Indirect Costs Estimates</b>				
Housing	\$19,301	\$19,301	\$19,301	\$15,792
Dining Costs	\$7,632	\$7,632	\$7,632	\$6,244
Transportation	\$4,100	\$4,100	\$4,100	\$3,355
Personal/Misc Expenses	\$4,753	\$4,753	\$4,753	\$3,889
<i>If you opt to take out a loan, federal fees are associated with doing so.</i>				
Direct Stafford - Loan Fees <sup>4</sup>	\$489	\$489	\$489	\$326
Direct PLUS - Loan Fees <sup>4</sup>	\$2,118	\$2,118	\$2,118	\$1,412
<b>Estimated Cost of Attendance Total</b>	<b>\$99,202</b>	<b>\$99,853</b>	<b>\$102,163</b>	<b>\$83,042</b>

† - based on 11-month academic year (Fall/Spring/Summer)

1. Based on full-time enrollment per semester.
2. Subject to change each academic year.
3. May vary based on the year in the program: Includes Books and Instruments
4. Loan fees vary based on acceptance of Direct Federal Unsubsidized loan and Graduate PLUS loan credit decision

**INTERNATIONAL DENTIST PROGRAM (IDP)**

	IDP3 <sup>†</sup>	IDP4
<b>Direct Costs Estimates</b>		
Tuition <sup>1</sup>	\$67,102	\$55,918
University Mandatory Fees <sup>2</sup>	\$734	\$734
Books, Supplies, and Instruments <sup>3</sup>	\$8,950	\$4,522
<b>Indirect Costs Estimates</b>		
Housing	\$19,302	\$15,792
Dining Cost	\$7,632	\$6,244
Transportation	\$4,101	\$3,355
Personal/Misc Expenses	\$4,753	\$3,889
<i>If you opt to take out a loan, federal fees are associated with doing so.</i>		
Direct Stafford - Loan Fees <sup>4</sup>	\$489	\$326
Direct PLUS - Loan Fees <sup>4</sup>	\$2,118	\$1,412
<b>Estimated Cost of Attendance Total</b>	<b>\$115,181</b>	<b>\$92,192</b>

† - based on 11-month academic year (Fall/Spring/Summer)

1. Based on full-time enrollment per semester.
2. Subject to change each academic year.
3. May vary based on the year in the program: Includes Books and Instruments.
4. Loan fees vary based on acceptance of Direct Federal Unsubsidized loan and Graduate PLUS loan credit decision

## Advanced Education Program in General Dentistry (AEGD-POST DOC) 2023-2024 Estimated Cost of Attendance

### ADVANCED EDUCATION PROGRAM IN GENERAL DENTISTRY (AEGO-POST DOC)

	AEGD <sup>†</sup>	
<b>Direct Costs Estimates</b>		
Tuition <sup>1</sup>	\$17,000	
University Mandatory Fees <sup>2</sup>	\$734	
Books, Supplies, and Instruments <sup>2</sup>	\$5,000	
<b>Indirect Costs Estimates</b>		
Housing	\$19,302	
Dining Cost	\$7,632	
Transportation	\$4,101	AEGD
Personal/Misc Expenses	\$4,753	
<i>If you opt to take out a loan, federal fees are associated with doing so.</i>		
Direct Stafford - Loan Fees <sup>3</sup>	\$489	
Direct PLUS - Loan Fees <sup>3</sup>	\$2,118	
<b>Estimated Cost of Attendance Total</b>	<b>\$61,129</b>	

† - based on 11-month academic year (Fall/Spring/Summer)

1. Based on full-time enrollment per semester.
2. Subject to change each academic year.
3. Loan fees vary based on acceptance of Direct Federal Unsubsidized Loans and Graduate PLUS loan credit decision

### Direct Costs Estimates

Tuition(1)	\$7,632
University Mandatory Fees(2)	\$2,934
Books, Supplies, and Instruments(2)	\$4,000

### Indirect Costs Estimates

Housing	\$18,229
Dining Cost	\$5,896
Transportation	\$3,168
Personal/Misc Expenses	\$3,672

### Total

**\$45,531**

*If you opt to take out a loan, federal fees are associated with doing so.*

Direct Stafford - Loan Fees(3)	\$326
Direct PLUS - Loan Fees(3)	\$1,412

### Estimated Cost of Attendance Total

**\$47,269**

1. Based on full-time enrollment per semester.
2. Subject to change each academic year.
3. Loan fees vary based on acceptance of Direct Federal Unsubsidized Loans and Graduate PLUS loan credit decision

# Dental Hygiene (Undergraduate) 2023-2024 Estimated Cost of Attendance

**DENTAL HYGIENE (UNDERGRADUATE ON CAMPUS)****Direct Costs Estimates**

Tuition <sup>1</sup>	\$32,878
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University Mandatory Fees <sup>2</sup>	\$574
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**Indirect Costs Estimates**

Housing	\$10,570
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Dining Cost	\$5,904
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Transportation	\$2,361
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Books and Supplies	\$1,360
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Personal/Misc Expenses	\$1,091
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*If you opt to take out a loan, federal fees are associated with doing so.*

Direct Stafford - Loan Fees <sup>3</sup>	\$36
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Direct Parent PLUS - Loan Fees <sup>3</sup>	\$1,038
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<b>Estimated Cost of Attendance Total</b>	<b>\$55,812</b>
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1. Based on full-time enrollment per semester.
2. Subject to change each academic year.
3. Loan fees vary based on acceptance of Direct Federal Subsidized and Unsubsidized Loans and Parent PLUS loan credit decision

**DENTAL HYGIENE (UNDERGRADUATE OFF CAMPUS)****Direct Costs Estimates**

Tuition <sup>1</sup>	\$32,878
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University Mandatory Fees <sup>2</sup>	\$574
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**Indirect Costs Estimates**

Housing	\$15,972
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Dining Cost	\$6,244
-------------	---------

Transportation	\$2,888
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Books and Supplies	\$1,360
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Personal/Misc Expenses	\$6,010
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*If you opt to take out a loan, federal fees are associated with doing so.*

Direct Stafford - Loan Fees <sup>3</sup>	\$36
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Direct Parent PLUS - Loan Fees <sup>3</sup>	\$1,038
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<b>Estimated Cost of Attendance Total</b>	<b>\$67,000</b>
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1. Based on full-time enrollment per semester.
2. Subject to change each academic year.
3. Loan fees vary based on acceptance of Direct Federal Subsidized and Unsubsidized Loans and Parent PLUS loan credit decision

**DENTAL HYGIENE (UNDERGRADUATE AT HOME)****Direct Costs Estimates**

Tuition <sup>1</sup>	\$32,878
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University Mandatory Fees <sup>2</sup>	\$574
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**Indirect Costs Estimates**

Housing	\$5,435
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Dining Cost	\$5,950
-------------	---------

Transportation	\$2,888
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Books and Supplies	\$1,360
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Personal/Misc Expenses	\$2,266
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*If you opt to take out a loan, federal fees are associated with doing so.*

Direct Stafford - Loan Fees <sup>3</sup>	\$36
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Direct Parent PLUS - Loan Fees <sup>3</sup>	\$1,038
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<b>Estimated Cost of Attendance Total</b>	<b>\$52,425</b>
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1. Based on full-time enrollment per semester.

2. Subject to change each academic year.
3. Loan fees vary based on acceptance of Direct Federal Subsidized and Unsubsidized Loans and Parent PLUS loan credit decision

## Post-Doctoral Dental Program (Ortho) 2023-2024 Estimated Cost of Attendance

### DOCTORAL DENTAL PROGRAM(ORTHO)

	ORTHO1 <sup>†</sup>	ORTHO2 <sup>†</sup>
<b>Direct Costs Estimates</b>		
Tuition <sup>1</sup>	\$38,414	\$38,414
University Mandatory Fees <sup>2</sup>	\$734	\$734
Books, Supplies, and Instruments <sup>2</sup>	\$6,794	\$2,494
<b>Indirect Costs Estimates</b>		
Housing	\$19,302	\$18,951
Dining Cost	\$7,632	\$7,493
Transportation	\$4,101	\$4,026
Personal/Misc Expenses	\$4,753	\$4,667
<i>If you opt to take out a loan, federal fees are associated with doing so.</i>		
Direct Stafford - Loan Fees <sup>3</sup>	\$489	\$489
Direct PLUS - Loan Fees <sup>3</sup>	\$2,118	\$2,118
<b>Estimated Cost of Attendance Total</b>	<b>\$84,337</b>	<b>\$79,386</b>

† - based on 11-month academic year (Fall/Spring/Summer)

1. Based on full-time enrollment per semester. The estimated cost per credit hour is \$1,134.00.
2. Subject to change each academic year.
3. Loan fees vary based on acceptance of Direct Federal Unsubsidized loan and Graduate PLUS loan credit decision

## Post-Doctoral Dental Program (PEDO) 2023-2024 Estimated Cost of Attendance

### DOCTORAL DENTAL PROGRAM (PEDO)

	PEDO1 <sup>†</sup>	PEDO2 <sup>†</sup>
<b>Direct Costs Estimates</b>		
Tuition <sup>1</sup>	\$38,414	\$38,414
University Mandatory Fees <sup>2</sup>	\$734	\$734
Books, Supplies, and Instruments <sup>2</sup>	\$4,402	\$4,402
<b>Indirect Costs Estimates</b>		
Housing	\$19,302	\$19,302
Dining Cost	\$7,632	\$7,632
Transportation	\$4,101	\$4,101
Personal/Misc Expenses	\$4,753	\$4,753
<i>If you opt to take out a loan, federal fees are associated with doing so.</i>		
Direct Stafford - Loan Fees <sup>3</sup>	\$489	\$489
Direct PLUS - Loan Fees <sup>3</sup>	\$2,118	\$2,118
<b>Estimated Cost of Attendance Total</b>	<b>\$81,945</b>	<b>\$81,945</b>

† - based on 11-month academic year (Fall/Spring/Summer)

1. Based on full-time enrollment per semester.
2. Subject to change each academic year.
3. Loan fees vary based on acceptance of Direct Federal Unsubsidized loan and Graduate PLUS loan credit decision

# Medicine (MD-Four Year Program) 2023-2024 Estimated Cost of Attendance

## MEDICINE (FOUR YEAR PROGRAM)

	MED 1	MED 2	MED 3	MED 4
<b>Direct Costs Estimates</b>				
Tuition <sup>1</sup>	\$55,242	\$55,242	\$55,842	\$55,242
University Mandatory Fees <sup>2</sup>	\$2,390	\$1,790	\$1,790	\$1,790
<b>Indirect Costs Estimates</b>				
Housing	\$16,231	\$16,231	\$19,645	\$15,793
Dining Cost	\$6,452	\$6,452	\$7,772	\$6,244
Transportation	\$3,197	\$3,197	\$3,584	\$0,877
Personal/Misc Expenses	\$4,019	\$4,019	\$5,007	\$4,019
Books and Supplies	\$2,400	\$1,900	\$1,900	\$1,900
External Med USMLE Board Exam - Fees	N/A	\$646	\$646	N/A
<i>If you opt to take out a loan, federal fees are associated with doing so.</i>				
Direct Stafford - Loan Fees <sup>3</sup>	\$326	\$326	\$326	\$326
Direct PLUS - Loan Fees <sup>3</sup>	\$1,412	\$1,412	\$1,412	\$1,412
<b>Estimated Cost of Attendance Total</b>	<b>\$91,669</b>	<b>\$91,215</b>	<b>\$97,924</b>	<b>\$89,603</b>

1. Based on full-time enrollment per semester. The estimated cost per credit hour is \$1,896.00
2. Subject to change each academic year.
3. Loan fees vary based on acceptance of Direct Federal Unsubsidized loan and Graduate PLUS loan credit decision.

# Doctor of Pharmacy 2023-2024 Estimated Cost of Attendance

## TRADITIONAL DOCTOR OF PHARMACY

	Pharm 1	Pharm 2	Pharm 3	Pharm 4
<b>Direct Costs Estimates</b>				
Tuition <sup>1</sup>	\$34,150	\$34,150	\$34,150	\$34,150
University Mandatory Fees <sup>2</sup>	\$1,220	\$2,080	\$1,941	\$1,084
<b>Indirect Costs Estimates</b>				
Housing	\$15,972	\$15,972	\$15,972	\$15,972
Dining Cost	\$6,244	\$6,244	\$6,244	\$6,244
Transportation	\$2,887	\$2,887	\$2,887	\$2,887
Personal/Misc Expenses	\$3,889	\$3,889	\$3,889	\$3,889
Books and Supplies	\$1,900	\$1,900	\$1,900	\$1,900
<i>If you opt to take out a loan, federal fees are associated with doing so.</i>				
Direct Stafford - Loan Fees <sup>3</sup>	\$326	\$326	\$326	\$326
Direct PLUS - Loan Fees <sup>3</sup>	\$1,412	\$1,412	\$1,412	\$1,412
<b>Estimated Cost of Attendance Total</b>	<b>\$68,000</b>	<b>\$68,860</b>	<b>\$68,721</b>	<b>\$67,864</b>

1. Based on full-time enrollment per semester. The estimated cost per credit hour is \$1,484.00.
2. Subject to change each academic year.
3. Loan fees vary based on acceptance of Direct Federal Unsubsidized loan and Graduate PLUS loan credit decision



# Non-Traditional Doctor of Pharmacy (NTDP) 2023-2024 Estimated Cost of Attendance

## NON-TRADITIONAL DOCTOR OF PHARMACY (NTDP)

	NTDP 1 & 2
<b>Direct Costs Estimates</b>	
Tuition <sup>1</sup>	\$27,484
University Mandatory Fees <sup>2</sup>	\$982
<b>Indirect Costs Estimates</b>	
Housing	\$21,056
Dining Cost	\$8,326
Transportation	\$4,474
Personal/Misc Expenses	\$5,185
Books and Supplies	\$1,900
<i>If you opt to take out a loan, federal fees are associated with doing so.</i>	
Direct Stafford - Loan Fees <sup>3</sup>	\$326
Direct PLUS - Loan Fees <sup>3</sup>	\$1,412
<b>Estimated Cost of Attendance Total</b>	<b>\$71,145</b>

1. Based on full-time enrollment per semester. The estimated cost per credit hour is \$1,484.00
2. Subject to change each academic year.
3. Loan fees vary based on acceptance of Direct Federal Unsubsidized loan and Graduate PLUS loan credit decision

# Doctor of Law (JD) 2023-2024 Estimated Cost of Attendance

## DOCTOR OF LAW (JD)

	L1	L2	L3
<b>Direct Costs Estimates</b>			
Tuition <sup>1</sup>	\$37,496	\$37,496	\$37,496
University Mandatory Fees <sup>2</sup>	\$1,116	\$1,116	\$1,116
<b>Indirect Costs Estimates</b>			
Housing	\$15,972	\$15,972	\$15,972
Dining Cost	\$6,244	\$6,244	\$6,244
Transportation	\$3,355	\$3,355	\$3,355
Personal/Misc Expenses	\$3,889	\$3,889	\$3,889
Books and Supplies	\$1,900	\$1,900	\$1,900
<i>If you opt to take out a loan, federal fees are associated with doing so.</i>			
Direct Stafford - Loan Fees <sup>3</sup>	\$326	\$326	\$326
Direct PLUS - Loan Fees <sup>3</sup>	\$1,412	\$1,412	\$1,412
<b>Estimated Cost of Attendance Total</b>	<b>\$71,710</b>	<b>\$71,710</b>	<b>\$71,710</b>

1. Based on full-time enrollment per semester. The estimated cost per credit hour is \$1,964.00.
2. Subject to change each academic year.
3. Loan fees vary based on acceptance of Direct Federal Unsubsidized loan and Graduate PLUS loan credit decision

# Master of Law (LLM) 2023-2024 Estimated Cost of Attendance

## MASTER OF LAW (LLM)

### Direct Costs Estimates

Tuition<sup>1</sup> \$37,496

University Mandatory Fees<sup>2</sup> \$1,116

### Indirect Costs Estimates

Housing \$15,972

Dining Cost \$6,244

Transportation \$3,355

Personal/Misc Expenses \$3,889

Books and Supplies \$1,900

*If you opt to take out a loan, federal fees are associated with doing so.*

Direct Stafford - Loan Fees<sup>3</sup> \$326

Direct PLUS - Loan Fees<sup>3</sup> \$1,412

Estimated Cost of Attendance Total \$71,710

1. Based on full-time enrollment per semester. The estimated cost per credit hour is \$1,964.00.
2. Subject to change each academic year.
3. Loan fees vary based on acceptance of Direct Federal Unsubsidized loan and Graduate PLUS loan credit decision

# School of Social Work Programs 2023-2024 Estimated Cost of Attendance

## GRADUATE SOCIAL WORK PROGRAM (OFF-CAMPUS)

	Description	Costs
	Tuition <sup>1</sup>	\$34,876
Direct Cost Estimate	Mandatory Fees <sup>2</sup>	\$826
	Housing	\$15,972
	Meal Plan	\$6,244
	Books and Supplies	\$1,360
Indirect Cost Estimates	Transportation	\$2,887
	Personal/Misc Expenses	\$3,889
	Direct Stafford - Loan Fees	\$194
	Direct Parent PLUS - Loan Fees	\$1,196
	<b>Estimated Cost of Attendance</b>	<b>\$67,444</b>

*If a family/student opts to take out a loan, federal fees are associated with doing so. (Note the fees shown are estimates and may be more or less.)*

1. Based on full-time enrollment per semester. The estimated cost per credit hour is \$2,027.00.
2. Subject to change each academic year.

## GRADUATE SOCIAL WORK PROGRAM (ONLINE)

	Description	Costs
	Tuition <sup>1</sup>	\$21,852
Direct Cost Estimate	Mandatory Fees <sup>2</sup>	\$826
	Housing	\$15,972
	Meal Plan	\$6,244
	Books and Supplies	\$1,360
Indirect Cost Estimates	Transportation	\$2,887
	Personal/Misc Expenses	\$3,889
	Direct Stafford - Loan Fees	\$194
	Direct Parent PLUS - Loan Fees	\$1,196
	<b>Estimated Cost of Attendance</b>	<b>\$54,420</b>

*If a family/student opts to take out a loan, federal fees are associated with doing so. (Note the fees shown are estimates and may be more or less.)*

1. Based on full-time enrollment per semester. The estimated cost per credit hour is \$1,854.00.
2. Subject to change each academic year.

## Explanation of Fees

**Direct costs** are items that will appear on your University bill, such as tuition, fees, and room and board (if you live on campus). This is the cost of a Howard University education.

**Indirect costs** will not appear on your bill, but are estimated costs associated with going to college and should be included in your budget. These include items like books, transportation and personal/miscellaneous expenses.

## Detailed descriptions of direct and indirect costs

**Direct Costs** that appear on your bill from Howard University:

Tuition and Fees: These figures reflect the cost of tuition and fees for a student taking 12-18 credits during each of the fall and spring semesters of the respective academic year (which is considered full-time).

Housing and Meals: The number reflected here is the cost of the most popular meal plan chosen by students who live on campus.

### University Mandatory Fees (Breakdown)

- Student Activity- includes student activities, campus health services and other benefits.
- Self Help Fee- student voted fee to establish the student Self Help Emergency Fund. Available for all currently enrolled students.
- Endowment Fee- student voted fee to participate in increasing the University's endowment fund.
- Technology Fee- for use of university email, labs, IT services, etc.
- Globalization Fee - funds used at the schools' discretion to finance the study abroad program. \*\*
- Fee charged in the Fall semester for Undergraduate students only.
- Excess Tuition Fee- assessed if students exceed the maximum allowable credits as determined by each school.
- Orientation Fee- non-refundable mandatory fee for all First Time in College & New Transfers. Funds will be used to offset expenses related to orientation materials, including but not limited to HU backpacks, meals during the one-day session, rental fees, printing, etc. \*\* \$200 fee will be assessed upon students initial term at the University.
- Graduation Fee - covers the cost of the diploma including mailing fees and other expenses associated with graduation.

External Med USMLE Board Exam - Fee (MED) – covers costs associated with taking the United States Medical Licensing (USMLE) Exam.

Medicine Mandatory Fee - covers association membership, disability insurance, standardized patient usage, simulation lab usage, and computer program / clinical software.

Dentistry Mandatory Fee – covers association membership, disability insurance, books, instruments, central materials, simulation lab usage, and clinical software.

CIF Exam Fee (DENT) - covers costs associated with taking the Curriculum Integrated Format (CIF) Exam.

Nursing & Allied Health Sciences Mandatory Fee – covers ExamSoft, MedHub, simulation lab usage, association membership, lab supplies, e-books, assessment software, board exam preparation, and credentialing fee.

Pharmacy Mandatory Fee – covers CPR training, Medication Therapy Management Training, Immunization Certification Training, ExamSoft, clinical lab usage, technology support for classrooms and labs, and simulation lab usage.

Communications Mandatory Fee – covers lab supplies and production expenses. Law Mandatory Fee – covers technology use and student activities.

Social Work Mandatory Fee – covers student professional development activity expenses. Divinity Mandatory Fee – covers technology use and student activities costs.

Graduate Certificate Program Fee (GRAD) – covers less than the actual direct cost for administering the program but is offered to students as a credentialing opportunity. It provides educational and support facilities for graduate students, faculty, and support staff to cover materials, travel, or other special costs above normal certificate tuition costs. The fee also offsets cost associated with registration, record keeping and graduation. This fee is separate from the one-time enrollment fee required by the Office of Enrollment Management. The revenue also provides the resources to design, develop, and offer new certificate programs and co-curricula activities. The fee assessed by the Graduate School covers, but not limited to costs associated with: printing for course packs, handouts, etc; technology and research course materials; payment of certificate program directors; and payment of adjunct graduate faculty.

Graduate Development Fee (GRAD) - helps defray associated costs based on the actual usage of an individual student that are not reflected in the regular tuition cost. The fee is assessed to help pay a small portion of the university's overall acquisition and dissemination of resources to registered graduate students. The development fee is used but is not limited to: Providing graduate student with assistance with specific technology costs that may not be supported by the University tuition for specific research and classroom purposes; Assisting with additional classroom instructional costs; Providing expanded computer and research lab expenses; Assisting with conference travel costs and registration both nationally and internationally; Assisting with cost associated with workshops and presentations; Providing professional development programming to graduate students; Providing students with an opportunity to participate in cultural, social, educational, and recreational events throughout the academic year; and Providing biomedical and STEM students with laboratory materials and other research-related expenses.

**Indirect Costs** that DO NOT appear on your bill from Howard University:

**Books and Supplies:** This is an estimate of the cost of books and supplies for a typical student for the entire academic year. You will not be billed directly by Howard University for books or supplies. You can purchase these items at the University's Barnes & Noble bookstore. The supply cost assumes that students do not have a computer, and allows for a student to purchase a personal computer.

**Transportation:** This is an estimate of the cost of traveling to and from campus or the cost of operating and maintaining a vehicle. The cost also assumes 3 round trips bus/plane tickets to and from campus to your family's home. Unless you buy a Howard University parking permit, you will not be billed directly for transportation costs. This line item will not appear on your bill.

**Personal Expenses:** This is an estimate of costs for clothing, haircuts, entertainment, etc. for the year. Money spent on these types of items will vary from student to student. These items will not appear on your Howard University bill.

**Average Loan Fees:** There is an origination fee of 1.059% for Federal Direct Subsidized and Unsubsidized student loans, which is taken out of the loan before funds are sent to Howard University. Some of our parents opt to take advantage of the Parent PLUS loan. The fee amount varies with the amount borrowed from the federal government.

## **Official Notice of Student Charges 23-24**

### Official Notice of Student Charges 23-24

# Academic Advising & Policies

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## Program of Study

Individual graduate and professional program schemes determine the total credits required for the graduate or professional degree.

## Classification of Students

### Classification of Students

The number of credits which each student has accumulated per the graduate / professional course scheme determines that student's classification.

### Student Load

Nine credit hours are considered to be a full-time schedule for students prior to being admitted to candidacy. After admission to candidacy, enrollment for at least one credit hour of dissertation research or dissertation writing may constitute a full-time schedule.

The maximum load for a graduate student is fifteen credit hours. Enrollment in more than twelve credit hours requires approval by the Graduate Studies Committee of the department. Courses for no credit allowance will not be included as part of the regular student load. Other professional and postdoctoral programs determine the number of credit hours required to be full time.

## School of Social Work - Master of Social Work Programs

The number of units/credit hours are based on the selected matriculation; full-time, advanced standing, advanced standing accelerated program and part-time.

### On-Campus (Flagship Program)

Traditional (Full-time) 4 semesters (15 credit hours per semester)

Advanced Standing (Full-time) 3 semesters (15 credit hours per semester)

Advanced Standing Accelerated Program (Full-time) 2 semesters (15 credit hours per semester)

### Online Program

Traditional (Full-time) 4 terms (15 credit hours per term)

Advanced Standing (Full-time) 3 terms (15 credit hours per term)

Traditional (Part-time)(2) 9 terms (students can take a minimum of 6 credit hours per term)

Advanced Standing (Part-time)(2) 6 terms(1) (students can take a minimum of 6 credit hours per term)

1. For those students who entered the on-line program in January 2022 (6 terms), they can take a minimum of 6 credit hours per term.
2. Part-time students should complete the program in four years and must take at least 3 credit hours per semester.

## Definition of a Credit Hour

In accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester;

At least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practice, studio work, and other academic work leading to the award of credit hours.

## Credit or Credit Hour

A unit of measure representing the equivalent of an hour (50 minutes) of instruction per week over the entire term. It is applied toward the total number of credit hours needed for completing the requirements for a degree, diploma or certificate, or another award.)

## Change of Program: Audit, Variable Course Credits, Pass/Fail

Students who wish to change courses to audit or to increase the credits on a variable course must complete a change of program form. Signatures of approval of the academic dean and the course instructor must be obtained. The last day to add and/or drop courses is published every semester in the University calendar.

If a student is enrolled in a course for audit or pass/fail and wishes to change to credit, that student must drop the course for audit or pass/fail and add the course for credit. The last day for such a change is published every semester in the University calendar.

Failure to comply with this change of program procedure may result in a failing grade for courses students have assumed they have dropped or no grade for courses they thought they added. All changes must be made in accordance with the established deadlines.

## Explanation of Dissertation/Thesis and Research Hours

For all degrees that allow research hours, these hours exist as a range. In consultation with their chair, students will select and enroll in a certain number of credit hours for these courses.

Students are charged per credit hour for tuition and each program sets its own limits for how many hours can contribute to degree requirements.

Each program can also set limits on how many hours in research or dissertation work they will allow in a given semester. These details are a part of each scheme. For dissertation hours, students cannot enroll until they have been approved by their chair and passed comprehensive exams. Research hours are available to students throughout their program at the discretion of the chair. All students pursuing a doctorate degree have 7 years to complete their program.

Extensions can be made in special circumstances with the permission of the governing department and the governing college or school.

Similarly, thesis hours can only be taken once approval is granted by a chair. In consultation with their chair, students will select and enroll in a certain number of credit hours for these courses. Students are charged per credit hour for tuition and each program sets its own limits for how many hours can contribute to degree requirements.

For additional confirmation, dissertation hours may be taken by doctoral students who are advanced to candidacy. It is a 9-hour credit course, but tuition is assessed at the 1 credit rate. These courses are restricted to doctoral students who have advanced to candidacy. Permission to take such courses is given by the program director.

## Curriculum Review

The Curriculum Committees and Deans of each School or College are charged with following the policy on credit hours in their review and approval of all courses and for certifying that the expected student learning for the course meets the credit hour standard. The determination of credit hours is made when a new course or a revision to an existing course is proposed. The submitted syllabus is examined for contact time as well as for assignments and evaluation mechanisms.

## Grade Point Average (GPA)

The grade point average is determined by multiplying the number of credit hours of the course by the point value of the grade received for the course (A, 4; B, 3; C, 2; D, 1; F, 0; W not calculated). The resulting products (quality points) are then summed and divided by the total number of credit hours. The grade point average is computed for all courses attempted, excluding courses repeated.

### D and F Grades

No degree credit may be earned for D and F grades received in graduate level courses. Such courses must be repeated and a grade of C or higher must be earned to satisfy graduate degree requirements. Grades of D and F are a permanent part of the record, however, and are used in the calculation of the cumulative grade point average. However, as indicated in ARTICLE V. Section 4C (Master's) and ARTICLE VI. Section 3 (Doctoral), a student may earn no more than two C grades, or they will be dismissed from the Graduate School.

## Cumulative Grade Point Average (GPA)

As a graduate or professional student, your per semester grade point average (GPA) will be reviewed.

First-year students with a GPA lower than program minimum at the conclusion of the fall semester will be placed on Financial Aid Probation. For graduate/professional students, you must also maintain satisfactory progress in order to be promoted to the next level. Students in the College of Medicine must pass the USLME Steps. Regardless of the program of study, students who do not meet the required minimum GPA requirements (or academic standards) of the program are automatically SAP suspended. Program-specific GPA requirements are: Pharmacy (PharmD):2.5; Medicine (MD): 2.5; Dentistry (DDS): 2.0; Dental Hygiene:2.5; Law (JD):75; Law (LLM):70 ; Divinity (MDiv):2.0; Graduate School(Master's):3.0; andGraduateSchool(Doctoral):3.0

## Grade Points & Grade Point Average (GPA)

The grade point value is determined by multiplying the number of credits (also called hours) a course yields by the grade received for the course. Grades yield points as follows: A = 4; B = 3; C = 2; D = 1; F = 0; W, AD, P, S, U, and UW (not calculated).

The semester grade point average (GPA) is obtained by dividing the number of semester grade points

earned by the number of credits attempted for the semester. For example, a student attempts five courses totaling 13 credits for the semester, and receives grades as follows:

Course 1 (3 credits) — "A"

Course 2 (3 credits) — "B"



Course 3 (2 credits) — “B”

Course 4 (1 credit) — “C”

Course 5 (4 credits) — “D”

Total semester grade points earned for courses 1 through 5 are respectively:  $(3 \times 4) + (3 \times 3) + (2 \times 3) + (1 \times 2) + (4 \times 1) = (12 + 9 + 6 + 2 + 4) = 33$ . Semester GPA =  $33 \div 13 = 2.54$ .

The cumulative (or overall) GPA is determined by dividing the number of cumulative (or total) grade points earned at Howard University (including grade points for the most recent grading period) by the cumulative (i.e., total) number of credits attempted at Howard University. For example, a student who has previously attempted 65 credits at Howard University and earned 160-grade points with an old cumulative GPA of  $160 \div 65 = 2.46$ . The new cumulative number of credits attempted at Howard University =  $65 + 13 = 78$ ; and the new cumulative grade points earned =  $160 + 33 = 193$ . The new cumulative GPA =  $193 \div 78 = 2.47$ .

The grade point average is computed for all courses not officially canceled that have been taken and/or repeated in the student's program of study.

## Grading System

Except where indicated otherwise in school/college bulletins, the following grading system is used at Howard University: A—excellent scholarship, 90 and above; B—good, 80 to 89; C—fair, 70 to 79; D—poor, 60 to 69; F—failure, below 60; W—withdrawal, has no grade value and is, therefore, not calculated in the term of cumulative grade point average; I—incomplete. A grade of D cannot be raised to a higher grade by re-examination. Required courses in which students receive failing grades must be repeated.

## Withdrawal From a Course

The last day to withdraw from a course is published in the University Calendar. Withdrawals are not permitted later than 4 weeks prior to the end of the semester, including the final examination period. A student may withdraw from a course up to 8 weeks after the first day of instruction and receive a grade of “W” (withdrawal). Seniors, juniors, sophomores and graduate students without registration holds complete course withdrawals on BisonWeb. Freshmen and students withholds that prevent registration will need to complete a Change of Program form and obtain a signature from your academic advisor. Please see your academic department for this form. Change of Program Forms may be obtained from the Office of the Academic Dean of each school/college.

Mere absence from class does not constitute withdrawal. A properly executed Change of Program Form, Total Withdrawal Form or BisonWeb process must be used to effectuate all drops, withdrawals, adds, section changes, or course enrollment status changes. Students will receive a failing grade for courses in which they discontinue attendance without completing the required withdrawal process.

## Warning on Dropping Courses

Students who wish to drop all courses for which they have registered (even though they may be taking only one course) must submit a Total Withdrawal form to officially drop all courses in which currently enrolled. (In this instance, the drop/add procedure should not be used.)

## All Incomplete Grades

All incomplete grades, except those for thesis, dissertation, or research courses, shall carry an alternate grade designation. The grade “I” with an alternate letter grade indicates that the work was incomplete at the end of the course. The alternate letter grade indicates the grade that will be recorded if the work is not completed by

the end of the last day of the next semester in which the student is enrolled. This grade may be given to a graduate student who, upon petitioning the instructor in writing, has provided adequate justification for partial completion of the course requirement when the final grade report is due.

Completion of a course in which an incomplete grade has been given will involve the submission of required documents, e.g., term papers, exams, and notebooks, or may also include completion of contractual period of service not corresponding to the grading period. At the time the alternate letter grade is assigned, the instructor and student must complete an Incomplete Grade Processing Form (IGPF) with details of what the student must do and by what date in order to remove/change the incomplete grade. A copy of the IGPF must be placed in the student's file in the department office. The grade of "W" will be reported for a graduate student who withdraws from a course after the end of the add/drop period according to the University calendar. The "W" remains a permanent part of the student's academic record.

## Removal of Incomplete Grades

Students for whom an incomplete grade has been reported must remove the incomplete grade prior to the last day of classes the next semester in which the student is enrolled, unless the student requests, and is granted, an extension. Failure to meet this deadline will result in the incomplete grade becoming a permanent grade. A request for an extension should be made to the dean of the College, in writing, at least 10 days before the last day of classes.

## Course Repeat Policy

An undergraduate student may repeat only once a course for which he/she has received a grade of "D" or "F". The lower grade will not be counted in the computation of the GPA.

Exceptions to repeating a course more than once will be made only if it is a major or minor requirement for which the minimum grade of "C" is required, or if a student is ineligible to advance to the next level without a passing grade. All subsequent repeats, after the first one, will be counted in computing the GPA.

In all course repeats, the failing or previous grade is not expunged from the academic record. Students are not eligible to graduate with honors if they have repeated a course(s); they have not carried at least 12 credits for each semester enrolled, with the exception of the last semester in residence, and they have not completed the last half of the work required for their degree in residence at Howard University.

SPECIAL NOTE: In all cases of course repeats the failing or previous grade is NOT expunged from the academic record.

## Semester Grades

At the end of each semester, semester grades are available to students via the BisonWeb. Semester grades will be mailed to parents when authorized by the student.

## Satisfactory Academic Progress Policy

Three components of your academic record determine whether you are maintaining satisfactory academic progress: (1) course completion, (2) grade point average (GPA) and (3) maximum eligibility. The requirements in each area vary according to your status as an undergraduate, graduate or professional student, your school/college of enrollment, and your enrollment status (full-time, half-time, or less than-half-time). This federal policy affects your eligibility for all forms of assistance, including but not limited to, the following aid programs:

Federal: Federal Work-Study,  
Federal Pell Grant,

Federal Perkins Loan,  
Federal Direct PLUS Loan (Parent loan),  
Federal Supplemental Educational Opportunity Grant (SEOG),  
Graduate PLUS Loan,  
Federal Family Education Loan Program,  
Federal Direct Loan Program (Subsidized and Unsubsidized), Nursing Student Loans and;  
Health Professions Loans and Grants.

**Private Loans:** Students on SAP may only apply for private loans that do not seek a student's academic progression (or lack thereof) a necessary criterion. This is often done by conducting an internet search.

If AP's are not received within a timely manner, this will subsequently affect the disbursement of a student's aid for that particular semester. If a student changes their classes (by adding or dropping) within the same semester, they must resubmit their AP to the Office of Financial Aid noting the necessary changes and their academic advisor must e-sign those changes. At the conclusion of each semester, a student's performance will be assessed upon the following criteria:

## Completion Ratio

Your enrollment status is reviewed at the conclusion of each academic semester (fall and spring) to verify that you have earned the required minimum number of credits during fall and spring semesters. You are required to complete at least 70% of all attempted hours of coursework each academic semester. (E.g. If a student registers for 15 credit hours in the fall semester; 5 (3 credit) courses, they must pass each course with a letter grade of "C" or better.) Grades or indicators of 'F' (Fail), 'I' (Incomplete), 'U' (Unsatisfactory), 'UW' (Unofficial Withdrawal), 'NR' (Never Reported) all count against your completion ratio. Repeated coursework may not be used in the calculation of your completion ratio and is not covered by financial aid.

Satisfactory Academic Progress will now be evaluated on a per semester basis. It will no longer be evaluated on an annual basis. Once a student finds themselves as being on 'financial aid suspension' per email notification and by checking their BisonWeb account, they then are to initiate the appeal process. Once an appeal has been received, reviewed, and approved by members of the office's Professional Judgment Committee, students must also submit an Academic Plan (AP) to be electronically signed and acknowledged by their major advisor. The AP must have the advisor's signature on it to confirm they have approved the courses a student plans to take and successfully pass in the upcoming semester.

## Academic Suspension

Any student who fails to remove his/her probationary status within one semester, exclusive of summer sessions, will be suspended. Official notification of suspension will be sent from the Office of the Registrar.

A one-semester extension of the probationary period may be requested by appealing in writing to the Dean of the School or College no later than 60 days prior to the first day of classes for the fall semester and 15 days prior to the first day of classes for the spring semester.

If the appeal is granted, the student will be required to follow specific stipulations during the extension period.

If the appeal is denied, the student is not eligible for readmission for at least one semester.

## Exclusions

The following types of registration and grades cannot be used to fulfill probation, suspension or re-matriculation requirements: credits by special exam, Advanced Placement or CLEP exams, distance education or correspondence courses for which you have not obtained prior approval, audit, withdrawal, incomplete and zero credit courses.

## Readmission Policy on Academic Probation & Suspension

Students who are in the professional phase of the following programs will incur probation if their cumulative grade point average falls below 2.5 in the School of Education, The College of Pharmacy, and The College of Nursing and Allied Health Sciences.

### REGULATIONS GOVERNING STUDENTS ON PROBATION

- Students on probation must adhere to the following conditions for continued enrollment: Enroll in a maximum of 13 credit hours if full-time, and seven hours if part-time.
- Establish and maintain contact with their designated school/college advisor (Dean, faculty advisor, advisory center, or student services unit) for academic advising, counseling, assistance, and referral to support services at least once per month.

Probationary status will be removed when the student has achieved a cumulative average of at least 2.0.

Probationary status must be removed within one semester, exclusive of summer sessions, or the student will incur a suspension.

Any student who voluntarily withdraws from the University while on probation will be subject to stipulations as a condition for readmission.

## Readmission After Academic Suspension

Requests for readmission must be initiated by submitting to the Office of Admission, at least 60 days prior to the registration period, an application for admission and, a completed petition for readmission to the school or college in which the student was last enrolled.

The request should include a description of the student's activities during the suspension period, the steps that have been taken to ensure success if the request is approved, and appropriate supporting documentation.

Requests for readmission will be reviewed by the appropriate designee of the school of last attendance and an admission committee, which will render a decision based on the student's previous academic record, contents of the request for readmission, and other relevant factors.

Upon readmission after suspension, students must adhere to the conditions outlined below. Failure to meet these stipulations will result in automatic suspension from the University.

The student shall establish and maintain contact (at least once per month) with designated school/college advisor (Dean, faculty advisor, advisory center, or student services unit) for academic advising, counseling, assistance, and referral to support services.

The student shall enroll in appropriate courses in the Center for Academic Reinforcement and/or other support programs as stipulated by the admission committee.

Enroll in a maximum of 13 credit hours if full-time, and seven credit hours if part-time, until the cumulative grade point average meets the requirement for removal of probation.

Remove all deficiencies during the next semester of enrollment (or the next semester when the courses are offered) before proceeding with the published program for their degree.

Earn a minimum grade of C in each course or earn the required grade point average stipulated by the admission committee until the cumulative grade point average meets the requirements for the removal of probation.

Failure to meet the above conditions may result in academic suspension.

## Examinations

The number of examinations administered in a course varies according to the method of instruction. Where midterm examinations are scheduled, they are given near the middle of each course. Final examinations are held at the end of each semester and are a required part of each course in most schools and colleges. For additional information and exceptions to the above, students should consult the individual schools and colleges.

## Time Limitation

Graduate and professional programs determine the total amount of time in which students must fulfill their degree requirements.

## GPA Requirement for Graduation

To receive a Master's or Doctorate degree, students must have a cumulative grade point average of at least 2.0 on a 4.0 scale. Additional grade requirements are determined by degree-granting School or College.

## Honors

Students will be graduated with honors under the following conditions: those with a cumulative grade point average (GPA) ranging from 3.20 through 3.49 will be graduated cum laude; those with a cumulative GPA ranging from 3.50 through 3.79 will be graduated magna cum laude, and those with a cumulative GPA of 3.80 or higher will be graduated summa cum laude.

Grades in noncredit courses are not considered in determining eligibility for honors. Although the policy varies according to the individual schools and colleges within the University, generally students are not eligible to receive these distinctions at graduation if they have not completed the last half of the work required for their degree in residence at Howard; if they have repeated courses to raise their GPA; or if they have not carried at least 12 credits for each semester enrolled, with the exception of the last semester in residence.

Students who have excelled academically are honored by having their names placed on the Dean's Honor Roll. Generally, this honor roll is published annually and includes honor students from the preceding school year. The GPA required differs among the schools and colleges according to their specific policies.

## Attendance

All officially enrolled students are expected to attend classes regularly and promptly. Students who are absent from classes or laboratory periods are still responsible for completing course requirements. Students with extenuating circumstances that prohibit their adherence to the course calendar may seek permission from their instructors to complete outstanding course requirements, examinations, etc. Students who neglect to seek permission or whose requests are denied will receive the grade earned as determined by the course instructor.

## **Leave of Absence for Exceptional Family Circumstances**

In recognition of the effects that childbirth, adoption, illness, disability, caring for incapacitated dependents (such as children, ill or injured partners, or aging parents), military service, or similar circumstances may have on the time and energy that graduate students have to devote to their educational programs, the University allows students in such circumstances to apply for a leave of absence.

**A. Length of Leave** - Students who apply for a leave of absence should indicate the length of the requested leave of absence and explain why their circumstances warrant a leave of that length. Leaves of absence in excess of four semesters are disfavored and will not be granted absent extraordinary circumstances or as required by law. Time to degree will not be impacted by an approved leave of absence. Approval can only be obtained by the Graduate School with support of the students' graduate program Chair and/or Director of Graduate Studies.

**B. Application Procedures** - A leave of absence for childbirth, adoption, illness, disability, dependent care, or similar circumstances normally must be requested and approved prior to the beginning of the academic term for which it is being requested. A letter of request should provide a detailed explanation of the circumstances leading to the request and a justification of the length of the requested leave. Each student should describe the progress they have made in their graduate program, and indicate if the requested leave of absence is expected to affect the time-to-degree, courseviability, or course-restoration limitations set forth elsewhere in these Rules. The letter of request should be sent to the Dean of the Graduate School and, in cases of disability, the Office of Student Services. The letter of request must also state whether the request is supported by the student's faculty advisor and Director of Graduate Studies, and include supporting documentation. The faculty advisor, Director of Graduate Studies, Office of Student Services, and/or the Graduate Dean may request a doctor's statement to document any limitations arising from a student's disability or illness.

## **C. Special Considerations**

### **1. Registration Requirements**

Students on approved leaves of absence are not registered at the University and, therefore, do not have the rights and privileges of registered students. Upon the conclusion of an approved leave of absence, a student may register without applying for readmission to the University. Students must be registered during a semester in which they fulfill a University or departmental degree requirement, such as taking qualifying exams or submitting a dissertation/thesis. In addition, students must also be registered in order to be eligible for any form of University financial aid (e.g. a teaching or research assistantship) and to be certified as full-time students.

### **2. Impact on Funding**

When contemplating a leave of absence, graduate students are advised to consult the sources of their funding to determine whether a leave might involve a long-term financial loss. Because academic programs and financial aid packages may be constructed and sequenced over a period of years, individual interruptions to the normal sequence of academic progress and scheduled employment may result in a loss of future funding and a slower time to completion of degree. In some programs, a leave of absence may mean that students may have to begin a new project upon return, with the likelihood that their research may take longer to complete. Whenever a leave of absence is being considered, a student should meet with the advisor to develop a plan for resumption of study and gain a clear understanding of future funding opportunities. Some outside funding agencies frown on interruptions to a degree program. Some only allow leaves for medical reasons or military service. Others require prior approval of the fellowship agency. Students with outstanding educational loans need to consider the effect of taking a leave of absence on their loan status. For some student loans, a grace period for repaying the loan begins once the student stops registering. If the leave period is longer than

the grace period, then the student may have to begin repaying the loan while on a leave of absence. Prior to taking a leave, students should arrange to meet with a Student Financial Aid officer, and/or contact their lenders.

### **3. International Students**

Non-immigrant F-1 and J-1 students and their dependents must maintain legal immigration status at all times. Students with F-1 or J-1 visas must be enrolled full-time every semester at the University while they remain in the United States. The only possible exception that might allow a student to remain in the United States while on an approved leave of absence might be a serious illness or medical condition. Students are advised to consult with the staff of the Office of International Educational Services for more information when considering a leave of absence.

### **4. Student Accounts**

Students are advised to check with the Enrollment Management Office prior to taking an approved leave of absence in order to determine the status of their student accounts. Students are advised that accounts that are overdue will be subject to regular procedures in accordance with University guidelines, notwithstanding any approved leave of absence: specifically, late fees and finance charges will continue to accrue, students will be blocked from future registration upon their return, and accounts will be referred for collection, with the imposition of additional collection charges, for non-payment in accordance with regular timeframes.

### **5. University Housing and Other Resources**

The University's general policy is that students must be registered to be eligible for University housing. For specific information about continued eligibility for University housing during an approved leave of absence, students are advised to contact the Department of Resident Life. Students who are on a leave of absence do not have a valid Howard University identification card and therefore are not entitled to use University resources, such as the libraries, shuttle buses, and other services covered by mandatory fees.

### **Section 4. Temporary Interruption of Student's Program for Other Reasons**

Students who are readmitted to the Graduate School are subject to the rules and regulations in place at the time of readmission.

## **Total Withdrawal Procedure**

Students who find it necessary to withdraw from all of their classes for the current semester or for a subsequent semester for which they have already registered must complete a Total Withdrawal Request Form. This form must be submitted by the end of the 12th week of classes for the semester in which they wish to withdraw. The withdrawal form and instructions are available from the Dean or Advisory Center of each school or college. Students who are physically unable to complete the withdrawal in person and students who are administratively withdrawn should contact their dean or advisor for assistance. Students considering a total withdrawal should note the following:

The effective date of the withdrawal will be the date on which Office of the Registrar receives the completed withdrawal request form.

By registering for courses, students accept financial responsibility for payment for those courses and for any other charges incurred while they are enrolled.

Financial aid may be adjusted or canceled as a result of withdrawal and may require repayment of loan funds. Adjustments to financial aid awards will be calculated according to University and Federal refund guidelines based on the official withdrawal date.

Once the withdrawal has been completed, students will receive a grade of "W" for each course if the withdrawal is submitted after the Change of Program period.

Students who reside in University housing are required to check out of their residence hall within 24 hours of completing the total withdrawal process.

Completing a total withdrawal from the University requires that students surrender all University property, including, but not limited to library books, room keys, computer cards, and identification/access cards.

Students who complete a total withdrawal from the University must reapply for admission to the University by published application deadlines.

Students who wish to complete the Total Withdrawal Process should follow the steps listed below.

Access the Total Withdrawal Process via <https://www2.howard.edu/academics/registrar/withdrawal>

Enter your name and preferred e-mail address as well as the Howard issued e-mail address for the appropriate offices. Please see **total withdrawal contact**.

The system will automatically generate an access code and forward the access code to your email account. Enter that access code to continue.

Read and verify the terms and conditions, then select review document.

Complete all required fields highlighted in red. Once all the required fields are complete, please select confirm signing on the left side of the document. Once you have confirmed signing, your request will be routed to the appropriate offices, Please note there is an optional save feature that allows you to check the status of your request.

Students who register during General Registration for the upcoming semester and determine before the beginning of that semester that they will not be returning, must complete a Total Withdrawal Form for that upcoming semester. The signature of the Dean or Dean's designee is required. The Office of the Registrar (located in Suite 104 in the Administration Building) is the last office to sign the Total Withdrawal Form.

If you need to make the effective date of your Total Withdrawal prior to the date you actually begin the process, due to extenuating circumstances; you must get special approval to do so. The first step is to visit the office of the Dean or academic advising center of your school or college. You should take with you documentation to support your request (e.g., a letter from your doctor). If the request is supported by your school or college, it will be forwarded to the Office of the Registrar to be considered for approval.

## Readmission After a Total Withdrawal

Students who complete a total withdrawal and wish to return to Howard University after an absence of one semester or more are required to apply for readmission (no Application Fee or Enrollment Fee is required).

**NOTE:** Any withdrawing student planning to return for the semester immediately following the withdrawal must check with the Office of Admission for information regarding re-enrollment. For further general information on Total Withdrawal, contact the Dean of your school/college.



# Student Resources

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## BisonWeb

BisonWeb ([https://ssb-prod.ec.howard.edu/PROD/twbkwbis.P\\_WWWLogin](https://ssb-prod.ec.howard.edu/PROD/twbkwbis.P_WWWLogin)) is the official self-service portal that all students should use to review student accounts and financial aid; course registration each semester; academic records; and apply for graduation.

## Contact Information Requirement.

Upon enrollment students must report all appropriate addresses via BisonWeb. Grades, material for registration, and other materials will be mailed periodically to the student's local address. Failure to maintain a current address with the Office of Enrollment Management/Records may not be used as an excuse to avoid late registration fees or discharge.

## Bison One Card - Photo Identification Cards

### Bison One Card

<https://auxiliary.howard.edu/services/bison-one-card>

The Bison One Card is the official Howard University ID card for active or registered students, faculty, staff, contractors, and summer program participants.

There is no charge for an initial card for students, faculty, staff, and contractors.

As a new student, when picking up your initial Bison One Card, you are required to bring a valid US gov't issued ID or a valid Passport.

As a Student Employee your primary role is Student, you will not receive a title of Faculty, Staff, Contractor, or Temporary on your Bison One Card.

## Office Information

iLab Building

Lobby Level (Bryant Street Entrance)  
2301 Georgia Ave NW  
Washington, DC 20059

Phone: 202-806-2109  
[onecard@howard.edu](mailto:onecard@howard.edu)

### **Monday – Friday**

9 am - 5 pm

*Excluding observed holidays ([academic calendar](#))*

## NOTICES

Photos submitted to the Bison One Card Office become the property of Howard University, will be used for official and administrative purposes only, and are not returned.

The Bison One Card is the property of Howard University and is governed by the rules and regulations set forth by the Howard University.

The Bison One Card is not transferable, must not be used by anyone other than the issued cardholder, and must be carried while on Howard University property.

## The University Counseling Service (UCS)

The University Counseling Service (UCS) is a (currently virtual) campus resource to support your mental health.

### How can we help?

There are a variety of services to meet the myriad student needs at Howard University.

At UCS, we direct students to services depending upon their needs, availability and, local and state guidelines on teletherapy and the best standard of care. UCS services include one-on-one sessions with a counselor, group therapy sessions, and medication management. In some cases, UCS may refer students to providers and resources in the UCS referral network.

Appointments are scheduled by emailing HUCounseling@howard.edu, then replying to the request for scheduling email that is automatically sent from the UCS account.

To start services, you will meet with a staff member for an initial intake or consultation appointment. This initial interview appointment is used to discuss your needs so UCS can determine the most appropriate services for you. Please plan to spend approximately 45-60 minutes to complete the intake/consultation process at UCS. The appointment is conducted on MS Teams (or phone when required). Your intake interviewer will follow up with you within 1-3 business days after the Tuesday after your intake/consultation appointment. This after-Tuesday time frame allows the UCS team to review the weekly new cases, and assign them to an appropriate provider.

### University Counseling Service

202-806-6870 - 8:00 AM to 4:00 PM

#### Crisis Line:

202-345-6709 - After 4:00 PM

#### Location

Harriet Tubman Quadrangle

2401 4th Street NW, Lower Level

Washington, D.C. 20059

## Student Health Center

### Our Location

The Howard University Student Health Center is located in the Medical Arts Building on the campus of Howard University in the heart of Washington, D.C.'s historic U Street/Shaw neighborhood. The center is accessible from the Howard University/Shaw Metro Station on WMATA's Green Line. If you are traveling by car, click the "Directions" link on the map above and populate your starting address. Paid parking is also available on the adjacent Howard University Hospital campus and directly across from Starbucks on Georgia Avenue.

## Contact Information

HU Student Health Center

Medical Arts Building  
2139 Georgia Avenue, NW, 2nd Floor

Washington, D.C. 20059

Tel: 202-806-7540  
Fax: 202-250-5655

Email: [studenthealthforms@howard.edu](mailto:studenthealthforms@howard.edu)

Email: [ohc@howard.edu](mailto:ohc@howard.edu)

## Health Center's Hours Of Operation

Monday - Friday  
8:30 a.m. - 5:00 p.m. Fall and Spring Semester

The Student Health Center is closed on weekends and follows a University approved holiday schedule, early dismissals, and closures.

## Schedule An Appointment

Visits to the Student Health Center and Office of Health Education (Wellness Center) are by appointment only. Students may schedule an appointment by calling 202-806 7540 or clicking on the [Schedule An Appointment](#) link. If you need to reschedule or cancel, call the office at 202-806-7540. When appropriate, telehealth appointments are also available.

## Disability Support Services & Testing Center

<https://studentaffairs.howard.edu/diversity-inclusion/disability-services>

Disabled students, who would like to be familiarized with the University campus, its programs, activities, or services, are invited to telephone, visit, or write the *Disability Support Services Office* and the *Testing Center* in the Undergraduate Library (UGL). 500 Howard Pl NW, Sublevel 1, Suite L013 Washington, DC 20059 Phone 202-238-2420. A comprehensive program of orientation is available.

## Office of Military and Veterans' Services (OMVS)

Office of Military & Veterans Services (OMVS)

<https://studentaffairs.howard.edu/OMVS>

The Office of Military and Veterans Services (OMVS) provides support for all military-connected students and their families including veterans/prior service, active duty, reservists, National Guard, ROTC, retirees, spouses and children in their educational goals, while also engaging the university community in creating an inclusive, transformational environment that provides a platform for innovation and inclusion. The Military & Veterans Services office serves as a bridge between the US Department of Veterans Affairs (VA) and Howard University.

Howard University is approved by the VA to certify veterans' education benefits for approved undergraduate and graduate programs of study. The OMVS facilitates the certification of enrollment process for student to request VA benefits. The following is a list of the approved veteran benefits that are offered at Howard University: Chapter 30 - Montgomery GI Bill ®, Chapter 31 - Veterans Readiness & Employment, Chapter 33 -

Post 911 GI Bill®, Chapter 35 -Dependents' Educational Assistance (DEA) Program, Chapter 1606 - Montgomery GI Bill®, and the Yellow Ribbon Program. Except for dissertation and limited research courses, the VA will not pay for the student to repeat any course that is successfully passed. To learn more about these benefits visit <https://www.va.gov/education>

Howard University ensures the following regulations of administering VA education benefits:

- Except for dissertation and limited research courses, the VA will not pay for the student to repeat any course that is successfully passed.
- The school agrees to maintain a written record of previous education and training of veterans (and all eligible persons for veterans' benefits) which clearly indicates that appropriate credit has been given by the school for previous education and training, with the training period shortened proportionately, and the student and the Department of Veterans Affairs so notified.
- "GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>."

For more information on using your VA Educational Benefits at Howard University, please visit our website <https://studentaffairs.howard.edu/OMVS> or contact us by phone at 202-238-2422 or email [veterans@howard.edu](mailto:veterans@howard.edu)

### **Pending Payment Compliance Statement in Accordance with Title 38 US Code 3679(e)**

In compliance with Title 38 United States Code Section 3679(e), Howard University has updated its academic regulations regarding participation of covered individuals in courses of education and the prohibition of assessment of penalties for those individuals related to delayed VA funding. Covered Individuals: A covered individual is any individual who is entitled to receive educational assistance under one of the following chapters: Veteran Readiness and Employment (Chapter 31) or Post-9/11 GI Bill® (Chapter 33) benefits.

To qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE): A certificate of eligibility can also include a Statement of Benefits obtained from the Department of Veterans Affairs' (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes.
- Certification to Receive Veterans Benefits: Students must notify the Office of Military & Veterans Services each semester that they are ready to be certified. Failure to notify the office may result in classes not being certified and students may be dropped from their classes.
- Students must follow a Howard University College degree plan to receive their benefits. Students should meet with a counselor every semester for assistance in selecting courses.

Howard University will not impose any penalty, on any covered individual because of the individual's inability to meet his or her financial obligations to Howard University due to the delayed disbursement funding from VA under Chapters 31 or 33 including:

- the assessment of late fees,
- the denial of access to classes, libraries, or other Howard University facilities, or
- the requirement that a covered individual secure additional or alternative funds.

### **Compliance Statement in Accordance with Section 1018 of Public Law 116-315**

In compliance with Section 1018 of Public Law 116-315, Howard University will updated its academic regulations regarding participation of covered individuals in courses of education and will not enact policies that violate these laws. Covered Individuals under Title 38 United States Code Section 3679(e): A covered individual is any individual who is entitled to receive educational assistance under one of the following chapters: Montgomery GI Bill ® (Chapter 30), Veteran Readiness and Employment (Chapter 31), Post-9/11 GI Bill® (Chapter 33), Dependents' Educational Assistance (DEA) (Chapter 35), or Montgomery GI Bill ® - Selected Reserve (Chapter 1606) benefits.

Howard University will:

- Ensure each covered individual approves of the enrollment in a course by requiring each student to request certification every semester with the Office of Military and Veterans Services.
- Allow enrolled members of the Armed Forces, including reserve components and National Guard to be readmitted if such members are temporarily unavailable or must suspend enrollment by reason of serving in the Armed Forces.
- Accommodate short absences for such services in the Armed Forces provided that satisfactory academic progress is being made by the service members and reservists prior to suspending their studies.

Services and/or assistance to military-connected students studying at Howard University are available through the Office of Student Services, in the following areas: academic tutoring, housing, financial aid, employment, and other areas of special interest or concern. The Office of Military and Veterans Services (OMVS) is located at the Harriet Tubman Quadrangle (The Quad), 2455 4th NW, Lower Level, Washington, DC 20059.

## Reserve Officers' Training Corps (ROTC)

<https://coas.howard.edu/degrees-programs/rotc-howard-university>

ROTC offers a program that leads to a commission as an officer in the Army or the Air Force. It is an elective and can be taken by those who desire it just like any other course. For additional information, call Army ROTC at (202) 276-5142 or Air Force (including Space Force) ROTC at (202) 806-6788. Students interested in the Navy ROTC can participate at partner schools.

### Dedication, Drive, and Discipline

It takes a unique individual to succeed in ROTC. The goal of these programs is to help students become officers and leaders in the U.S. Air Force, U.S. Space Force and U.S. Army, so you will need to meet — and maintain — program standards.

### Classes and Leadership Training

ROTC provides you with the tools to become an Air Force or Army Officer without interfering with your other classes.

ROTC also provides discipline and money for tuition while enhancing your college experience.

- **Interested in AF ROTC?**

Take a look at what defines us: <https://www.afrotc.com/about/what-defines-us/mission/>

- **Interested in enrolling in Army ROTC while you're in college?**

Start by taking an [Army ROTC basic elective course](#).

*If you have at least two or more years remaining toward your undergraduate degree but not enough time to complete the Basic Course, you can enter the Army ROTC Advanced Course by completing the [Leader's Training Course](#) held at Fort Knox, Kentucky, during the summer.*

Talk to our Military Science and/or Aerospace Studies departments about other ways to join our ROTC programs and learn more about the incentives that are available, including opportunities to compete for two-, three-, or four-year scholarships!

## International Student Services

<https://provost.howard.edu/international-engagement/international-student-services>

The Office of International Student Services promotes, provides, and supports international and intercultural educational opportunities for the Howard University community and others by serving as an information and advising resource, providing international student and scholar services and coordinating special projects. The Office International Student Services also facilitates the integration of international students and scholars into the Howard community and promotes awareness of the important contributions of this group to the mission and international character of the University. Finally, ISS serves as a resource center for information often needed by members of the international and University communities, and functions as an advocate for international students, staff and scholars.

### **Immigration Advising for International Students includes the following:**

- Production of immigration documents
- Updating and record-keeping of immigration documents and SEVIS records
- Maintenance of status and enrollment requirements
- Travel requirements and visa applications
- Changes of immigration status
- Work authorization

## Regulations

Immigration and Naturalization Service (INS) regulations governing nonimmigrant international students require that all students in the "F-1" and "M-1" visa categories be engaged in a full course of study. Undergraduates with "F-1" visas are required to be registered at all times for a minimum of 12 credit hours of course work. Graduate students with "F-1" visas and all "J-1" visa holders are not required to take a specific number of credit hours as long as they are engaged in a full course of study as determined by their departments. Students must maintain full-time status throughout the semester. A student who begins with 12 credit hours or more but then drops courses later and no longer carries 12 credit hours is considered a part-time student. Students who do not meet these requirements are in violation of their immigration status and jeopardize their stay in the United States. All financial arrangements for study at Howard University must be made prior to registration time.

It is each student's responsibility to maintain legal immigration status while in the United States and must make sure that their authorized stay in the country has not expired (see 1-94 form); that their passports are valid for at least 6 months at all times; that they are registered every semester as a full-time student; that they do not work off campus without permission of the INS; that they attend the school that the INS last authorized you to attend.

International students must apply to INS to (1) extend their authorized stay in the United States, (2) obtain permission to work off campus and (3) transfer from Howard University to another school or from another school to Howard University. Further information and appropriate application forms can be obtained from [International Student Services in Room G- Administration Building.]

If a student's immigration status change for any reason — for example, from a tourist visa to student visa or from student visa to permanent resident — are required to immediately inform International Student Services so that the University will have accurate records. International students are required to provide their current address.

## Bookstores

**THE UNIVERSITY BOOKSTORE** is located at 2225 Georgia Ave. NW. It stocks textbooks, reference materials, academic supplies, art, computer hardware, software, apparel, and gifts. Hours of operation are 9:00 am to 6:00 pm Monday through Friday (except Thursday); 9:00 am to 7:00 pm Thursday; 10:00 am to 4:00 pm Saturday. To contact the Howard University Bookstore, please call (202) 238-2640.

**THE SCHOOL OF LAW BOOKSTORE** is located at 2900 Van Ness St. NW on the lower level of Holy Cross Hall. It provides course books, study aids, legal outlines, school supplies, and convenience items. Hours of operation are 9:00 am to 5:00 pm Monday through Friday. To contact the School of Law Bookstore, please call (202) 806-8108.

## Office of the Registrar

<https://howard.edu/registrar>

The Office of the Registrar is the official Howard University repository of academic records. Located in Room 105 in the Administration Building, the Office of the Registrar is responsible for recording and reporting grades, issuing transcripts, certifying enrollment, coordinating class scheduling, managing consortia and domestic exchange programs and maintaining official student academic records. Follow us on twitter ([@HowardRegistrar](#)) for all pertinent updates. For BisonWeb PIN resets, please contact us at [registrar@howard.edu](mailto:registrar@howard.edu).

## Enrollment Verification

### Enrollment Verification

Enrollment verifications are available online via [BisonWeb](#) once registration has ended for that term. This official certificate is generally available two to three weeks after the semester has commenced. Students who need proof of enrollment can access their Advanced Registration certificate via BisonWeb if they have registered prior to the first week of classes. Students can generate, save and print an enrollment verification directly from their computer. Howard University will certify current or past enrollment. The university cannot verify enrollment for future semesters.

Please follow the instructions below to access your enrollment verification.

- Log into BisonWeb
- Select the "Student Services"
- Select the "Enrollment Verification Request"
- Select the radio button for either
  - Current Enrollment (currently unavailable)
  - All Enrollment (available for Fall 2022 registration and prior terms)
  - Advanced Registration (available for students registered on or prior to August 19, 2022)
- Once a selection has been made, please select "Obtain an Enrollment Certificate"
- Print PDF

If you are registered and cannot access your enrollment verification certificate, please contact us at [registrar@howard.edu](mailto:registrar@howard.edu) with email subject "[your student ID number] Enrollment Verification Request]" for further assistance.

An enrollment verification is an official document which provides a student's enrollment status. It does NOT include individual course or grade information, and does not provide a student's GPA. An enrollment verification document can be used whenever enrollment verification of a student's status is required for scholarship purposes, medical coverage, loan deferments, jury duty, car insurance, and so forth.

An enrollment verification shows the following information:

1. Student Name
2. Semester(s) Enrolled
3. Start and End Dates of Each Semester
4. Status: Less than 1/2; Half-Time; Full-Time;
5. Expected Graduation Date

**Howard University has authorized the [National Student Clearinghouse](#) to provide enrollment certificates for former and currently enrolled students. These are official certificates and do not require additional certification from the Office of the Registrar. However, please note that it may take up to five business days for the NSC to process the latest enrollment information.**

In all such cases, the information released about students shall satisfy the provisions of the Family Educational Rights and Privacy Act of 1974 and University policy.

## Transcripts

### Requesting Official Transcripts

Requests for official Howard University transcripts are fulfilled through the [National Student Clearinghouse](#): a trusted source for secure transcript delivery. Please visit the [Transcript Ordering](#) webpage to initiate your request. You may use your student ID number *OR* SSN number to initiate your request. To initiate a transcript request for electronic delivery via [BisonWeb](#), please go to **Student Services -> Student Records -> Request Printed/Official Transcript**.

Each academic transcript issued by the Office of the Registrar reflects, in chronological order, the COMPLETE and UNABRIDGED history of ALL academic endeavors attempted and/or earned by the student at Howard University. Partial transcripts are not furnished. Students may also obtain unofficial transcripts for free via BisonWeb. The Office of the Registrar does not issue unofficial transcripts.

### Cost and Payment Method

All Howard University transcripts are \$8.25 per copy. You can pay for your transcript order with any major credit or debit card. Your card will not be charged until we have sent your transcript(s). However, if you are using a debit card, your bank may put a hold on your funds when we pre-authorize your payment. If you have questions about the pre-authorization, please contact your bank.

### Tracking Options

Order updates will be sent to you via email, and via text messages if you select this option. You can also track your transcript order online.

### Processing Time and Delivery



Transcript requests are processed in the order they are received. Normal processing time is 2 business days. However, requests received for individuals who attended prior to 1985 may take 3 to 5 business days.

### **Processing Option:**

Now - Transcript reflects current grades and classes as of the date requested.

### **Current Delivery Options:**

Electronic: **ONLY generally available for 1990 graduates to present (Note: if you graduated prior to 1990 and your academic records are present in BisonWeb via Student Records -> Academic Transcript, you may also request your transcript via the Clearinghouse)**

- Expiration: 30 days
- Printing is allowed
- Copying and Modify is not allowed

## **Holds**

Transcript orders are processed by the Howard University Office of the Registrar. **If you have a hold on your student record the university will not process your transcript request until it has been resolved.**

## **Written Requests (unavailable at this time)**

Policy Governing the Maintenance of Student Records, the Rights of Students Regarding Such Records, and the Release of Information on Students to Third Parties

Approved by the Board of Trustees, September 27, 1975

**It is the Policy of The Board of Trustees of Howard University that:**

Students should have access to information about themselves in the University record-keeping systems. An individual student shall be accorded the right to correct or amend, upon reasonable request, an inaccurate record. The information contained in a student's educational record file shall not be disclosed or used for other than authorized University purposes without his or her written consent unless required by law. Student files shall be retained for a reasonable period of time. The Office of the Vice President for Student Affairs is hereby charged with the responsibility of implementing the policy within the following guidelines.

## **Guidelines**

**Confidential Nature of Student Records**—Student educational records, except as herein set forth in this policy statement, shall be kept confidential, with respect to requests made by all persons other than appropriate school officials, as determined by the President, or other Executive level officers of the University or parents of a dependent student, as defined for income tax deduction purposes in Section 152 of the U.S. Internal Revenue Code.

**Release of Information to Investigators** — When written consent has been received by the University from a student who is the subject of a governmental or employment investigation, information requested by such investigator from records or such students may be released through authorized staff personnel of the University within whose offices such records are maintained upon proper identification of the investigator. Investigators must adequately identify themselves through the display of official credentials, must indicate the agency they represent and demonstrate a satisfactory basis for their request. Even as to such investigators, information in student records, not priority released will be withheld if a student timely notifies Office of the Registrar in writing that he or she has withdrawn his or her prior consent. Student consent forms with

reference to their educational records should be filed with the Office of the Registrar that will, in turn, notify appropriate offices of the University that such consent has been given and in the event, such consent is withdrawn will direct these offices to discontinue release of such information.

**Student Educational Records** — The Office of the Vice President for Student Affairs shall prepare annually a list of the various categories of student educational records extant in the University. This list shall be promulgated in such ways as to afford students an opportunity to know of the kinds of records kept and their location. The list shall contain a summary explanation of the kinds of records kept under each category (e.g., Academic Records), and the cost, if any, which will be charged to the parent or student for reproducing copies of such records. It shall be known as the Student Educational Records List.

**Student Addresses and Telephones** — Officers and employees of the University will not normally release addresses or telephone numbers of students to persons not officially connected with the University. There may be an exception in cases of emergencies. Requests under claimed emergencies will be referred to the Office of the Dean for Special Student Services or the Office of the Dean of Residence Life for the purpose of making a judgment as to whether, under the circumstances, such information should be released.

## **Student Review of Records**

A student may make a written request to review an educational record of a type found on the Student Educational Record List at any appropriate University office at any reasonable time. Upon receipt of such requests, the office involved will make the arrangements necessary to accommodate requests for review of student records as soon thereafter as practicable. A student may waive in writing the right to review letters of recommendation written on his or her behalf or at his or her request which has been placed in his or her educational record after January 1, 1975. If a student challenges the contents of his or her student educational records on the grounds that they are either inaccurate, misleading or otherwise recorded in violation of his or her rights he or she shall be accorded a hearing in order to provide an opportunity for the correction or deletion of any inaccurate, misleading or otherwise inappropriate data contained therein, and to insert into such record, where found to be warranted, a written explanation from an appropriate source respecting the content of such records. The hearing shall be conducted by a person designated by the President of the University or his designee. Such person shall not have a direct interest in the outcome of the hearing. It should be expressly understood that such a hearing is not to be used as a forum to contest whether a teacher should have assigned a higher grade because a student or parent believes that the student was entitled to a higher grade.

## **Records Not Subject to Review**

Records maintained by the University with respect to which a student does not have a right of review include but are not limited to instructors' or administrators' notes, financial statements submitted by parents in support of applications for financial aid, and letters of recommendation received by the University prior to January 1, 1975.

## **Faculty Review of Student Academic Record**

Individual faculty members may review academic records of their students with the students' consent, except that such consent shall not be necessary for faculty members who serve as advisors and other administrative officers or counselors of the University in the discharge of their official functions.

## **Research Involving Student Records**

The University recognizes research by graduate students, faculty, and administrative staff as a fundamental component of its overall mission. Occasionally such research involves the use of data that is to be extracted from student records which are essentially confidential. Approval to conduct such research must first

be obtained from the person in charge of the involved discipline(s) and, following this, authorization to utilize student records must be obtained from the administrative officer under whose jurisdiction the records which are to be utilized are maintained. In such instances, the administrative officer maintaining custody of such records shall make every effort to ensure the anonymity of identifying information contained in the records utilized.

### **Removal of Records from Custodial Office**

Except, as required, in cases involving litigation, a student's permanent academic record may not be removed from the Office of the Registrar. Copies of the content of such records may be made available to administrative staff officials in conducting official business involving such records.

### **Retention of Student Records**

Admission applications (of individuals who actually enroll) and academic records shall be maintained indefinitely by the Office of the Registrar. Records of student financial indebtedness to the University shall be maintained on an indefinite basis. Health records on students shall be kept for a period of five years after graduation or anticipated date of graduation. Student personnel records shall be retained for two years following graduation. Disciplinary records of students involving sanctions less than expulsion or indefinite suspension shall be maintained by the Office of the Vice President for Student Affairs for a period of five years following the graduation of such individuals except that in cases where the student does not graduate, the record shall be maintained for a period of eight years following the last enrollment. Records of students who are expelled or suspended indefinitely, whether for academic, health or disciplinary reasons, shall be maintained on an indefinite basis. Records of convictions of students who are convicted in civil courts of (1) misdemeanors involving moral turpitude, and (2) all felonies may be retained by the Office of the Vice President for Student Affairs for a period of five and eight years, respectively, following such convictions.

### **Requests for Judicial Process**

When any subpoena or other judicial order is issued requesting information about a student, the officer receiving the order or subpoena shall immediately contact the Office of the General Counsel.

## **Administrative Procedures Relating to the Rights of Students Regarding Records Maintained on them by Howard University**

1. The University will at least annually, provide notice to students, of the following:
  - a. the types of educational records and information contained therein directly related to students and maintained by the University;
  - b. the name, position, and campus location of the official responsible for the maintenance of each type of record to which students have a right of access; and
  - c. the categories of information, if any, which the University has designated as directory information.
2. A student desiring to review a reviewable University record shall execute in writing a form entitled "Request for Review of Student Record" obtained from and provided by the office concerned. A record of all requests for review of records by students, including the disposition thereof, shall be maintained by all offices of the University in which such requests are made. In instances in which a student requests a review of the contents of a University record, the office involved shall provide for such review with an appropriate official of the office within a reasonable time. Costs incurred in connection with furnishing a student a copy of anything contained in the University record and requested by such student will be borne by the student. Such appropriate costs will be established by the Vice President for Fiscal Affairs in consultation with the Vice President for Student Affairs.
3. A student, who after having reviewed a University record, is of the opinion that such record contains information or material that is inaccurate, misleading or should not be maintained by the University, must first execute in writing a form entitled, "Request for Purge/Removal of University Record" obtained in the

office concerned. Upon the receipt of such request, the administrative officer of the office involved shall carefully review the request and make an appropriate disposition.

In considering such request, the University official(s) involved will make a diligent effort to resolve the matter informally, amicably and in the best interests of the student and the University. If the student making the request objects to the action taken, he/she may request in writing a hearing in which the propriety of the action taken may be contested. It should be expressly understood that such a hearing is not to be used as a forum to contest whether a teacher should have assigned a higher grade because a student believes that he or she was entitled to a higher grade.

4. Upon notice that the student wishes to have a hearing, the office involved shall notify in writing the Office of the General Counsel of the University. A hearing officer, for the purpose of hearing appeals requested by students, shall be designated by the Office of the General Counsel. The hearing officer shall schedule the date, time and place of such hearing. Upon notice from the hearing office, the Dean or Director of the office involved shall provide written notification to the student as to the date, time and place of the hearing. The Dean or Director will select one person to be the University representative at such hearing.
5. At all such hearings, the student and the University representative will be accorded the following procedural rights:
  - a. Advance notice of the date, time, and place of the scheduled hearing
  - b. Personal appearance
  - c. To present their case or have the same presented in their behalf by anyone of their choice;
  - d. To present evidence and to call witnesses.
6. The hearing officer will render a written decision and provide the student petitioner and the University representative with a copy of the decision within a reasonable period following the conclusion of the hearing. Where the student involved receives an adverse decision, he shall have a right to petition the Vice President for Student Affairs for an appeal. Both the student and the University representative may submit a written argument in support of their position. The Vice President for Student Affairs may decide on the petition that no further hearing of the matter is required or he may decide to reopen the matter and hear the case over again. Where the Vice President for Student Affairs determines that there need be no further hearing, the decision rendered by the hearing officer will be final. Where the Vice President for Student Affairs decides to reopen the case, the decision rendered by him shall be final.

## Student Educational Record List

Records the University maintains on students are described and listed below. Offices maintaining such records are specified and their locations indicated. These offices are open Monday through Friday (except holidays) from 8:30 am until 3:00 pm.

Academic records — Academic records on students contain applications for admission, (including applications for readmission), the Howard University permanent record (containing all grades duly recorded), instructors' grade reports, and copies of official forms or reports reflecting, special grade reports and records of all total withdrawals from the University by students. The above records are maintained by and located in Office of the Registrar, Suite 104, Mordecai Wyatt Johnson (Administration) Building.

## Special Note on Academic Records

Records bearing directly on the academic status of students are also maintained in the offices of the appropriate academic Dean, the department in which students' major programs are supervised and coordinated as well as the offices of student advisors of the respective schools and colleges in which such students are enrolled. These records generally include SAT (Scholastic Aptitude Test) and CEEB (College Entrance Examination Board) scores, high school transcripts, college/university transcripts for institutions previously attended, high school equivalency (GED) scores and certificates of completion (in specialized areas),

and the like, such as-in the case of international students-a certificate evidencing adequate familiarity with the English language. The locations of these specific offices may be ascertained by inquiring at the office of the appropriate academic Dean.

### **Violations of the University Code of Conduct and Criminal Laws Records**

Records on individual students who have been implicated in violations of the University Code of Conduct and/or locally operative criminal laws and as a result of which the University Office of Security and Safety Services has become involved. Records of the above-listed incidents are maintained by and are located in the Office of Security and Safety Services, 2nd floor, Service Center Building, 2244 10th Street NW (202-806-1073).

### **Disciplinary Records, Student Misconduct Records, and Records of Infractions of Code of Conduct**

Records of student conduct involving infractions of conduct standards established for students are maintained by and are located in the Office of the Dean for Special Student Services, Room 725, Howard Center, 2225 Georgia Avenue.

### **Financial Aid Records**

Financial aid records of students contain applications for financial aid or part-time employment (including work study), credentials submitted in support of such applications' loans as well as information on action taken on such applications. These records are maintained by and are located in Financial Aid. Records of specialized financial aid which is pursued through direct application to departments of one's specialization are maintained by and located in such departments.

### **Student Financial Services**

An individual's account record reflects all financial transactions made with the University in connection with the payment of required tuition, fees, room rent, and special assessments such as library book charges, and the like. Any adjustment made in the account, for whatever reason, is similarly reflected. This record is maintained by and located in Student Financial Services/Student Accounts, Suite 115, Administration Building.

### **Student Employment**

Records are maintained on students who apply for employment through the Office of Career Planning and Placement. These records contain the subject's resume and letters of recommendation, if any, such as are submitted at his/her request. Such records are maintained by and are located in the Office of Career Planning and Placement, Wing I, Second Floor, C.B. Powell Building. Members of the faculty, student body, or staff who have questions regarding the information above are invited to inquire at the Office of the Dean for Special Student Services, Room 725, Howard Center on the main campus, or by telephone at (202) 806-2120.

# **Howard University Student Code of Conduct and Judiciaries**

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## **Preamble**

Howard University affirms that the central purpose of a university is the pursuit of truth, the discovery of new knowledge through scholarly research, the teaching and overall development of students, and the transmission of knowledge and learning to the world at large. However, the establishment and maintenance of

a community where there is freedom to teach and to learn is dependent on maintaining an appropriate sense of order that allows for the pursuit of these objectives in an environment that is both safe and free of invidious disruption.

Rules and regulations are necessary to mark the boundaries of this needed order. However, the rights of the individual demand that honesty, integrity, responsibility, and respect for persons and property must form the core values upon which those rules and regulations are based. All members of the University community share a mutual responsibility to practice these values.

It is expected that student conduct will be in concert with, and supportive of, the University's central purpose and core values. Examples of prohibited student behavior are described in this Student Code of Conduct ("Code"). Behaviors that reasonably indicate a violation of the Code will give rise to the immediate consideration of resolution through the University's disciplinary process.

The Code is applicable to all students, which includes all persons taking courses at the University, either full-time or part-time, pursuing undergraduate, graduate, professional or unclassified studies. Persons who withdraw after allegedly violating the Code, who are not officially enrolled for a particular semester or term, but have a continuing relationship with the University, or who have been notified of their acceptance for admission are considered "students," as are persons who are living in University residence halls, although not enrolled in this institution. Those persons include, but are not limited to new, continuing or transfer students, participants involved in pre-college programs, workshops, seminars, special classes, summer programs, athletic programs, and camps affiliated with the University. The Code applies to all locations of the University and to all student groups and organizations as referenced in the Code.

It is the responsibility and duty of students to become acquainted with all provisions of the Code. It is presumed that every student, from the date of his/her initial acceptance at the University, has knowledge of the Code, the Academic Code of Conduct, the University Code of Ethics and Conduct, as well as policies and procedures contained in the H-Book, the Bulletin, and the Directory of Classes. All students are deemed to have agreed to the Code and are required to adhere to the Code as a condition of enrollment at the University.

## Section I: Scope, Limitations, and Applicability of the Code

The Code applies to incidents occurring on campus and, as further explained below, to some situations occurring off-campus. Incidents that involve students and that occur at institutions that are part of the Washington Metropolitan Area Consortium of Universities are also subject to this Code. Students who are involved in clinical rotations, practicum, internships, externships or other activities directly involved with an academic program of study are also subject to the Code.

The actual daily administration, enforcement, and operation of the University's judicial program are delegated to the Office of the Dean for Special Student Services (ODSSS).

This Code does not address academic offenses. The University's schools and colleges administer the academic disciplinary process. Students must contact the appropriate school or college for information on disciplinary procedures regarding academic issues.

Judicial action against any student committing a violation of the Code off-campus will be considered on a case-by-case basis upon receipt of the filing by a Complainant of an Allegation of an Off-Campus Violation of the Howard University Student Code of Conduct form. The Complainant must obtain the form from the ODSSS, and the form must be completed and returned to that office. After review of the form, ODSSS will make a determination of its appropriateness for University disciplinary action. Examples of off-campus matters that would typically be excluded from resolution under the Code are landlord/tenant disputes, certain personal

business matters with off-campus entities, and non-violent domestic issues. Disciplinary action may be taken with respect to any student convicted of, or charged with, a felony or misdemeanor, as delineated in **Section V: Special Provisions on Students Charged With Or Convicted of A Criminal Act.**

Depending on the severity or nature of the charge, students who violate the Code are subject to a range of disciplinary actions up to and including suspension or expulsion and may be barred from all University-owned and operated the property and all University-sponsored events and activities.

The consequences are serious for students who are charged and/or found guilty of misconduct under this Code. Therefore, any member of the University community, who knowingly and willfully misuses the procedures of the Code to harm another member of the University Community, shall be subject to disciplinary action.

## Section II: Cooperation with Law Enforcement Authorities

The University cooperates fully with law enforcement authorities and violations of the Code that are also violations of federal or local law may be referred to the appropriate non-University authority. Proceedings under the Code may be carried out prior to, simultaneously with, or following civil or criminal proceedings off-campus at the discretion of the Dean for Special Student Services. Determinations made or sanctions imposed under the Code shall not be subject to change because criminal charges arising out of the same facts as a result of the violation of University rules were dismissed, reduced, or resolved in favor of or against the criminal law defendant.

The Howard University Police Department (HUPD) works closely with area law enforcement agencies, particularly the Washington, DC Metropolitan Police Department (MPD). HUPD officers have full powers of arrest, search, and seizure on all University-owned and operated property and are usually the first to respond to calls for police services on campus. However, complainants may request that MPD respond to any reported offense or incident that may violate the law.

## Section III: Student Rights, Freedoms, and Responsibilities

With appreciation for the tradition of freedom of expression on campus, the University reasserts its commitment to fostering and tolerating different viewpoints. It acknowledges that points of view will diverge and that some students will believe it necessary to express themselves by means of protest. However, the University will not tolerate disruption to its academic mission nor the means of protest that interfere with the legitimate rights of others.

### 1. General Rights and Freedoms

Students shall have the following rights and freedoms: As members of the University community, all students are guaranteed freedom of expression, inquiry and assembly, the right to form a student government, organize groups, to join associations in support of any cause or common interest, and to peacefully protest, provided that such activity is conducted in a legal manner, is in accordance with University regulations, and does not abridge the rights of others.

Students have the right of fair access to all educational opportunities and benefits available at the University in an environment that is safe and free of invidious harassment, discrimination, or intimidation.

Students have a right to privacy in accordance with the policy expressed in the Family Educational Rights and Privacy Act of 1974 (FERPA).

Students have the right and responsibility to report, in good faith and without fear of retaliation, violations of this Code, the University Code of Ethics and Conduct, and violations of any other policy of the University, to appropriate academic or administrative officers of the University.

## 2. Procedural Rights and Freedoms

Students accused of violating this Code have the following rights: To have access to all University policies and procedures regarding the functioning of the disciplinary process.

To be informed of and to have explained as required the pending charges.

To be free from intimidation by University employees in the resolution of disciplinary matters.

To face accuser(s) and have the opportunity to cross-examine them and any witnesses.

To be free from searches or seizures unless based on reasonable cause by appropriate officials. In accordance with written procedures approved by the Vice President for Student Affairs, searches and seizures may be made by the Vice President for Student Affairs and his/her designee, housing staff, University officers and officials and University Police.

To have a fair and impartial hearing before an appropriately appointed hearing board, appeal board, or Administrative Hearing Officer.

## 3. Responsibilities

All students share the following responsibilities:

- To read, become familiar with and adhere to the Code, the University's Code of Ethics and Conduct, the Academic Code of Student Conduct, the H-Book, and the relevant academic Bulletin of the school or college in which the student is enrolled.
- To respect the personal and property rights of others and to act in a responsible manner at all times.
- To protect and foster the intellectual, academic, cultural, social, and other missions of the University.
- To observe the laws of local, state, and federal governments.

# Section IV: Emergency Action Suspensions and Involuntary Administrative Total Withdrawals

## 1. Emergency Action Suspension

As the Chief Executive Officer of the University, the President holds the ultimate authority in matters of student discipline. Unless otherwise exercised or modified by the President, this emergency authority is delegated to the Dean for Special Student Services. On rare occasions, this authority may be exercised on an exigent basis to protect a student's own physical or emotional safety and well-being, University property and/or the health and safety of particular individuals and/or the University community, or to prevent the threat of disruption of, or interference with, the normal operations of the University. On such occasions, the President or Dean for Special Student Services may take emergency administrative action to immediately suspend a student's enrollment. The student will be notified in writing and/or orally of this action and the reasons for the suspension. An Emergency Action Suspension Hearing (EASH) will be held as soon as one can be convened, within thirty (30) days from notification of action. The purpose of the EASH will be to determine if the student may remain enrolled until a regular Disciplinary Hearing, as described in Section V of the Code, is held and a decision is rendered. The notice will include the time, date and place of the hearing.

## 2. Involuntary Administrative Total Withdrawals

In situations where the University cannot effectively monitor or control the conditions or behaviors of certain students, it reserves the right to effect an Involuntary Administrative Total Withdrawal. In circumstances where the mental, emotional and/or physical welfare of the student and the various elements of the University



community are in jeopardy, or where the student's behavior and conduct becomes an imminent danger, it may become necessary to take emergency action to temporarily or permanently separate a student from the campus community. Further, the University reserves the right to contact the student's parent, guardian, or next of kin in the event of a medical emergency.

The Family Education Rights and Privacy Act (FERPA, 34 CFR 99.36) provides for the release of normally protected student information when it is believed that the student represents a health or safety risk to self or others.

This policy will be instituted in the event that a student (a) demonstrates behaviors or lack of good judgment, suicidal behaviors, self-destructive behaviors, or has untreated or uncontrollable medical or mental conditions which result in actual or possible imminent danger of injury to themselves or members of the University community; (b) demonstrates an inability, without adequate care, to satisfy personal needs, to include activities of daily living, nourishment and maintenance of shelter; (c) demonstrates a behavior due to mental, emotional, or medical incapacitation which poses an imminent danger of causing significant property damage, or directly and substantially impedes the lawful activities of others, interferes with the educational process or the orderly operation of the University; or (d) fails to comply with requirements to adhere to the instructions and guidelines of the clinical/medical staff of the University Counseling Service, Student Health Center or Howard University Hospital, as a result of an episode of mental or medical crisis intervention.

During the period of involuntary administrative total withdrawal, a student may be denied access to the campus, classes, residence halls, University activities, and denied privileges for which the student might otherwise be eligible, as the Dean for Special Student Services may determine to be appropriate. In making this determination, the Dean for Special Student Services will consult with appropriate academic administrators and health care professionals, to include but not limited to the Dean for the University Counseling Service and the Medical Director of the Student Health Center.

## Timeline of Process

Howard University will schedule a hearing within thirty (30) days of the student's Emergency Action Suspension or Involuntary Administrative Total Withdrawal unless the student makes a written request asking that the hearing occur sooner than thirty (30) days. However, if the student submits a written request for an earlier hearing date, the hearing will not occur any sooner than ten (10) business days following receipt of the written request. The Dean for Special Student Services will notify the student in writing and/or orally indicate the reason for the Emergency Action Suspension or Involuntary Administrative Total Withdrawal and the date, time and place of the hearing. Appropriate University personnel may be present and/or consulted at this meeting. Parents, spouses, or any persons who would be of support to the student may, with the consent of the Dean for Special Student Services and the student, participate in the hearing.<sup>1</sup> At the hearing, the University will state its reasons for concern and the student will be given an opportunity to respond.

The Dean for Special Student Services will notify the student in writing of the decision and the basis for the decision within ten (10) business days of the hearing.

If it is determined that the student does not present a threat to himself/herself or others, the student will be permitted to continue as a student. If the decision is that the Emergency Action Suspension or Involuntary Administrative Total Withdrawal shall remain in effect, the communication will indicate what, if any, stipulations may govern his or her return to the University. Such stipulations may include providing certification from a healthcare professional indicating the student is able to return to the University. The Section 504 Coordinator may be involved when a student seeks a return to the University.

## Appeal

Students who wish to appeal Emergency Action Suspensions and Involuntary Administrative Total Withdrawals shall submit their appeal to the Dean for Special Student Services, who will forward the appeal through the Vice President for Student Affairs to the Provost or to the Senior Vice President for Health Sciences. In those cases where internal and/or external health professionals were consulted, a report of findings and response to the appeal will be obtained. In those cases, where internal and/or external health professionals were consulted, a report of findings and response to the appeal will be obtained.

In addition, the President or Dean for Special Student Services may require the student, at his or her expense, to obtain a psychiatric/medical evaluation from appropriate professionals external to the University to be presented. The Office of the General Counsel will be consulted for legal advice before a final decision regarding the appeal of an emergency action is reached. There shall be no further appeal of this decision.

## Section V: Emergency Action of Students Charged with a Criminal Act

A student charged with a crime, either a misdemeanor or felony, by any local, state, or federal entity may be subject to an Emergency Action Suspension by the Dean for Special Student Services.

In addition, disciplinary proceedings may be instituted against a student charged with conduct that potentially violates both the criminal law and the Code without regard to the pendency of the civil or criminal litigation in court or criminal arrest and prosecution. Proceedings under this Code may be carried out prior to, simultaneously with, or following civil or criminal proceedings off-campus at the discretion of the Dean for Special Student Services. Determinations made or sanctions imposed under this Code shall not be subject to change because criminal charges arising out of the same facts giving rise to a violation of the Code were dismissed, reduced, or resolved in favor of or against the criminal defendant.

Emergency Action Suspension of a student charged with a criminal act will occur only in situations where the University determines there is a risk of substantial harm to the health or safety of the student or other individuals or to prevent the threat of disruption of, or interference with, the normal operations of the University. An individualized assessment will be made after consultation with the Office of the General Counsel and after considering the best available objective information.

### Timeline of Process

Howard University will schedule a hearing within thirty (30) days of the student's Emergency Action Suspension, unless the student makes a written request asking that the hearing occur sooner than thirty (30) days. However, if the student submits a written request for an earlier hearing date, the hearing will not occur any sooner than ten (10) business days following the receipt of the written request. The Dean for Special Student Services will notify the student in writing and/or orally indicating the reason for the Emergency Action Suspension and the date, time, and place of the hearing.

A student may be suspended or expelled prior to the final resolution of the criminal matter, but a student has the affirmative duty to notify the University of the conclusion of the matter. After being duly notified of the scheduled disciplinary hearing, if the charged student is unable to appear due to incarceration or incapacitation at the time of the regular disciplinary hearing, the student may request in writing that the disciplinary hearing be postponed and rescheduled when he or she is able to appear, or after the conclusion of the criminal proceedings.

Additionally, the student has an affirmative duty to notify the University of any status change in the criminal matter. If a student does not provide such notice or fails to communicate with the University within one (1) calendar year, the University will take measures for permanent expulsion.

## University Decisions Upon Criminal Conviction

It is the University's policy that a student convicted of a felony shall be expelled from the institution, irrespective of the student's current enrollment status. A decision about the continued enrollment of any student convicted of a misdemeanor will be made on a case-by-case basis by the Dean for Special Student Services, which may be appealed through the Office of the Vice President for Student Affairs to the Office of the Provost or the Office of the Senior Vice President for Health Affairs for students in the Division of Health Affairs.

## Section VI: Filing a Complaint and Request for University Disciplinary Action and Notification to the Accused

Reports of violations of the Code may result from a written Incident Report taken by Campus Police. If a charge of a violation of the Code is not made as a result of such report, it is the responsibility of the Complainant, whether a student or University employee, to take action to pursue resolution of a violation. First, the Complainant must review the Code to determine the specific provisions violated by the Accused Student. Second, the Complainant must obtain, complete, and file a Request for Resolution of an Alleged Violation of the Student Code of Conduct form within fourteen (14) calendar days of the incident or knowledge of the incident. Forms submitted after this fourteen (14) calendar day period will only be resolved if extenuating circumstances are present, and require approval of the Dean for Special Student Services. More than one provision of the Code may be cited in the complaint form. The forms are available in the Office of the Dean for Special Student Services.

The Accused Student will be notified by the Dean for Special Student Services of an alleged violation by certified letter and/or telephone call and will be asked to report to the Dean for an interview. ODSSS will make reasonable efforts to contact the student at the local and/or permanent address.

## Section VII: Initial Administrative Action on Allegations of Violations of the Code

If a determination is made by Dean for Special Student Services that a violation of the Code may have occurred, the Complainant(s) and the Accused Student(s) will be contacted by the Dean for Special Student Services within fifteen (15) business days after receipt of the completed Request for Resolution of an Alleged Violation of the Student Code of Conduct form.

Both the Complainant(s) and the Accused Student(s) will be required to put in writing their accounts of the incident. Upon written notification, the Complainant(s) and the Accused Student(s) may request that their full written accounts be submitted to the Howard University Police Department and substituted for the incident statement. The Accused Student(s) will be informed of the allegation and related information, and he/she will be given an opportunity to provide his/her version of the facts, and allowed to plead "Responsible" or "Not Responsible." The Incident Statements of the Complainant(s) and Accused(s) will be shared with both parties, upon request.

If the Accused Student(s) fails to respond within six (6) business days of the date of the communication, the Dean for Special Student Services may proceed with scheduling and convene a hearing to resolve the matter.

A plea of "Not Responsible" by the Accused Student(s) will result in an automatic remanding the case to the appropriate hearing board or to an Administrative Hearing Office at the discretion of the Dean for Special Student Services. The Accused Student(s) and the Complainant(s) will be notified by mail of the date, time and place of the hearing.

All “Responsible” pleas by the Accused will result in an ODSSS review of the case and determination of appropriate sanction(s) to be imposed. The Complainant will receive written notification of the sanction(s). The sanction(s), not the plea, may be appealed in writing to ODSSS using the process for Filing an Appeal outlined in Section XVI, except when the Dean for Special Student Services appoints an Appeals Hearing Officer during periods when an Appeals Board cannot be convened.

## Section VIII: Prohibited Behaviors

The following is an illustrative list of the types of conduct, including actual conduct and attempts to engage in such conduct, which are prohibited by this Code. A reasonable suspicion that a student has engaged in or attempted to engage in, such prohibited conduct will result in the immediate consideration of disciplinary action under this Code.

### 1. **Safety**

- a. Causing any condition that jeopardizes the safety of individuals, groups of individuals, or the University community; participating in conduct or behavior that explicitly endangers the safety and well-being of oneself or others.
- b. Tampering with safety measures or devices, such as alarm systems, fire extinguishers, exit signs, emergency phone systems, smoke or heat detectors, fire hoses, security systems, locked exterior or interior doors, and sprinkler systems.
- c. Failing to conform to safety regulations, such as falsely reporting an incident, failure to evacuate facilities in a timely fashion in emergency situations or in response to fire alarms, inappropriate use of the alarm system, and similar conduct.
- d. Falsely reporting the presence or threat of a bomb or any other dangerous device or condition.
- e. Having the knowledge of and not reporting an event or act that would potentially endanger members of the University community.

### 2. **Weapons**

- a. Possession of weapons including firearms, items that eject projectiles, knives, or any item that any reasonable person would consider to have the possibility of doing bodily harm.
- b. Possessing, using, storing, or transporting firearms, other weapons, explosives, fireworks, ammunition, tear gas or dangerous chemicals, except as authorized for use in class, or in connection with University-sponsored research or other approved activities.

### 3. **Discrimination**

Engaging in verbal or physical behavior directed at an individual or group based on national origin, race, creed, gender, religious beliefs, or sexual orientation that, according to a person of reasonable sensibilities, is likely to create an intimidating or demeaning environment that impedes the access of other students, faculty and staff to the educational benefits available to them as a member of the University community. The Code includes bias-related or hate crimes as defined in the DC Code. Wearing articles of clothing with derogatory, racist, discriminatory, patently offensive, profane, sexually explicit, or graphic messages either in words or pictures, which demonstrate bias or discrimination against any individual or group within the University community.

### 4. **Harassment**

Engaging in verbal, electronic, visual, written or physical behavior directed at an individual or group that, in the view of a person of reasonable sensibilities, is likely to provoke or otherwise result in, a negative or injurious response, mental or emotional distress, or related reaction or consequence. This behavior may include:

- a. Making an expressed or implied threat affecting another person’ academic pursuits, University employment, or participation in activities sponsored by the University or organizations or groups related to the University, or;
- b. Engaging in unwarranted obstruction or interference with respect to educational, campus activity, or personal pursuits, employment or participation, which includes but is not limited to: behaviors or

communications which detract or interfere with an instructor's ability to provide instruction in the classroom, laboratory, clinical practicum or clerkship, or any activity directly related to teaching, instruction or academic advisement and counseling, or any academic support services throughout the University community.

- c. Creating an intimidating or demeaning situation or environment or inflicting personal, social, academic, psychological or emotional harm, or undue stress.

#### 5. **Sexual Harassment**

The "Howard University Policy Against Sexual Harassment and Gender Based Discrimination in Education Programs and Activities" covers undergraduate, graduate and professional students, teaching and graduate assistants. With respect to academic programs and activities, "sexual harassment" shall mean unwelcome sexual advances, requests for sexual favors, and other electronic, verbal, visual, written or physical conduct of a sexual nature, when:

- a. Submission to such conduct is made either explicitly or implicitly as a basis for any decision affecting the terms or conditions of participation in any organization, program or activity, or status or evaluation (including grades) in an academic course; or
- b. Such conduct has the purpose or effect of unreasonably interfering with a student's educational right, privilege, advantage, or opportunity.
- c. Such conduct is so pervasive or severe that it creates an intimidating, stressful, hostile, or offensive environment for learning and has no reasonable relationship to the subject matter of the relevant course of instruction.

#### 6. **Assault**

Any willful attempt or threat to inflict injury upon the person of another, when coupled with an apparent present ability to do so, and any intentional display of force such as would give the victim reason to fear bodily harm constitutes an assault. An assault may be committed without actually touching or striking, or doing bodily harm. Self-defense may be a mitigating factor to this charge, depending on the circumstances.

#### 7. **Sexual Abuse**

Sexual abuse occurs when the act is intentional and is committed either by: Physical force, violence, threat, or intimidation; Ignoring the objections of another person; Causing another's intoxication or impairment through the use of drugs or alcohol; Taking advantage of another person's incapacitation, state of intimidation, helplessness, or other inability to consent.

- a. SAP appeal form with type of suspension indicated per your BisonWeb account,
- b. Detailed type-written narrative of what led to your suspension status, and explanation of what you intend to do to improve your plan of action, and:
- c. Copies of all supporting documentation attached.

Mitigating circumstances may include, but are not limited to extreme illness or injury, family crisis, or death of an immediate relative. The circumstances must be documented and will not be considered for approval without the supplemental documentation attached. Examples of documentation include medical documentation, birth or death certificates, etc. Please do not submit letters of stipulation from your school/ college along with your appeal documents. If at the end of an academic school year, you have found yourself to be suspended, you may appeal to have your current SAP status reviewed by attending a summer session at Howard University and increasing your GPA or earned credits and then appealing once those grades have been submitted to the Office of the Registrar. It will not be until the summer courses are updated to your account that an evaluation of your courses can be made. Please monitor your BisonWeb account for appropriate updates as well as the email address you have provided on your appeal form. Summer credits will count toward determining your maximum eligibility for the next school year. You must complete the appeal process at the end of the summer term. Summer credits will count toward determining your maximum eligibility for next school year.

Once your appeal has been received and reviewed by the Appeals Committee, you will receive written notification of the committee's decision by email to the address you have provided in your appeal packet. You will also notice the appropriate changes made to your award package on your BisonWeb account. **Note:** All incomplete appeals will be denied. All appeal decisions are final and the submission of a SAP appeal does not guarantee reinstatement of aid eligibility. **Students who are currently SAP suspended are strongly advised to create alternate financial plans in the event your appeal is denied.**

## Additional SAP Requirements

If you are listed as being SUSPENDED FROM THE UNIVERSITY, the appeal process is two-fold. Step 1: You must appeal to your school/college as well as Step 2: the Office of Financial Aid. It is your responsibility to stay abreast of deadlines. Stipulation letters do not ensure financial aid reinstatement and one is not contingent upon the other. For further inquiries please contact the Office of Financial Aid at <http://www.howard.edu/financialaid/contacts/staff-finaid.htm>

Although you may not be receiving financial aid, you will be evaluated for financial aid eligibility on the same basis as students who receive federal and state aid. Should you apply for aid, your eligibility will be based on your prior academic performance at Howard University.

- If you are enrolled in a dual degree program, you may appeal for an extension of the maximum time frame provision of this policy.
- If you are an undergraduate student pursuing a second degree, you may attempt an additional 48 credit hours to complete your second degree program, including prerequisite courses. Graduate/professional students may attempt an additional 24 credit hours

b.) The Howard University student identification card shall be carried by students at all times and surrendered upon the reasonable request of any University Official, Faculty Member, Staff Member and all Residence Hall Personnel.

Failure to comply with any disciplinary procedure, within the identified time frame, will result in a hearing with sanctions applied.

## 8. Smoking

Smoking is prohibited in all University buildings and residence halls.

## 9. Disruptive Conduct

- a. Acting in a manner that impairs, interferes with, or obstructs the orderly conduct, processes, or functions of the University or of any person or persons on University owned or operated property or at any University-sponsored event.
- b. Students whose behavior, communications, and/or attire may be considered disruptive while participating in academic programs, University activities, programs and general operations. Behaviors would include: use of electronic devices such as pagers, cell phones, video games, walkmans, personal music players, playing computer games during class sessions, laboratory or clinical practicum's or clerkships and periods of academic instruction, remediation, or tutorial assistance. Disruptive conduct would also include the wearing of apparel or clothing in class, or during academic instruction that is lewd, profane or sexually explicit; attire that conveys messages in print or in picture form that are profane, vulgar, patently offensive, racist or discriminatory, and this conduct disrupts the instructor's ability to maintain decorum or provide academic instruction in the classroom, laboratory, or other instructional environments. This also includes students who engage in disruptive behaviors or communications with an instructor, such as swearing or cursing, which impedes the ability of the instructor to present academic information in the classroom or laboratory, clerkship, conduct academic advisement, counseling, or tutorial assistance.

- c. Students are required to carry the Howard University student identification card at all times and are required to surrender it upon reasonable request by any University Official, Faculty Member, Staff Member and all Residence Hall Personnel.

## **10. Electronic Communication**

Using University telecommunications, data communication networks or any electronic means owned and operated by the University for illegal or improper purposes or in violation of University regulations and policies, or related federal, state, or local laws.

## **11. Harboring**

Harboring is knowingly allowing any fugitive from justice, or any student, employee, or any other individual who has been barred from the University, to stay in, or to be transported onto, University owned or operated property or facilities. This would also include harboring any individual who is considered to be a fugitive from justice or for whom there is an outstanding warrant.

## **12. Contracts**

Students as individuals or representatives of student organizations are prohibited from entering into verbal or written agreements or contracts that purport to bind, obligate, or create liability of any kind for Howard University. The University will hold all such students individually liable for any financial or legal consequences or damages that may result from such unauthorized actions.

## **13. Established Policies and Procedures**

The failure to observe any provision of the University Code of Ethics and Conduct, the Student Code of Conduct, the Academic Code of Conduct, the H-Book, the University Website or appropriate school/college bulletin, pertaining to personal conduct or behavior.

## **14. Violation of Criminal Codes of the Local, State, or Federal Governments**

On or off-campus actions or activities that violate criminal law also violate the Code.

## **15. Embezzlement**

Unauthorized acquisition and/or use of funds belonging to, or under the stewardship of, any University unit, organization, or individual.

## **16. Contempt Of, Or Interference With, Any Disciplinary Program Actions or Activities**

Failure to respect the disciplinary program or process, including failing to appear for a meeting or hearing if requested to do so, interfering with attendance by any person or persons mandated to attend a meeting or hearing, or interfering with the hearing or disciplinary process of any disciplinary board or administrative hearing. Acting in a threatening or harassing manner towards hearing participants before, during or after a hearing.

## **17. Media Contact**

Students are expressly prohibited from speaking on behalf of, or for, Howard University with any media organization or publication, or from inviting the same to any University-owned or operated property, facility, or event without the express written permission of the Office of University Communications.

## **18. Presenting False Testimony**

Knowingly making false statements regarding a disciplinary matter before, during or after the disciplinary adjudication process.

## **Section IX: University-Wide Disciplinary Hearing Boards and Hearings; Administrative Hearings and Officers; Appeals Hearings and Boards; Administrative Appeal hearings and Officers**

The adjudication of alleged violations of the Code is conducted by a duly appointed University-Wide Disciplinary Hearing Board, or by an Administrative Hearing Officer.

The Dean of Special Student Services reserves the right to assign a case to a Disciplinary Hearing Board or to an Administrative Hearing Board. Those cases involving charges which may result in possible indefinite suspension, withdrawal or expulsion will be remanded to a Disciplinary Hearing Board.

### **1. Disciplinary Hearing Boards**

There shall be University-wide disciplinary hearing boards as follows:

University-Wide Disciplinary Hearing Board for Undergraduate matters;

University-Wide Appellate Board for Undergraduate matters;

University-Wide Disciplinary Hearing Board for Graduate and Professional Student matters;

University-Wide Appellate Board for Graduate and Professional Student matters.

Members of the University-wide disciplinary hearing boards shall be selected from a pool of students, faculty members, and administrators trained by ODSSS. The pool of board members consists of those qualified appointees submitted by University officers, Deans of the schools and colleges, the Faculty Senate, ODSSS, the Howard University Student Association (HUSA), and any other undergraduate or graduate student governing bodies approved by the Vice President for Student Affairs. Organizations shall select potential appointees according to their internal policies and procedures. Volunteers may also be part of the pool if they meet the qualifications for the category of their status at the University and they submit the "Offer to Volunteer for University Disciplinary Program" form to ODSSS. ODSSS shall provide at least two written requests for names to officials and organizations. In the event that appointments are not made by the deadline by the appropriate student and faculty organizations, ODSSS shall appoint persons to the board pool from the faculty and student body, subject to the approval of the Vice President for Student Affairs.

The disciplinary hearing boards have jurisdiction over all students subject to the Code. They are responsible for reviewing and evaluating all of the relevant information, conducting hearings, rendering a decision of "Responsible" or "Not Responsible" and making recommendations for sanctions, if any, to the Dean for Special Student Services.

### **2. Disciplinary Hearing Board Membership**

The membership of the disciplinary hearing boards is as follows:

Each board shall be comprised of seven (7) members. No more than three (3) members can be students who meet the qualifications outlined below. The remaining members shall be from the pool of qualified faculty and administrator appointees, or volunteers, who meet the qualifications outlined below.

A minimum of five (5) members will constitute a quorum.



#### **A. Undergraduate Students:**

Validated for the semester(s) of service.  
In good academic, disciplinary and financial standing.  
At least 24 credits earned at time of appointment.  
Can serve for two (2) academic years or until graduation.

#### **B. Graduate/Professional Students:**

Validated for the semester(s) of service.  
At least one (1) semester of enrollment by the time of appointment.  
In good academic, disciplinary, and financial standing.

#### **C. Faculty:**

Must have been a member of the University faculty for a minimum period of one (1) year at the time of appointment.

#### **Administrator/Staff:**

Must have been an employee of the University for a minimum of one (1) year at the time of appointment.

#### **F. Chair:**

The Dean for Special Student Services shall appoint a faculty member or administrative staff member of each board to act as Chair.

### **3. Administrative Hearings**

Resolution of a violation of the Code may also be handled through an administrative hearing process conducted by an Administrative Hearing Officer rather than through a judicial board. An administrative hearing may be used under any of the following circumstances: A student charged with a violation will be assigned to the administrative hearing process, unless the violation merits indefinite suspension, withdrawal or expulsion.

The Dean for Special Student Services determines that it is not possible or practical to convene a disciplinary hearing board or appeal board at the time the case is scheduled (e.g., summer sessions, semester breaks, lack of a quorum, spring break, etc.) and that it is in the University's best interest to have the case heard expeditiously.

The nature of the case is such that the Dean for Special Student Services believes the best interest of the student and/or the University would be served by the use of an Administrative Hearing. If the Complainant or the Accused Student objects, either may appeal this decision in writing to the Vice President for Student Affairs, within ten (10) business days following notice of the Administrative Hearing. The Vice President shall render a decision within three (3) business days. The Dean for Special Student Services reserves the right to determine which cases are to be heard by a University-wide Disciplinary Hearing Board. In most cases, the use of an Administrative Hearing Officer is prescribed. In cases, which could result in the indefinite suspension or expulsion of a student, a University-wide Disciplinary Hearing Board is warranted.

### **4. Administrative Hearing Officers**

Administrative Hearing Officers shall be selected by the Dean for Special Student Services from a pool of qualified and trained administrative staff members and faculty members. The Administrative Hearing Officer is responsible for reviewing all of the relevant information, conducting a hearing, rendering a decision, and making recommendations for sanctions, if any, to the Dean for Special Student Services. The hearing officer shall be the sole judge of the relevancy and admissibility of evidence presented for consideration.

## 5. Appeal Boards

Any student found “Responsible” for violating the Code by a University-Wide Disciplinary Hearing Board or Hearing Officer and, thereby subject to sanctions, may appeal the decision. (See Section XVI: Appeal of a Disciplinary Hearing Decision). A request for reconsideration of a decision or recommended sanction(s) shall be submitted by the Dean for Special Student Services to the appropriate Appeal Board.

Each Appeal Board shall be comprised of five (5) members. No more than two (2) members shall be qualified students. The remaining members shall be qualified faculty members, administrator appointees or volunteers.

Members of the Appeal boards must meet the same qualification standards as members of the University-Wide Disciplinary Hearing Board. However, a member serving on a University-Wide Disciplinary Hearing Board shall not serve on an Appeal Board on the same case. A faculty member or administrator who is a member of the board will be appointed by the Dean for Special Student Services to serve as Chair of each Appeal Board. A majority of four (4) will constitute a quorum.

## 6. Administrative Appeal Hearing

An appeal of a decision by a University-Wide Disciplinary Hearing Board may be handled through an administrative hearing process by an Administrative Appeal Hearing Officer rather than through an Appeal Board. An administrative Appeal Hearing will be convened at the discretion of the Dean for Special Student Services. If the Accused Student objects, she/he may appeal this decision in writing within five (5) business days to the Vice President for Student Affairs. The Vice President will render a decision within three (3) business days. In addition, a student filing an appeal may elect to request such a hearing.

## 7. Administrative Hearing Appeal Officers

Administrative Appeal Hearing Officers are selected and trained by the Dean for Special Student Services. The Administrative Appeal Hearing Officer is responsible for meeting with the Chairperson of the University-wide Disciplinary Hearing Board, reviewing all documents from the case file and hearing, and for conducting the appeal hearing. The Officer shall be the sole judge of the relevancy and admissibility of evidence presented for consideration. The qualifications for an Administrative Appeal Hearing Officer shall be the same as for an Administrative Hearing Officer. The Administrative Hearing Appeal Officer shall have no engagement in the pending appeal brought for his review.

# Section X: Hearing Particulars

## 1. Notification of Hearing

The ODSSS shall notify the members of the appropriate Disciplinary Hearing Board (or the hearing officer, as appropriate), the Accused Student(s), and the Complainant(s), in writing, of the date, place and time of a scheduled hearing not less than ten (10) working days prior to the hearing date (excluding holidays). Both the Complainant(s) and the Accused Student(s) shall be informed that they are responsible for contacting their own witnesses, informing them of the hearing, and ensuring their attendance at the hearing. Such notification shall be hand-delivered, mailed, or delivered to the local address of record. Witness lists are to be submitted to ODSSS at least two (2) days prior to the hearing. Upon request, ODSSS will make copies of the witness lists available to the parties. Upon request, ODSSS will provide letters for professors of students absent from class due to participation in a disciplinary procedure to explain the students’ absence from class.

## **2. Notification of Inability to Attend a Hearing**

If either the Accused Student(s) or the Complainant(s) cannot attend a scheduled hearing due to compelling circumstances, he/she must notify ODSSS as soon as this fact is known. Written documentation of extenuating circumstances must be provided. Failure to adhere to this policy may result in additional disciplinary action and/or conducting the proceeding without the benefit of the absent person's participation.

## **3. Document Access**

The Accused Student(s) and complaining student(s) shall have reasonable access to all of the relevant case documents that are maintained by the ODSSS. Documents shall also be available to members of the boards or hearing officers for review prior to a hearing. The documents prepared by ODSSS and submitted during the hearing, as well as the statements given, will constitute the record of the board or of the hearing officer in an administrative hearing.

## **4. Briefings and Consultations**

Board chairs, board members, and hearing officers may be briefed by ODSSS on factual and procedural matters. Legal advice will be provided to such individuals by the Office of General Counsel.

## **5. Failure to Attend**

A student accused of violating the Code, who has received appropriate notification to attend a scheduled hearing but fails to do so, may be considered in contempt of the disciplinary process and subject to further disciplinary action by the Dean for Special Student Services. The board or hearing officer may elect to proceed with the hearing without the Accused Student(s) and render a decision based on the evidence presented.

A witness, who is called by ODSSS or a Hearing Officer, with evidence critical to the resolution of a violation of the Code given reasonable notification of a hearing who refuses to attend may be considered in contempt of the disciplinary process and subject to possible disciplinary action.

## **6. Rules of Evidence and Legal Representation**

Howard University's disciplinary proceedings are not subject to the formal rules of process, procedure, and/or technical rules of evidence, such as are applied in criminal or civil court. Rather, boards and administrative hearing officers shall make a determination based on whether the record makes it more likely than not that the charges are true.

The Accused Student(s) and the Complainant(s) may consult with their personal legal counsel in preparation for a hearing; however, attorneys are not allowed to attend a disciplinary hearing or to represent a student at a hearing. A student may elect to have a peer advisor, at a hearing, who shall serve in an advisory capacity only. Advisors are not permitted to speak or to participate directly in the hearing. Peer advisors must be current students in good academic, disciplinary and financial standing with the University.

## **7. Scope of Evidence Considered In a Disciplinary Action**

The Board Chair or Administrative Hearing Officer shall be the sole judge of the relevancy and admissibility of evidence presented for consideration.

# **Section XI: Procedures for Conducting a Disciplinary Hearing**

## **1. Closed Hearings**

All hearings are closed, except to those persons directly involved (board members, Complainant(s), the Accused Student(s), and witnesses), unless the board determines otherwise.

## **2. Witnesses**

In those situations when a Howard University Police Department Officer(s) may have taken a report and/or investigated an incident relevant to the proceeding, ODSSS, the Complainant or the Accused Student may request that the Officer attend and/or participate in a hearing as a witness. Such attendance or participation will be permitted if it is determined by the Board or Hearing Officer that the HUPD Officer's presence will facilitate the finding of facts. The Complainant or the Accused Student should contact University Police directly to make such a request and, at the same time, notify ODSSS of the request.

Only those persons with direct knowledge of the incident shall be allowed to appear as witnesses. No character witnesses are allowed.

## **3. Postponement**

A one-time request for postponement by either the Accused Student or the Complainant(s) may be considered by ODSSS, and granted only when ODSSS determines that there is a compelling reason for the delay. ODSSS will set a new date for the hearing and notify all parties involved. Further requests for postponement do not have to be considered and a hearing may be held in the absence of either party.

## **4. Quorum Requirement**

Five (5) members of appointed board members shall constitute a quorum necessary to conduct business, including receiving evidence and rendering a decision. Only members present may vote.

## **5. Role of the Chair**

The Chair of a disciplinary board has the responsibility of conducting the hearing in a fair and equitable manner, and of taking such action as necessary to sanction or mitigate disruptive or inappropriate behavior.

## **6. Burden of Proof**

The Complainant carries the burden of proof to establish the guilt of the Accused Student. The Accused Student should be prepared to respond to charges against him/her with witnesses and/or documents, as appropriate.

## **7. Steps in the Hearing**

Each hearing shall follow a standardized format. Copies of the Procedures for Conducting a Disciplinary Hearing may be secured from ODSSS.

## **8. Deliberation, Decision Making, and Reporting Results to ODSSS**

Deliberations shall be conducted only with board members, University counsel, and ODSSS staff present.

Boards shall consider only such information as may constitute the record. Determinations as to responsibility for violations of the Code and recommended sanctions shall be made by a simple majority vote of the Board, except that recommended sanctions of suspension and expulsion require a two-thirds vote.

The Chair of the board shall prepare a written report of the hearing finding(s), including the basis(es) for the finding(s) and shall submit it to ODSSS within ten (10) days of the hearing. When there is a finding that the Accused Student is "Responsible" for violating the Code, there shall be recommendations for sanctions. The Chair signs the report on behalf of the board. ODSSS will provide notification to the Accused Student and Complainant of the board's determination.

Sensitive information considered by the Dean of Special Student Services or his/her designee to determine sanctions shall be deemed confidential and will not be shared with students, except that upon written request from any alleged victim of a crime of violence or no forcible sex act, the result of the University's disciplinary proceedings against the accused student will be disclosed.

## **Section XII: Procedures for Conducting a Hearing by an Administrative Hearing Officer**

### **1. Closed Hearings**

All hearings are closed to anyone other than those persons directly involved, ODSSS staff, University counsel, the Complainant, the Accused Student, and witnesses unless the hearing officer determines otherwise.

### **2. Witnesses**

Only those persons with direct knowledge of the incident shall be allowed to appear as witnesses. Those attesting to character alone are not allowed to serve as witnesses. A list of any witnesses speaking on behalf of the Accused Student or Complainant must be submitted to the Office of the Dean for Special Student Services not later than two (2) days prior to the hearing.

### **3. Postponement**

A one-time request for postponement may be considered and granted by ODSSS only when it determines that there is a compelling reason for the delay. In that event, ODSSS will set a new date for the hearing and notify all parties involved.

### **4. Role of the Administrative Hearing Officer**

The Administrative Hearing Officer is responsible for conducting the hearing in a fair manner and for recommending such action(s) as necessary to sanction or control disruptive or inappropriate behavior.

### **5. Burden of Proof**

The Complainant has the burden of proof to establish that the Accused Student violated the Code. The Accused Student should be prepared to respond to charges and evidence presented against him/her with documents and/or witnesses, as appropriate.

### **6. Steps in the Hearing**

Hearings shall follow a standardized format. Copies of the procedures may be obtained from ODSSS.

### **7. Deliberation, Decision Making, and Reporting Results to ODSSS**

The Administrative Hearing Officer shall consider all information in the record. The Hearing Officer shall prepare a written report including any recommended sanctions, and submit the report to ODSSS within five [5] days of the hearing. ODSSS shall notify the Accused Student and the Complainant of the Hearing Officer's determination.

Sensitive information considered to determine sanctions by the Dean of Special Student Services or designee shall be deemed confidential and will not be shared with students, except upon written request from any alleged victim of a crime of violence or non-forcible sex act, the results of the University's disciplinary proceedings against the accused student will be disclosed.

## Section XIII: Notification of Hearing Outcome

The Dean for Special Student Services shall review the recommendations of the Board or Administrative Hearing Officer and shall make a final determination on sanctions. ODSSS shall then prepare a written memorandum setting forth the decision and any sanctions and notify both parties within twenty (20) working days after receipt of the report. ODSSS reserves the right to delay notification when it determines that such delay is in the best interest of the University.

When deemed necessary or appropriate by ODSSS, it shall notify relevant University officers, officials, units and organizations of hearing outcomes and sanctions.

## Section XIV: Disciplinary Sanctions

The purpose of disciplinary sanctions for violations of the Code is to educate students about responsible behavior as members of the Howard University community, to maintain order, and to protect the rights of others.

Students found "Responsible" for violating the Code are notified of any sanctions by ODSSS, which also monitors compliance with the sanction. There is no set sanction for any particular offense, with the exception of automatic expulsion for a felony conviction. Disciplinary Hearing Boards and Administrative Hearing Officers evaluate each case individually. Sanctions will be determined individually and should reflect the nature and severity of the offense.

### 1. General Terms

Parents of minor or dependent students who receive a disciplinary sanction may be notified of that action by the University.

The University reserves the right to apply any sanction for a violation of the Code that, in its sole discretion, appropriately addresses the gravity and frequency of the offense. One or more sanctions may be imposed for any offense. Prior offenses are cumulative and any student found guilty of the same offense or a second offense of equal or greater magnitude, may be suspended or expelled from the University. However, evidence of prior violations of the Code may be considered after a determination of "Responsible" has been made as part of the process of determining sanctions. Sanctions are imposed under the Code without regard to student classification, prospective graduation date, the time in the semester or term when the violation occurs, scholarship status, or any other factor.

Students who have not completely fulfilled their sanctions may be allowed to participate in General Mandatory Registration for the subsequent semester if all other financial and academic conditions have been met. However, their registration will be canceled if they fail to comply with all the stipulations of the sanctions within the time limit set.

The imposition of sanctions will be a matter of record in the ODSSS.

### 2. Types of Disciplinary

Sanctions One or more of the following sanctions may be imposed for any violation of the Code. The failure to perform a sanction, as directed, can lead to the imposition of more severe sanctions, up to and including suspension or expulsion.

The identified sanctions do not represent the full range of sanctions which may be imposed against a student found "Responsible" for a violation of the Code.

## **Disciplinary Warning or Reprimand**

A disciplinary warning or reprimand is an official written statement of censure. It is used when a student's behavior is unacceptable but is considered to be minor and/or unintended. It includes a warning that any other violation of the University's Code for which the student is found guilty will result in more severe disciplinary action. The written statement shall be delivered to the student.

## **Letter of Apology to the Aggrieved Party**

A student may be required to write a letter of apology to the aggrieved party. A draft copy of the letter must be provided to ODSSS for prior approval.

## **Requirement to Seek Counseling**

This sanction may be imposed when a student is found guilty of engaging in disrupting or uncivil behaviors. In such case, the student shall be required to provide evidence to ODSSS of attendance and completion of counseling by a qualified professional.

## **Participation In, or Conducting, Special Workshops, Classes or Seminars**

A student may be required to participate in, or to develop, advertise and present special workshops or seminars related to a Code violation. In such a case, the student may be required to present a typed summary of the activity to the ODSSS.

## **Research Assignments**

A student may be required to complete a research assignment on a topic related to the Code violation within a specified deadline.

## **Mandatory University or Community Service**

A student may be required to perform work assignments at the University or in the local community.

## **Restitution**

Restitution is reimbursement to compensate for personal injury, property damage, or misappropriation of University or other personal property. It may be in the form of money or services, subject to the discretion of the Hearing Officer or Disciplinary Hearing Board.

## **Disciplinary Probation**

Disciplinary probation may be imposed for a specified period of time. A student who is under disciplinary probation will not be permitted to participate in intramural, intercollegiate or club sports, or student clubs and organizations. Such a student may not represent the University in any public function, competition, or performance, hold office in a student organization, or be eligible to join a fraternity or sorority.

Students receiving scholarships for any activities enumerated above may have that scholarship suspended or terminated. Decisions regarding scholarships will be made by the Vice President for Student Affairs in consultation with the Dean for Special Student Services and other appropriate University officials.

## **Limited Term Suspension**

A suspension is appropriate in cases of serious misconduct or in cases when a student has violated a condition of disciplinary probation or has failed to meet the stipulations of lesser sanctions. A student may be suspended from the University for the remainder of the semester, or summer session, in which the sanction is applied, or any portion thereof, for the next semester, or for any other additional periods determined appropriate by the University.

Suspensions are recorded on the student's permanent record (official transcript). Students suspended from the University are required to return their student identification cards, room keys and other University property and shall be barred from the campus for the duration of their suspension. Exceptions may be granted to this prohibition by ODSSS if it first determines that the barred student must enter University property for the purpose of conducting official business. If a student returns to the campus without permission during the period of suspension, his or her eligibility to be re-admitted to Howard University is jeopardized and such persons may also be charged with unlawful entry and, thereby, made subject to arrest.

### **Indefinite Suspension**

Indefinite Suspension provides for all conditions described in Limited Term Suspensions but does not give a specific date for the consideration of readmission of the suspended student. This sanction is used in cases of extremely serious misconduct when evidence of rehabilitation must be presented by the student and accepted by the Vice President for Student Affairs before the student is readmitted to the University.

### **Expulsion**

Expulsion is the most severe sanction that the University may impose. Expulsion is permanent dismissal from the University. In addition, the student is not eligible for readmission to the University and permanently barred from Howard University owned or operated property and from all University-sponsored events. Students expelled from the University are required to return any student identification cards, room keys, and other University property and must leave campus immediately upon notification of being expelled. If an expelled student returns to the campus, he or she will be charged with unlawful entry and may be arrested. An expelled student's relationship with the University is severed permanently.

## **Section XV: Procedure for Readmission after Disciplinary Suspension**

A student temporarily suspended will be considered for readmission only after the student submits a Request for Readmission After Disciplinary Suspension form to the Office of the Dean for Special Student Services.

ODSSS shall inform University officers or officials, including the appropriate academic and administrative Deans, the Vice President for Student Affairs, the Office of the Provost, the Office of the Senior Vice President for Health Affairs, the Office of General Counsel and the Office of the President of the disposition of the matter.

## **Section XVI: Appeal of a Disciplinary hearing Decision**

### **1. Criteria for an Appeal**

A finding of responsibility for violations of the Code and/or the sanctions imposed may be appealed. However, an appeal will result in a reversal or modification of a decision only if one of the following criteria is met. It should be noted that an appeal is not an opportunity to have a new hearing on the matter. As described below, an appeal can only be used to reverse an error or to consider important information that was not available at the hearing.

#### **a. Process**

- i. An important procedure leading up to or during the original hearing was ignored or so flawed that the hearing was not fair and impartial.

#### **b. Substantive Error**

- i. There was an error in identifying or interpreting the controlling and relevant University policy or standard of conduct and this substantially affected the hearing and resulted in the Accused Student(s) being denied a fair hearing outcome.

#### **c. New Evidence**



- i. Relevant new evidence has surfaced that could have materially affected the decision or finding of the board or hearing officer. This evidence must be produced and substantiated or documented and it is required that proof be provided that this information was not available at the time of the hearing.

d. **Disproportionate Sanction**

- i. The sanction levied is manifestly unjust because it is overtly disproportionate to the offense.

2. **Process for Filing an Appeal of Disciplinary Action**

An Appeal of Disciplinary Action form must be submitted to ODSSS by the student found "Responsible" within five (5) working days of receipt of the letter of notice of hearing outcome. The form should be typewritten or printed very legibly, with an attached statement not more than five double-spaced pages in length. The statement must clearly specify the grounds on which the appeal is being made and have attached any supporting documentation. Each case may be appealed only once.

3. **Appeal Review Process**

The written appeal must be submitted to ODSSS. ODSSS will forward the appeal to the Chair of the appropriate Appeal Board. The Chair shall have the authority to determine if the appeal could reasonably be expected to meet at least one of the four stated criteria. If the Chair so rules, he/she will set up an appeal hearing and notify the parties of its date, time, and location. If ODSSS determines that an Appeal Board cannot be convened, (e.g., between semesters or at the end of a semester or lack of quorum), it will appoint an Administrative Appeal Officer to review the matter, determine if a hearing is warranted, schedule a hearing, and notify the student.

4. **Appeal Hearing**

Appeal hearings will be limited to a presentation of evidence by the appellant that directly addresses the grounds for an appeal. The Chair of the University-Wide Judicial Board may be asked to attend, but no witnesses may be called. Appeal hearings will follow a standardized format.

5. **Remedies on Appeal**

The following actions may be taken by a majority vote of the Appeal Board members present and constituting a quorum, or by the Administrative Appeals Officer, transmitting a recommendation to the Dean of Special Student Services:

- a. Affirm the findings of the original Board or Hearing Officer.
- b. Affirm the findings, but change the sanction(s) levied.
- c. Overturn the finding of the original Board or Hearing Officer and remand to the original Board for a new hearing.

6. **Notification of Finding**

The results of an appeal review will be sent by the Chair, who will forward the recommendation to ODSSS within twenty (20) working days of the Board's decision. Within five (5) working days, ODSSS will inform the student who initiated the appeal and the Complainant of the Board's decision. For cause, the Dean may grant the Chair an extension. If the case is remanded for a new hearing, ODSSS will contact the student about that new hearing. At the discretion of the Dean for Special Student Services, a different University-Wide Disciplinary Hearing Board may be asked to hear the case.

7. **Limitations**

- a. Each case may be appealed only once. Therefore the finding of the designated Appeal Board is final and binding.
- b. Only the Accused Student may file an appeal.
- c. Appeals filed after the stated deadline will not be considered, except in compelling circumstances as determined by the Dean for Special Student Services.

8. **Stay of Sanction(s) During the Appeal Process**

The Dean for Special Student Services will determine if the sanction(s) imposed on an appellant will stay pending the appeal process.

# Section XVII: Revisions of the Student Code of Conduct and Judiciaries

## 1. Periodic Review

The ODSSS will conduct a full formal review of the Code at least every five (5) years or at such other times as it deems appropriate to determine if the Code should undergo a full revision process.

## 2. Procedure for Revision

If it is determined that the Code is in need of full revision, the procedure for developing a new document for recommendation to the Board of Trustees will be as follows:

A committee composed of faculty, administrative staff and students will be appointed by ODSSS to review the "Code" portion of the document and to make recommendations for changes. The pool of those eligible to serve will come from names submitted by University officers, Deans of the schools and colleges, the Faculty Senate, the Howard University Student Association (HUSA), and other authorized and approved undergraduate and graduate student governing bodies using their own internal policies for such selections. In the event that after appropriate notice, names are not submitted, ODSSS shall make appointments.

The draft of the revised Code is completed by ODSSS and forwarded to the Vice President for Student Affairs, the Provost, and the Senior Vice President for Health Affairs for review and comment. An open forum for students, appropriately advertised, will be held to allow for discussion of proposed changes to the Code. Comments and concerns will be considered in completing the final draft. The final draft will be submitted for review to the General Counsel.

## 3. Forwarding for Approval

The final document will be authored by ODSSS and forwarded, through the Vice President for Student Affairs, the Provost, and the Senior Vice President for Health Affairs to the President for final review and for presentation to the Board of Trustees for consideration.

## 4. Amendments

Amendments to the Code deemed necessary by the Dean for Special Student Services during periods between formal full reviews and revisions will be prepared by ODSSS and forwarded through the Vice President for Student Affairs, the Provost, the Senior Vice President for Health Affairs and General Counsel, to the President for approval and implementation.

### **The Howard University Student Code of Conduct and Judiciaries**

**Division of Student Affairs**

**Office of the Dean for Special Student Services**

**Howard University, Suite 725**

**Washington, DC 20059**

## Academic Code of Student Conduct

Approved by the Board of Trustees, June 29, 2010

Howard University is a community of scholars composed of faculty and students both of whom must hold the pursuit of learning and search for truth in the highest regard. Such regard requires adherence to the goal of unquestionable integrity and honesty in the discharge of teaching and learning responsibilities. Such regard allows no place for academic dishonesty. To better assure the realization of this goal any student enrolled for study at the University may be disciplined for the academic infractions defined below.

## Definitions of Academic Infractions:

**Academic Cheating**—any intentional act(s) of dishonesty in the fulfillment of academic course or program requirements. This offense shall include (but is not limited to) utilization of the assistance of any additional individual(s), organization, document, or other aid not specifically and expressly authorized by the instructor or department involved.

(Note: This infraction assumes that with the exception of authorized group assignment or group takehome assignments, all course or program assignments shall be completed by an individual student only without any consultation or collaboration with any other individual, organization, or aid.)

**Plagiarism**— to take and pass off intentionally as one's own the ideas, writings, etc. of another without attribution (without acknowledging the author).

**Copy Infringement**—Copy infringement occurs when a copyrighted work is reproduced, distributed, performed, publicly displayed, or made into a derivative work without the permission of the copyright owner.

## Administration of the Code

This Academic Code of Student Conduct applies in all schools and colleges. In professional schools and colleges that have adopted honor codes, the honor code may supersede this Code. The authority and responsibility for the administration of this Academic Code of Conduct and imposition of any discipline upon any particular student shall vest in the Dean and faculty of the School or College in which the student is enrolled but may be delegated by the faculty to the Dean of the School or College in which the student is enrolled. The Dean shall be assisted in this responsibility by any faculty members and administrative officers in the School or College the Dean shall consider appropriate. Any student accused of an infraction of this Code shall have a right to a limited hearing, as described herein, of the charges against him before a committee of faculty members, at least three in number, none of whom shall be the accuser or witness to the alleged infraction. The committee may be either a standing of the School or College, whose responsibilities are considered appropriate by the Dean to conduct a hearing under this code, or a committee appointed by the Dean for the special purpose of conducting only a particular hearing or all such hearings that may arise during an annual period. The hearing committee shall be chaired by a member designated by the Dean and the chairperson shall have the right to vote in cases of a tie vote.

## Procedure

Any faculty member who has knowledge of an infraction of this Code shall assemble all supporting evidence and identify any additional witnesses to the infraction and make this information known to the Dean of the School or College in which the student is enrolled at least ten (10) business days after the date of the infraction.

Upon being notified of an alleged infraction of this Code, the Dean shall, as soon as possible, consider the weight of the assembled evidence and, if the Dean considers the evidence sufficient to warrant further action the Dean shall notify the alleged offender of the charge(s) against him/her together with a designation of a hearing time and place where the accused may respond to the charge(s). The hearing date shall be no later than ten (10) business days after notification to the accused of the charge(s) against him/her. The Dean shall similarly notify the hearing committee members of the time and place of the hearing together with identification of the accuser and accused.

The "limited hearing" authorized by this Code is not an adversarial proceeding. Constitutional principles of "due process" are not applicable to these proceeding. The faculty member concerned shall present the case for the University. Both shall be allowed to present witnesses and evidence in support of their positions concerning the charge(s). However, no legal counsel for either side shall be allowed. The members of the hearing

committee may question the accused and the accuser and examine all evidence presented. The standard of proof for the proceeding under this Code shall be the standard of "substantial evidence." The proceedings may be tape recorded but will not be transcribed.

After the hearing of the charge(s) against the accused, the hearing committee shall, in closed session, vote by secret ballot to sustain or reject the charge(s). If the charges are sustained, the committee shall transmit the results and recommendation of the hearing committee to the Dean five (5) business days after the hearing.

Upon receipt of the results and recommendations of the hearing committee, the Dean may sustain the recommendation of the Committee concerning the penalty or may reduce or increase the severity of the penalty, and shall, within five (5) business days, notify the student of the Dean's determination. The student may appeal directly to the Provost and Chief Academic Officer or Senior Vice President for Health Sciences (Health Science students) for reconsideration of any disciplinary penalty. The student shall have five (5) business days to make such appeal from the date of receipt of notification.

After hearing any appeal from a student, the Provost and Chief Academic Officer or Senior Vice President for Health Sciences shall make a decision that shall be communicated to the student within ten (10) business days. This decision shall be final.

## Penalties

The minimum disciplinary penalty imposed upon a student found to have committed an infraction(s) of this Code shall be no credit for the course assignment or examination in which the infraction(s) occurred; however, a more severe penalty, such as failure in the course involved or suspension from the University, may be imposed depending upon the nature and extent of the infraction(s).

## Degree Revocation Procedures

Adopted by the Board of Trustees (April 27, 1987)

**Scope** — These procedures apply only to cases in which a University degree has been awarded but the record later shows: (1) the graduate's academic record, following a correction, indicates the graduate fails to meet academic requirements for graduation; and (2) facts which, if known at the time of the awarding of a degree, would have resulted in a decision not to award the degree, without any further proceedings.

**Notice** — The Dean of the School or College involved shall provide the graduate<sup>1</sup> with written notice of: the University's specific findings with regard to the graduate's academic record and its intention to revoke the degree; the graduate's opportunity to respond in order to present evidence that the record is incorrect; the graduate's right to be represented or assisted in responding to the University's findings, by other parties, including an attorney at the graduate's expense; and a 60-day limit to respond to the notice.

**Review** — In all cases where the graduate elects to respond to the University's findings either in person or in writing, the following review procedures shall be used:

A person designated by the Dean of the College or School in which the graduate was enrolled shall review the graduate's evidence and the University's evidence.

The Dean's designee, based upon his or her review of the evidence of record, shall submit to the Dean his or her written recommendation concerning revocation of the graduate's degree.

The Dean, based upon his or her review of the designee's recommendation, shall submit to the appropriate Vice President his or her written recommendation concerning revocation of the graduate's degree.

The Vice President, based upon his or her review of the prior recommendations, shall forward the record and his or her recommendation to the General Counsel for review.

The General Counsel, based upon his or her review of the record and prior recommendations, shall submit his or her recommendations, the record and all prior recommendations to the President for final action, subject to approval by the Board of Trustees.

The Registrar shall provide the affected graduate with written notice, in the manner described in Section A, of the University's final decision concerning revocation of the graduate's degree.

**No Response Received** — In cases where no response to the initial notice is received by the University after 60 days, the existing record shall be reviewed as noted above. Thereafter, the Associate Vice President for Enrollment Management shall provide the graduate with written notice in the manner described in Section A, of the University's final decision concerning revocation of the graduate's degree.

**Petition to Reopen Decision** — The University shall allow any affected graduate to petition the University to reopen the revocation decision, provided the graduate establishes that he/she received notice after the 60-day limit or, for good cause shown, was unable to contact the University or to respond within the period specified. Any graduate who meets the above-noted requirements shall be provided an opportunity to respond and a review, in the manner described in Sections A and B.

The term "graduate" refers to an individual who has received any degree from Howard University. A written notice shall be provided by: (1) certified mail, return receipt requested to the most recent permanent address contained in the graduate's academic records; (2) regular first-class mail to the last known address locally; and (3) first-class mail to the last known address of the graduate's parents or guardians. The written notice requirement applies in all cases, even though the address involved is the same.

## Policy on Student Academic Grievance Procedures

Approved by the Board of Trustees (April 23, 1994)

### The Informal Process

A student who believes that he/she has been aggrieved must first attempt to seek an informal resolution with the other party involved in the dispute, e.g., grade dispute with the instructor. If the student is unable to resolve the dispute with the primary party of the dispute, then the student is advised to seek the intervention of his or her department chairperson.

All disputes which are not resolved at the departmental level are then brought to the Dean's Office, whereupon the Dean or his designee will seek to reach an informal resolution through mediation between the parties.

If the mediation at Dean's level fails, then the student's grievance is consigned to the committee designated by the school/college to address student grievances herein referred to as the Student Grievance Committee.

### The Formal Process

Student grievances which are consigned to the Student Grievance Committee must be specified in writing and given to the Dean or his designee.

A student's written statement, along with supportive evidence, constitutes a case document, which will be submitted to each member of the committee.

The second party to the dispute is also requested to provide the Office of the Dean with his or her account of the matter in dispute which becomes a part of the case document that is forwarded to the committee.

The Student Grievance Committee is then required to set a date for convening a meeting to hear the case(s) as expeditiously as possible.

After the date has been set, each party to the dispute is sent a certified letter which informs him or her of the charges, and date of the meeting as well as a statement requesting his or her presence. During the hearing, the student presents his/her case; after, the accused party is allowed to present the other side. Each side is permitted to have witnesses.

Following the hearing, members of the committee after deliberation on their assessment of the case reach a decision as to how the case should be resolved.

The committee's decision is sent to the Dean of the School/College in the form of a recommendation. The Dean then informs the student in writing of the decision, which may be based upon the committee's recommendation or upon a modification of it.

## **Policy Statement Concerning the Use of; the Possession for Sale, Transfer, or Exchange of; Controlled Substances**

**Approved by the Board of Trustees (September 23, 1989)**

One among the most serious menacing phenomena facing urban communities in general and Black communities, in particular, is that of the ever-spreading use of controlled substances or illegal drugs. Attending this phenomenon is not only the debilitating effects on the human system but the many unsettling events which are inescapably its by-products. Howard University, as an urban institution and thus a part of the larger District of Columbia community, is not insulated against this problem and its accompanying or precipitating ills and recognizes that an effective response to this menace must be on a community-wide basis.

Proper consideration of this subject must take into account and be addressed to those not yet involved as users or purveyors, those who may be helped through medically related therapy and treatment programs, and those who are engaged in the illegal possession, manufacture, transfer and/or sale of such items.

For the past several years considerable effort has been directed toward acquainting the University community with this subject in its most salient aspects. With some exceptions, work in this area has been concerned primarily with the conduct of special educational programs. These efforts, with expansion and increased emphasis, will be continued. In addition, the University through the counseling Service, the Student Health Center, the Employee Health Unit and the Institute on Drug Abuse and Addiction, will make a major effort to marshal appropriate resources, on an interdisciplinary basis, to contribute to the campaign currently being waged against this destructive force. Thus, all of these University resources will be concerned with comprehensive drug prevention/treatment programs and services.

### **Non-medically Prescribed Use of Drugs**

Howard University does not sanction the use of drugs that are not prescribed by authorized health professionals. It is strongly urged that persons who have not experimented with or made use of such substances should avoid their use at all costs. Science to date has made no showing or claim that such non-prescribed use is in any way medically beneficial. For individuals interested in this subject, educational materials are available at the Counseling Service, the Student Health Center, the Employee Health Unit and the Institute on Drug Abuse Addiction, as well as selected locations throughout the District of Columbia. Individuals with drug-related problems should seek professional help, without delay, from these University resources, where such assistance is handled with the utmost confidentiality. Students with drug problems or concerns in this area are encouraged to seek help from or visit these agencies without fear of punitive consequences such as disciplinary police actions or expulsion from school.

## Possession of Controlled Substances For Sale, Exchange, or Transfer, or The Sale, Exchange, Transfer or Manufacture of Controlled Substances

The subject of individual involvement in the handling of illegal drugs is viewed by the University in an entirely different light. Federal and local laws make it abundantly clear that possession of controlled substances for the purpose of sale, exchange, or transfer as well as the manufacture, sale, transfer, or exchange of controlled substances are prohibited, and individuals responsible for violations of such laws are to be treated with severity. The University, as a part of the larger community, is similarly bound by law and of necessity and must act in similar fashion with offenders of its own regulations operative in this area. Although the University recognizes the need to provide a variety of remedial services to persons who fall victim to drugs, in the hope that causes of such problems can be removed; it does not intend to offer a haven for persons who intentionally violate its own standards of conduct or Federal and local laws dealing with this subject.

Howard University views illegal conduct in this connection with complete seriousness and the urgency of the matter deserves the immediate attention of each individual. It should especially be noted in this regard that students engaged in illegal conduct of this type are subject to summary SUSPENSION, EXPULSION, and/or TERMINATION, aside from or in addition to penalties which may flow from court disposition of such matters. Persons not formally connected with the University but who nevertheless are involved in illegal drug activity on University premises will be subject to ARREST and PROSECUTION. Involvement with illegal drugs subjects a person to criminal penalties, including felony conviction and often times imprisonment.

The University feels that each individual should give serious consideration to the possible permanent harm a conviction may do later in life. It is possible that the affected person will face the loss of many employees and citizenship privileges, such as professional licensing (law, medicine, certified public accountant, and the like), the right to vote and employment by governmental agencies and in many instances, private industry.

For those who would require proof, it has been clearly demonstrated that neither slavery nor compulsory segregation succeeded in robbing our people of their potency. To now permit the drug menace to signal the demise of our people would be no more a tribute properly befitting the efforts of our ancestors and contemporaries who have labored long and hard in the vineyard toward total liberation than would it be a proper legacy for future generations of our youth.

## Equal Opportunity Grievance Procedures

The Equal Opportunity Office is located in Room 108, C.B. Powell Building, (202) 806-5770. Following are the procedures to be followed in the resolution of equal opportunity complaints. It should be noted that work days, as defined hereinafter, exclude Saturdays, Sundays, and holidays observed by the University.

Persons with equal opportunity complaints shall submit to the University's Equal Opportunity Officer, within 20 calendar days of the day on which the event giving rise to the complaint occurs, a written statement which specifies the nature of their complaint and evidence to support their charge of illegal discrimination.

### The University's Equal Opportunity Officer shall do the following:

Within 3 work days after receipt of written complaint—arrange a conference with the complainant, secure any additional information or clarification needed from the complainant and secure a signed Complaint Withdrawal Form from complainants who wish to withdraw their complaints. Within 3 work days after the conference with pursuing complainants—forward to the concerned member of the Equal Opportunity Committee a copy of the written complaint and a written recommendation concerning salient points to be covered by the investigation.

The concerned member of the Equal Opportunity Committee or his/ her designee shall do the following within 15 work days after receipt of written communication from the Equal Opportunity Officer: Conduct an investigation of the complaint.

**Submit a written report on finding and his/her decision of the Equal Opportunity Officer.**

The Equal Opportunity Officer, within 5 work days after receipt of written communication from the concerned member of the Equal Opportunity Committee, shall review the decision and findings and will do one of the following:

1. Mail notification to the complainant at last address on record that the matter has been resolved in favor of the complainant.
2. Mail notification to the complainant at last address on record that the matter has been referred to the Equal Opportunity Committee.
3. The Equal Opportunity Officer will refer to the Chairman of the Equal Opportunity Committee copies of all correspondence relative to the complaint.
4. The Chairman of the Equal Opportunity Committee, within 5 work days after receipt of written communication from the Equal Opportunity Officer, shall review the record and convene all available members of the Equal Opportunity Committee.
5. Members of the Equal Opportunity Committee, exclusive of the concerned member of the Equal Opportunity Committee, shall review the record and reach a decision. The decision of the Committee shall be final and binding for the University.
6. The Chairman of the Equal Opportunity Committee, within 5 work days after meetings of the Equal Opportunity Committee, shall notify in writing the University President, the concerned member of the Equal Opportunity Committee and the University's Equal Opportunity Officer of the Committee's decision and reasons for the decision.

Immediately upon the receipt of the Committee's decision, the Equal Opportunity Officer shall notify the complainant in writing about the decision.



# Degrees

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## Accounting

### Accounting (MAcc)

The Howard University Master of Accountancy (MAcc) program is a specialized advanced graduate-level business program focused on preparing graduates for successful careers in corporate accounting, governmental accounting, non-profit accounting, auditing, and advisory and consulting services. The curriculum prepares students, in a significant fashion, for the Certified Public Accounting (CPA) examination through intensive and challenging coursework during the 30-hour program.

**Type:** MAcc

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
MACC-506	Advanced Auditing	3
MACC-502	Advanced Cost Accounting	3
MACC-507	Business Ethics for Accounting and Auditors	3
ACCT-306	Business Law II	3
MACC-503	Corporate Financial Reporting	3
MACC-504	Entity Taxation	3
MACC-508	Governmental Accounting	3
GEEN-500	Macroeconomics for Business	3
MACC-509	Seminar in Accounting	3
GIST-501	Statistics & Business Analytics	3
<b>Total credits:</b>		<b>30</b>

## African Studies

### African Studies (MA)

The Department of African Studies (DAS) provides an opportunity for Howard students to acquire an objective view of the present position of Africa in the modern (and changing) world, as well as an understanding of Africa's economic, social, and political problems. The department has adopted an interdisciplinary approach to the study of Africa at both the undergraduate and graduate levels. At the undergraduate level, the department educates students who wish to continue their studies in African affairs or are preparing to work in this field.

The DAS offers the only undergraduate major in African Studies in the United States. Students graduating from the department typically go on to undertake further study and professional careers in African and international affairs as well as obtain employment in fields such as teaching, law, social work, communications, business, non-governmental and governmental organizations.

**Type:** MA

## Required Core Course Credits

Item #	Title	Credits
AFST-211	Scope and Methods of African Studies	3
AFST-212	Theory in African Studies	3
AFST-225	Public Policy and Development	3
AFST-304	Africa in World Affairs	3
AFST-322	Language, Literature and Arts	3
<b>Sub-Total Credits</b>		<b>15</b>

## Supportive Course Options Below:

\*NOTE: Only up to three credit hours of independent study may be applied towards an M.A. or PhD degree.

Item #	Title	Credits
AFST-102	Science, Technology and African Development	3
AFST-107	Social Media and Political Change in Africa	3
AFST-110	African Development and Underdevelopment	3
AFST-234	Globalization in the African World	3
AFST-290	History of South Africa	3
AFST-243	Issues of Health Policy and Development in Africa	3
AFST-229	Planning for Development in Africa I	3
AFST-231	Women and Development in Africa	3
AFST-232	Gender Theory and Practice in Africa	3
AFST-237	Africa and International Law and Organizations	3
AFST-240	Rural Development	3
AFST-242	Development Policy and Administration	3
AFST-244	Urban Development in Africa	3
AFST-245	Foreign Policy-Making in African States	3
AFST-270	Conflict Resolution in Africa	3
AFST-293	History of African Philosophy	3
AFST-305	Governance in Africa	3
AFST-323	Literature of South Africa	3
AFST-324	Oral and Written Literature and Film in Africa	3
AFST-325	Oral Traditions and Written Literature	3
AFST-327	Women in African Literature	3
AFST-328	Film and History in Africa and the Diaspora	3
AFST-356	Education and Social Change in Africa	3
AFST-357	Migrant Remittances and African Development	3
AFST-360	NGOs and Africa	3
AFST-372	African Political Thought	3
AFST-200	Independent Study	3
AFST-201	Independent Study	3
AFST-202	Independent Study	3
<b>Sub-Total Credits</b>		<b>9</b>

## Elective Courses

Elective courses may be taken within department (under subject code AFST or other disciplines with advanced approval. (Options: Courses level 200 and above).

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<b>Sub-Total Credits</b>	<b>6</b>
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## Thesis

Thesis \*NOTE: A maximum of 6 thesis credits may be taken per semester. In addition, a maximum of 6 thesis credits may be counted toward the required credits for program completion.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
AFST-300	Thesis	6
AFST-301	Thesis	6
AFST-302	Thesis	6
	<b>Sub-Total Credits</b>	<b>6</b>
	<b>Total credits:</b>	<b>36</b>

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## African Studies (PhD)

**Type:** PhD

### Required Core Course Credits

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
AFST-211	Scope and Methods of African Studies	3
AFST-212	Theory in African Studies	3
AFST-225	Public Policy and Development	3
AFST-304	Africa in World Affairs	3
AFST-322	Language, Literature and Arts	3
AFST-500	Field Research in African Studies	3
	<b>Sub-Total Credits</b>	<b>18</b>

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## Supportive Course Options Below:

Independent Study \*NOTE: Only up to three credit hours of independent study may be applied towards an M.A. or PhD degree.

Item #	Title	Credits
AFST-102	Science, Technology and African Development	3
AFST-107	Social Media and Political Change in Africa	3
AFST-110	African Development and Underdevelopment	3
AFST-234	Globalization in the African World	3
AFST-290	History of South Africa	3
AFST-243	Issues of Health Policy and Development in Africa	3
AFST-229	Planning for Development in Africa I	3
AFST-231	Women and Development in Africa	3
AFST-232	Gender Theory and Practice in Africa	3
AFST-237	Africa and International Law and Organizations	3
AFST-240	Rural Development	3
AFST-242	Development Policy and Administration	3
AFST-244	Urban Development in Africa	3
AFST-245	Foreign Policy-Making in African States	3
AFST-270	Conflict Resolution in Africa	3
AFST-293	History of African Philosophy	3
AFST-305	Governance in Africa	3
AFST-323	Literature of South Africa	3
AFST-324	Oral and Written Literature and Film in Africa	3
AFST-325	Oral Traditions and Written Literature	3
AFST-327	Women in African Literature	3
AFST-328	Film and History in Africa and the Diaspora	3
AFST-356	Education and Social Change in Africa	3
AFST-357	Migrant Remittances and African Development	3
AFST-360	NGOs and Africa	3
AFST-372	African Political Thought	3
AFST-200	Independent Study	3
AFST-201	Independent Study	3
AFST-202	Independent Study	3
<b>Sub-Total Credits</b>		<b>36</b>

## Elective Courses

Elective courses may be taken with department under subject code AFST or other disciplines; (Options: Courses level 200 and above).

<b>Sub-Total Credits</b>	<b>9</b>
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## Dissertation Research

Dissertation Research \*NOTE: A maximum of 9 credits may be taken per semester for this course. In addition, a maximum of 9 course credits may be counted toward the 72 required for program completion.

<b>Sub-Total Credits</b>	<b>9</b>
<b>Total credits:</b>	<b>72</b>

# Anatomy

## Anatomy (MS)

The Graduate Program in Anatomy prepares students for careers in research and teaching in the anatomical and life sciences, with emphasis on an integrative understanding of biological systems at levels ranging from the molecular to the organismal. The goal is to generate anatomists who will be competitive in the academic, industrial, and/or government job markets of the coming decades.

In keeping with the diverse nature of current approaches included within the realm of Anatomy, the Graduate Program of Anatomy transcends traditional departmental boundaries. Students in the program complete a series of core Anatomy courses and other requirements, and pursue research in the laboratory of one of the department's Graduate Faculty members. In addition, opportunities are available for collaboration with scientists in other departments at Howard University and at other universities in the local area as well as with scientists at the National Institutes of Health (NIH), the National Naval Medical Center, the Smithsonian Institution, the Food and Drug Administration (FDA), and the United States Department of Agriculture.

### Type: MS

A maximum of 4 research credits may be taken per semester. A maximum of 4 credits for this course may be counted toward the 32 needed for program completion.

Item #	Title	Credits
ANAT-301	Musculoskeletal Anatomy	6
ANAT-173	Neurobiology	6
ANAT-197	Introduction to Anatomical Research I	2
ANAT-198	Introduction to Anatomical Research II	2
ANAT-202	History and Cell Biology	5
ANAT-208	Topics in Anatomical Research	1
ANAT-213	Advanced Anatomy	4
ANAT-189	Research	1-12
BIOL-430	Biostatistics	4
<b>Total credits:</b>		<b>32</b>

## Anatomy (PhD)

### Type: PhD

Dissertation Writing PhD \*Note: A maximum of 7 dissertation proposal writing credits may be taken per semester. A Maximum of 7 credits for this course may be counted toward the 72 needed for program completion.

Item #	Title	Credits
ANAT-301	Musculoskeletal Anatomy	6
ANAT-173	Neurobiology	6
ANAT-197	Introduction to Anatomical Research I	2
ANAT-198	Introduction to Anatomical Research II	2
ANAT-202	History and Cell Biology	5
ANAT-208	Topics in Anatomical Research	1
BIOL-430	Biostatics	4
ANAT-209	Comp Primate Anatomy	3
ANAT-210	Anatomy of Head and Neck	4
ANAT-211	Anthropology	2
ANAT-212	Topics in Cell Biology	2
ANAT-213	Advanced Anatomy	4
ANAT-206	Human Gross Anatomy Lecture	4
ANAT-207	Human Gross Anatomy Lab	4
ANAT-203	Topics in Develop Biology	2
ANAT-204	Human Evolution	3
ANAT-205	Topics in Evolutionary Biology	1
ANAT-191	Evolution Life History	3
ANAT-195	Vertebrate Neuroanatomy	2
ANAT-196	Advanced Neurobiology Seminar	2
ANAT-189	Research	1-12
ANAT-300	Dissertation Writing PhD	1-12
<b>Total credits:</b>		<b>72</b>

## Architecture

### Architecture (MArch)

The Master of Architecture program is steeped in the tradition of design excellence that began at Howard University in 1911. The new M.Arch. curriculum includes five courses (15 credit hours across three lecture format and two studio courses) in a concentration, which initially focuses on Community Design and Planning. This concentration will build on the historic focus of the Department of Architecture which responded to changes in urban areas following the 1968 rebellions after the assassination of Dr. Martin Luther King, Jr. Washington, D.C. and the Georgia Avenue corridor, which bounds the Howard campus, were heavily impacted by the riots. Howard University and the Department of Architecture, specifically, responded by its charge to prepare "activist practitioners", a mission that will continue and be strengthened in the M.Arch. program.

This program exposes students to a myriad of opportunities to design efficient and aesthetically pleasing built environments. Students explore a range of architectural typologies, tectonics, and settings and engage a broad perspective on the human environment. This program continues the longstanding tradition of the Department of Architecture to educate, train, and socialize students in a manner that prepares them to participate as leaders in architectural production, regardless of their individual architectural design career direction. The Master of Architecture program maintains Howard's commitment to excellence, equality, and leadership to design your future.

**Type:** MA

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ARCH 868	Architecture Thesis I	6
ARCH 828	Advanced Theories of Architecture	3
ARCH 882	Professional Practices in Architecture	3
ARCH 885	Architecture Graduate Seminar	3
ARCH 869	Architecture Thesis II	6
ARCH 808	Graduate Architecture Independent Study	3
	Architecture Professional Elective	3
	Architecture Professional Elective	3
	<b>Total credits:</b>	<b>30</b>

## Art-Graduate MFA

### Art - Ceramics Concentration (MFA)

The Master of Fine Arts program is a two-year professional program in Studio Art in the areas of ceramics, design, fashion design, electronic studio, interior design, painting or sculpture. The student is expected to demonstrate mastery of technique and processes in studio art. In addition the student is required to demonstrate written and verbal competency through the preparation and defense of a thesis.

**Type:** MFA

### Studio or Related Areas Credits Required

\*Choose from options below (24crs total required)

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ARTG-270	Ceramic Sculpture I	3
ARTG-271	Ceramic Sculpture II	3
ARTG-272	Glaze Calculation & Formation	3
ARTG-273	Ceramic Workshop I	3
ARTG-274	Ceramic Workshop II	3
ARTG-275	Ceramic Workshop III	3
ARTG-276	Public Art/Ceramics	3
ARTG-277	Commercial Clay	3
ARTG-278	Traditions in Clay	3
ARTG-279	New Directions in Clay	3
ARTG-280	Studio Internship	3
ARTG-281	Practicum: MFA Exhibit	3
	<b>Sub-Total Credits</b>	<b>24</b>

## Other Studies in Art Design/African/African American Art Design Courses

\*Other Studies in Art/Design (Art History) - (6crs required)

\*\*Other Studies in African or African American Art/Design (Art History) - (6crs required)

Item #	Title	Credits
ARHI-267	Black Women in Visual Culture	3
ARHI-276	Topics in Art Criticism	3
ARHI-277	Art Historical Studies	3
ARHI-278	Trends Ideas African American Art	3
ARHI-279	Chinese Painting	3
ARHI-280	West African Art	3
ARHI-281	African Art History III	3
ARHI-282	Far Eastern Art	3
ARHI-283	Islamic Art	3
ARHI-284	Modern Art History I	3
ARHI-285	Modern Art History II	3
ARHI-286	African American Art I	3
ARHI-287	African American Art II	3
ARHI-288	Latin American & Caribbean Art	3
ARHI-289	Research in African Art	3
ARHI-290	Res in African American Art	3
ARHI-291	Contemporary African Art	3
ARHI-292	Topics in Art Criticism	3
ARHI-293	Problems in Contemporary African American Art	3
ARHI-294	Renaissance Art History	3
ARHI-295	Problems in Oriental Art	3
ARHI-296	Sem:Independent Research Art History	3
ARHI-297	Death Iconography	3
ARHI-298	The Expressionist Image	3
ARHI-299	Field Study Art History	3
<b>Sub-Total Credits</b>		<b>12</b>

## Theses

### Thesis 1 Credits Required

\*Note: A maximum of 3 thesis credits may be taken per semester. In addition, a maximum of 12 thesis credits may be counted toward the required credits for program completion.

Item #	Title	Credits
ARTG-300	Thesis I	3
ARTG-301	Thesis II	3
ARTG-302	Thesis III	3
ARTG-303	Thesis IV	3
<b>Sub-Total Credits</b>		<b>12</b>



## Electives

\*Electives (Options: Select four (4), 3 credit courses from any studio course offerings under subject code ARTG outside area of concentration.)

Item #	Title	Credits
	Elective (Studio Course)	12
	<b>Sub-Total Credits</b>	<b>12</b>
	<b>Total credits:</b>	<b>60</b>

## Art - Design Concentration (MFA)

Type: MFA

### Required Studio or Related Areas Credits

\*Studio or Related Areas Credits (24crs required)

Item #	Title	Credits
ARTG-249	Advanced Typography	3
ARTG-251	Workshop: Advertising I	3
ARTG-252	Workshop: Advertising II	3
ARTG-253	Design Workshop	3
ARTG-306	Workshop: Publication/Magazine & News Design I	3
ARTG-255	Workshop: Problems in Illustration	3
ARTG-256	Design Seminar	3
ARTG-257	Graduate Internship/Apprenticeship in Design	3
	<b>Sub-Total Credits</b>	<b>24</b>

### Other Studies in Art Design (Art History) Credits Required:

\*Other Studies in Art Design (Art History) (12crs required)

Item #	Title	Credits
ARHI-287	African American Art II	3
ARHI-291	Contemporary African Art	3
ARHI-280	West African Art	3
ARHI-296	Sem:Independent Research Art History	3
	<b>Sub-Total Credits</b>	<b>12</b>

## Theses

\*Note: A maximum of 3 thesis credits may be taken per semester. In addition, a maximum of 12 thesis credits may be counted toward the required credits for program completion.

Item #	Title	Credits
ARTG-300	Thesis I	3
ARTG-301	Thesis II	3
ARTG-302	Thesis III	3
ARTG-303	Thesis IV	3
	<b>Sub-Total Credits</b>	<b>12</b>

Item #	Title	Credits
ARTG-213	Painting Workshop VI	3
ARTG-311	Design Workshop: Publication/Mag & News Design II	3
ARTG-314	Web Development & Interactive Media	3
ARTG-307	3D Modeling & Animation I	3
	<b>Sub-Total Credits</b>	<b>12</b>
	<b>Total credits:</b>	<b>60</b>

## Art - Electronic Studio Concentration (MFA)

**Type:** MFA

### Studio or Related Areas Credits Required

Item #	Title	Credits
ARTG-291	Multi Media I	3
ARTG-292	Multi Media II	3
ARTG-307	3D Modeling & Animation I	3
ARTG-308	3D Modeling & Animation II	3
ARTG-288	3D Animation	3
ARTG-314	Web Development & Interactive Media	3
ARTG-309	Digital Media & Multi Media App II	3
ARTG-294	Workshop Computer Graphics Design	3
	<b>Sub-Total Credits</b>	<b>24</b>

### Other Studies in Art Design (Art History) Credits Required:

Item #	Title	Credits
ARHI-286	African American Art I	3
ARHI-312	Contemporary Art	3
ARHI-280	West African Art	3
ARHI-289	Research in African Art	3
	<b>Sub-Total Credits</b>	<b>12</b>

## Theses

### Thesis I Credits Required

\*Note: A maximum of 3 thesis credits may be taken per semester. In addition, a maximum of 12 thesis credits may be counted toward the required credits for program completion.

Item #	Title	Credits
ARTG-300	Thesis I	3
ARTG-301	Thesis II	3
ARTG-302	Thesis III	3
ARTG-303	Thesis IV	3
	<b>Sub-Total Credits</b>	<b>12</b>

Item #	Title	Credits
ARTR-004	Drawing IV	3
ARTG-293	Independent Study I - Electronic Studio	3
ARTG-296	Independent Study II - Electronic Studio	3
<b>Sub-Total Credits</b>		<b>9</b>

## Electives

University Elective (Options: Courses level 200 and above)

<b>Sub-Total Credits</b>		<b>3</b>
<b>Total credits:</b>		<b>60</b>

## Art - Fashion Design Concentration (MFA)

Type: MFA

### First Semester Credits

\*Studio Elective (Options: Courses under subject codes FASH) (3 crs)

Item #	Title	Credits
ARTG-400	Graduate Fashion Studio I: Advanced Construction	3
ARTG-401	Graduate Fashion Studio II: Advanced Illustration	3
ARTG-402	Fashion, Art & Media	3
	Studio Elective (Options: Courses under subject code FASH)	3
ARTG-300	Thesis I	3
<b>Sub-Total Credits</b>		<b>15</b>

### Second Semester Credits

Item #	Title	Credits
ARTG-403	Graduate Fashion Studio III: Experimental Design	3
ARTG-406	Graduate Fashion Studio IV: Eco Fashion	3
ARTG-404	Fashioning the Body	3
ARTG-405	Studio Elective: Fashion Photography	3
ARTG-301	Thesis II	3
<b>Sub-Total Credits</b>		<b>15</b>

### Third Semester Credits

\*Studio Elective (Options: Courses under subject codes FASH) (3 crs)

Item #	Title	Credits
ARTG-407	Graduate Fashion Studio V: Fashion Design Workshop I	3
ARTG-408	Graduate Fashion Studio VIII: Textile Design	3
ARTG-409	Fashion History Seminar	3
	Studio Elective (Options: Courses under subject code FASH)	3
ARTG-302	Thesis III	3
<b>Sub-Total Credits</b>		<b>15</b>

## Fourth Semester Credits

\*Art History Elective (Options: Courses under subject code ARHI 200 and above) (3crs)

\*\*Studio Elective (Options: Courses under subject codes FASH) (3crs)

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ARTG-410	Independent Study I: Fashion Design	3
ARTG-411	Graduate Fashion Studio XII: Capstone	3
ARTG-303	Thesis IV	3
	Art History Elective	3
	Studio Elective (Options: Courses under subject code FASH)	3
	<b>Sub-Total Credits</b>	<b>15</b>
	<b>Total credits:</b>	<b>60</b>

## Art - Interior Design Concentration (MFA)

**Type:** MFA

### First Semester Credits

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ARTG-300	Thesis I	3
ARHI-286	African American Art I	3
ARTG-245	Social Design Workshop Studio	3
INTG-215	Interior Design Theory and Criticism	3
INTG-216	Graduate Interior Design III, Advanced Problems in Lighting	3
	<b>Sub-Total Credits</b>	<b>15</b>

### Second Semester Credits

\*Art History Elective (Options: Courses under subject code ARHI) (3crs)

\*\*Interior Design Studio Elective (Options: Courses under subject code INTG) (3crs)

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ARTG-301	Thesis II	3
	Art History Elective	3
INTG-205	Construction and Fabrication Studio	3
INTG-218	Graduate Interior Design IV, Commercial	3
	Interior Design Studio Elective	3
	<b>Sub-Total Credits</b>	<b>15</b>

## Third Semester Credits

\*Art History Elective (Options: Courses under subject code ARHI) (3crs)

\*\*Interior Design Studio Elective (Options: Courses under subject code INTG) (3 crs)

Item #	Title	Credits
ARTG-302	Thesis III	3
	Art History Elective	3
INTG-225	Portfolio Development & Review Studio	3
INTG-269	Practicum in Interior Design / Internship	3
	Interior Design Studio Elective	3
	<b>Sub-Total Credits</b>	<b>15</b>

## Fourth Semester Credits

\*Art History Elective (Options: Courses under subject code ARHI) (3 credits)

\*\*Graduate Design Studio Elective (Options: Studio courses under subject code ARTG) (6 credits)

Item #	Title	Credits
ARTG-303	Thesis IV	3
	Art History Elective	3
INTG-214	Interior Design Professional Practice	3
	Graduate Design Studio Elective	3
	Graduate Design Studio Elective	3
	<b>Sub-Total Credits</b>	<b>15</b>
	<b>Total credits:</b>	<b>60</b>

## Art - Interior Design Concentration (MFA) (3-YR with Pre professional Year)

Type: MFA

### First Semester Credits

Item #	Title	Credits
INTG-198	Environmental Factors and Spatial Analysis of Interiors	3
INTG-200	Drafting Interior Design Communication	3
INTG-206	CAD I	3
INTG-202	History of Interiors & Architecture	3
	<b>Sub-Total Credits</b>	<b>12</b>

### Second Semester Credits

Item #	Title	Credits
INTG-204	Construction & Codes of Interior Spaces	3
INTG-207	CAD II	3
INTG-209	Materials & Interior Specifications	3
INTG-210	Presentation & Rendering Techniques	3
INTG-203	Contemporary Interiors and Furnishings	3
	<b>Sub-Total Credits</b>	<b>15</b>

## Third Semester Credits

\*Art History Elective (Options: Courses under subject code ARHI) (3crs)

Item #	Title	Credits
ARTG-300	Thesis I	3
	Art History Elective	3
INTG-211	Graduate Interior Design I, Residential Design Studio	3
INTG-216	Graduate Interior Design III, Advanced Problems in Lighting	3
INTG-218	Graduate Interior Design IV, Commercial	3
	<b>Sub-Total Credits</b>	<b>15</b>

## Fourth Semester Credits

\*Art History Elective (Options: Courses under subject code ARHI) (3crs)

\*\*Interior Design Studio Elective (Options: Courses under subject code INTG) (3crs)

Item #	Title	Credits
ARTG-301	Thesis II	3
	Art History Elective	3
INTG-205	Construction and Fabrication Studio	3
INTG-217	Innovation and Inquiry	3
	Interior Design Studio Elective	3
	<b>Sub-Total Credits</b>	<b>15</b>

## Fifth Semester Credits

\*Interior Design Studio Elective (Options: Courses under subject code INTG) (3crs)

\*\*Graduate Studio Elective (Options: Studio courses under subject code ARTG) (3crs)

Item #	Title	Credits
ARTG-302	Thesis III	3
INTG-225	Portfolio Development & Review Studio	3
INTG-269	Practicum in Interior Design / Internship	3
	Interior Design Studio Elective	3
	Graduate Design Studio Elective	3
	<b>Sub-Total Credits</b>	<b>15</b>

## Sixth Semester Credits

\*Interior Design Studio Elective (Options: Courses under subject code INTG) (3crs)

\*\*Graduate Studio Elective (Options: Studio courses under subject code ARTG) (3crs)

Item #	Title	Credits
ARTG-303	Thesis IV	3
INTG-214	Interior Design Professional Practice	3
	Interior Design Studio Elective	3
	Graduate Design Studio Elective	3
	Graduate Design Studio Elective	3
	<b>Sub-Total Credits</b>	<b>15</b>

**Art - Painting Concentration (MFA)****Type:** MFA**Studio or Related Areas Credits Required**

Choose from options below (24crs total required)

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ARTG-201	Drawing Workshop I	3
ARTG-202	Drawing Workshop II	3
ARTG-206	Public Art Intermedia	3
ARTG-207	Social Painting II	3
ARTG-208	Painting Workshop I	3
ARTG-209	IS: Painting Workshop II	3
ARTG-210	Painting Workshop III	3
ARTG-211	Painting Workshop IV	3
ARTG-212	Painting Workshop V	3
ARTG-213	Painting Workshop VI	3
ARTG-214	Painting Workshop VII	3
ARTG-215	Time as Rhythm of Experience	3
ARTG-216	Painting Mixed Media	3
ARTG-217	Figure Painting Workshop	3
ARTG-218	Advanced Figure Painting	3
	<b>Sub-Total Credits</b>	<b>24</b>

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## Other Studies in Art Design (Art History) Credits Required:

Choose from options below (12crs total required)

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ARHI-267	Black Women in Visual Culture	3
ARHI-276	Topics in Art Criticism	3
ARHI-277	Art Historical Studies	3
ARHI-278	Trends Ideas African American Art	3
ARHI-279	Chinese Painting	3
ARHI-280	West African Art	3
ARHI-281	African Art History III	3
ARHI-282	Far Eastern Art	3
ARHI-283	Islamic Art	3
ARHI-284	Modern Art History I	3
ARHI-285	Modern Art History II	3
ARHI-286	African American Art I	3
ARHI-287	African American Art II	3
ARHI-288	Latin American & Caribbean Art	3
ARHI-289	Research in African Art	3
ARHI-290	Res in African American Art	3
ARHI-291	Contemporary African Art	3
ARHI-292	Topics in Art Criticism	3
ARHI-293	Problems in Contemporary African American Art	3
ARHI-294	Renaissance Art History	3
ARHI-295	Problems in Oriental Art	3
ARHI-296	Sem:Independent Research Art History	3
ARHI-297	Death Iconography	3
ARHI-298	The Expressionist Image	3
ARHI-299	Field Study Art History	3
	<b>Sub-Total Credits</b>	<b>12</b>

## Theses

\*Note: A maximum of 3 thesis credits may be taken per semester. In addition, a maximum of 12 thesis credits may be counted toward the required credits for program completion.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ARTG-300	Thesis I	3
ARTG-301	Thesis II	3
ARTG-302	Thesis III	3
ARTG-303	Thesis IV	3
	<b>Sub-Total Credits</b>	<b>12</b>



## Electives

\*Graduate Design Studio Electives (Options: Studio courses under subject code ARTG)

Item #	Title	Credits
	Graduate Design Studio Elective	3
	Graduate Design Studio Elective	3
	Graduate Design Studio Elective	3
	Graduate Design Studio Elective	3
	<b>Sub-Total Credits</b>	<b>12</b>
	<b>Total credits:</b>	<b>60</b>

## Art - Photography Concentration (MFA)

Type: MFA

### Studio or Related Areas Credits Required

Choose from options below (24crs total required)

Item #	Title	Credits
ARTG-220	Social Graphics I	3
ARTG-221	Social Graphics II	3
ARTG-222	Printmaking I	3
ARTG-223	Printmaking II	3
ARTG-224	Printmaking III	3
ARTG-225	Printmaking IV	3
ARTG-226	Relief Printmaking	3
ARTG-227	Printmaking Workshop V	3
ARTG-228	Independent Stu in Printmaking	3
ARTG-229	Independent Wkshp Printmaking	3
ARTG-230	Graduate Photo	3
ARTG-231	Graduate Photo	3
ARTG-232	Spec Project in Print & Photo	3
ARTG-233	Special Project in Photo	3
ARTG-234	Workshop in Photo	3
ARTG-235	Workshop in Photography	3
ARTG-236	Non-Silver Photography	3
ARTG-237	Digital Photography I	3
ARTG-238	Digital Photography II	3
ARTG-239	Digital Photo Printmaking	3
ARTG-240	IS: Photography	3
	<b>Sub-Total Credits</b>	<b>24</b>

## Other Studies in Art Design (Art History)

Choose from options below (12crs total required)

Item #	Title	Credits
ARHI-267	Black Women in Visual Culture	3
ARHI-276	Topics in Art Criticism	3
ARHI-277	Art Historical Studies	3
ARHI-278	Trends Ideas African American Art	3
ARHI-279	Chinese Painting	3
ARHI-280	West African Art	3
ARHI-281	African Art History III	3
ARHI-282	Far Eastern Art	3
ARHI-283	Islamic Art	3
ARHI-284	Modern Art History I	3
ARHI-285	Modern Art History II	3
ARHI-286	African American Art I	3
ARHI-287	African American Art II	3
ARHI-288	Latin American & Caribbean Art	3
ARHI-289	Research in African Art	3
ARHI-290	Res in African American Art	3
ARHI-291	Contemporary African Art	3
ARHI-292	Topics in Art Criticism	3
ARHI-293	Problems in Contemporary African American Art	3
ARHI-294	Renaissance Art History	3
ARHI-295	Problems in Oriental Art	3
ARHI-296	Sem:Independent Research Art History	3
ARHI-297	Death Iconography	3
ARHI-298	The Expressionist Image	3
ARHI-299	Field Study Art History	3
	<b>Sub-Total Credits</b>	<b>12</b>

## Theses

### Thesis I Credits Required (12crs)

\*Note: A maximum of 3 thesis credits may be taken per semester. In addition, a maximum of 12 thesis credits may be counted toward the required credits for program completion.

Item #	Title	Credits
ARTG-300	Thesis I	3
ARTG-301	Thesis II	3
ARTG-302	Thesis III	3
ARTG-303	Thesis IV	3
	<b>Sub-Total Credits</b>	<b>12</b>

## Electives

\*Graduate Design Studio Elective (Options: Studio courses under subject code ARTG)

Item #	Title	Credits
	Graduate Design Studio Elective	3
	Graduate Design Studio Elective	3
	Graduate Design Studio Elective	3
	Graduate Design Studio Elective	3
	<b>Sub-Total Credits</b>	<b>12</b>
	<b>Total credits:</b>	<b>60</b>

## Art - Sculpture Concentration (MFA)

Type: MFA

### Studio or Related Areas Credits Required

Choose from options below (24crs total required)

Item #	Title	Credits
ARTG-260	Social Sculpture	3
ARTG-261	Public Art Sculpture	3
ARTG-262	Social Sculpture II	3
ARTG-263	Sculpture Workshop I	3
ARTG-264	Sculpture Workshop II	3
ARTG-265	Sculpture Workshop III	3
ARTG-266	Sculpture Workshop IV	3
ARTG-267	Non-Trad Approach in Sculpture	3
ARTG-268	Non-Permanent Sculpture	3
ARTG-269	Installations Environments	3
	<b>Sub-Total Credits</b>	<b>24</b>

### Other Studies in African or African American Art/Design (Art History) Credits Required

Choose from options below (6crs total required)

Item #	Title	Credits
ARHI-267	Black Women in Visual Culture	3
ARHI-276	Topics in Art Criticism	3
ARHI-278	Trends Ideas African American Art	3
ARHI-280	West African Art	3
ARHI-286	African American Art I	3
ARHI-287	African American Art II	3
ARHI-281	African Art History III	3
ARHI-289	Research in African Art	3
ARHI-290	Res in African American Art	3
ARHI-293	Problems in Contemporary African American Art	3
ARHI-291	Contemporary African Art	3
	<b>Sub-Total Credits</b>	<b>6</b>

## Other Studies in Art/Design (Art History) Credits Required

Choose from options below (6crs total required)

Item #	Title	Credits
ARHI-279	Chinese Painting	3
ARHI-277	Art Historical Studies	3
ARHI-282	Far Eastern Art	3
ARHI-283	Islamic Art	3
ARHI-284	Modern Art History I	3
ARHI-285	Modern Art History II	3
ARHI-288	Latin American & Caribbean Art	3
ARHI-292	Topics in Art Criticism	3
ARHI-294	Renaissance Art History	3
ARHI-295	Problems in Oriental Art	3
ARHI-296	Sem:Independent Research Art History	3
ARHI-297	Death Iconography	3
ARHI-298	The Expressionist Image	3
ARHI-299	Field Study Art History	3
<b>Sub-Total Credits</b>		<b>6</b>

## Thesis

### Thesis I Credits Required

\*Note: A maximum of 3 thesis credits may be taken per semester. In addition, a maximum of 12 thesis credits may be counted toward the required credits for program completion.

Item #	Title	Credits
ARTG-300	Thesis I	3
ARTG-301	Thesis II	3
ARTG-302	Thesis III	3
ARTG-303	Thesis IV	3
<b>Sub-Total Credits</b>		<b>12</b>

## Electives

(Options: Select four (4), 3 credit courses from any studio course offerings under subject code ARTG outside area of concentration.)

Item #	Title	Credits
	Elective (Studio Course)	12
<b>Sub-Total Credits</b>		<b>12</b>
<b>Total credits:</b>		<b>60</b>

# Atmospheric Sciences

## Atmospheric Sciences (MS)

The Howard University Graduate Program in Atmospheric Science (HUPAS) is an advanced degree-granting interdisciplinary program offering the Master of Science and Doctor of Philosophy degrees in atmospheric

science. Established by the Howard University Board of Trustees in 1997, the Program is affiliated with the Departments of Chemistry, Mechanical Engineering and Physics and Astronomy. HUPAS is dedicated to preparing students from traditionally underrepresented groups for leadership careers in atmospheric science and related fields. HUPAS is aiding federal agencies such as NOAA and NASA, as well as industry and academia diversify this niche area of the workforce while engaging in leading research directly relevant to national security, commerce and environmental security. In a relatively short period of existence HUPAS has emerged as an exemplar in realizing Howard's mission by: delivering experiences of exceptional quality to students; helping to attract a cadre of strong, socially responsible scholars and educators; impacting diversity statistics on the national production of atmospheric scientists, and contributing to critical societal needs through research.

**Type:** MS

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
CHEG-291	Advanced Kinetics	3
CHEG-232	Environmental Chemistry	3
MATH-243	Dynamical Systems I	3
MATH-244	Dynamical Systems II	3
MATH-245	Methods of Applied Mathematics	3
MATH-240	Advanced Statistical Methods	3
PHYS-216	Mathematical Methods in Physics I	3
PHYS-217	Mathematical Methods in Physics II	3
PHYS-214	Electromagnetic Theory	3
PHYS-215	Electromagnetic Theory II	3
CHEG-228	Advanced Spectroscopy	3
MEEG-609	Computational Fluid Dynamics	3
MEEG-523	Radiation Heat Transfer	3
MEEG-509	Advanced Gas Dynamics	3
MEEG-611	Turbulence	3
CIEG-557	Advanced Hydrology	3
CIEG-502	Physical/Chemical Process for Water Treatment	3
<b>Total credits:</b>		<b>51</b>

## Atmospheric Sciences (PhD)

**Type:** PhD

\*Elective Course (Options: Courses under subject codes ATMS, HHPL, and MEEG; 3 credit classes only)

Item #	Title	Credits
ATMS-300	Intro to Atmospheric Sciences	3
ATMS-301	Current Topics in Atmospheric Sciences	1
ATMS-330	Atmospheric Chemistry I	3
ATMS-331	Atmospheric Chemistry II	3
ATMS-340	Atmospheric Dynamics I	3
ATMS-341	Atmospheric Dynamics II	3
ATMS-320	Atmospheric Physics I	3
ATMS-321	Atmospheric Physics II	3
ATMS-550	Atmospheric Radiation	3
ATMS-551	Atmospheric Radiation II	3
ATMS-570	Remote Sensing I	3
ATMS-670	Remote Sensing II	3
ATMS-571	Numerical Weather Prediction I	3
ATMS-572	Numerical Weather Prediction II	3
CHEM-297	Planetary Atmospheres	3
ATMS-523	Synoptic Meteorology	3
ATMS-530	Air Pollution Meteorology	3
ATMS-520	Climatology	3
ATMS-537	Advanced Laboratory and Instrumentation	3
MEEG-611	Turbulence	3
	Elective Course	3
ATMS-795	Ph D Res in Atmos Chemistry	5
ATMS-600	PhD Dissertation Research	6
	<b>Total credits:</b>	<b>72</b>

## Biblical Studies Religion

### Religion (DMin)

The Doctor of Ministry (D.Min.) program is designed for those who wish to engage in an advanced level of preparation for ministerial practice. It is not primarily designed for teaching and research, although effective ministry includes aspects of these disciplines. Its primary goal is the integration of theological and anthropological, missional, and contextual understandings in the context of responsible engagement in ministry. Accordingly, all candidates are expected to be engaged in and to have some experience in some acceptable forms of ministerial practice.

**Type:** DMin

## Required Courses

- BSNT-515 OR BSOT-515
- Note: Only one D.Min. Project Prep course can be taken per semester.

Item #	Title	Credits
BSNT-515	BSNT D.Min. Biblical Studies Seminar	3
BSOT-515	Biblical Studies Seminar	3
STMI-505	D.Min. Seminar I	3
THEO-535	Doctoral Studies in Theology	3
STMI-506	D.Min. Seminar II	3
STMI-522	Professional Ministry	3
THES-510	Doctor of Min. Research & Writing	3
STMI-507	D.Min. Seminar III	3
THES-500	D.Min. Project Prep I	1
THES-501	D.Min. Project Prep II	1
THES-502	D.Min. Project Prep III	1
<b>Sub-Total Credits</b>		<b>24</b>

## Electives for Concentration

Options: Courses under subject codes BSNT and BSOT

<b>Sub-Total Credits</b>	<b>15</b>
<b>Total credits:</b>	<b>39</b>

## Religion (MDiv)

The Master of Divinity (MDiv) degree program is designed to prepare persons for the ministry of the church as pastors and in related fields, including chaplaincies, Christian education, and staff positions within denominations. The Master of Divinity degree is the basic professional degree for clergy.

**Type:** MDiv

## Required Courses

- STMI-222 OR a Course in Social Work (Options: Courses under subject code SWPS)
- THEO-221 OR STMI-230
- STMI-210 OR BSOT-535 OR Business Administration Course (Options: Courses under subject code XXX, GACC-XXX, or GFIN-XXX)
- STMI-370 OR STMI-363
- STMI-413

Item #	Title	Credits
BSOT-205	OT/Hebrew Bible I	3
BSNT-230	New Testament Critical Introduction	3
HISU-205	History of Christianity Survey	3
FDSM-220	Intro to Theological Writing	3
BSOT-210	OT/Hebrew Bible II	3
BSNT-200	New Testament	3
SCRL-220	World Religions	3
FDSM-213	Spiritual Formation and Min. Leadership	3
STMI-221	Pastoral Care: Introduction	3
STMI-345	Field Education I	3
THEO-305	Systematic Theology I	3
HISU-220	History of Black Church	3
STMI-222	Pastoral Care: Practicum	3
STMI-350	Field Education II	3
THEO-310	Systemic Theology II	3
STMI-213	Preaching	3
THEO-221	History and Philosophy of Religious	3
STMI-230	Education or Minister as Educator	3
DICO-303	Ethics	3
STMI-321	Prophetic Ministry	3
FDSM-465	Senior Coloquy	3
STMI-210	Church Leadership and Administration	3
BSOT-535	Management Control Nonprofit	3
STMI-370	Liturgy: Intro Church and Worship	3
STMI-363	The Organ: Instrument of Worship	3
STMI-413	Worship in Pent. Traditions	3
<b>Sub-Total Credits</b>		<b>66</b>

## Islamic Studies Course Options

Choose from the options below.

Item #	Title	Credits
	Islamic Studies Course Options	3
<b>Sub-Total Credits</b>		<b>3</b>

## Electives

Options: Courses level 200 and above with advisor/program approval.

<b>Sub-Total Credits</b>		<b>9</b>
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## Thesis

THES-385 OR Options: Courses level 200 and above with advisor/program approval)

<b>Sub-Total Credits</b>	<b>3</b>
<b>Total credits:</b>	<b>81</b>

# Biochemistry

## Biochemistry (PhD)

The Department of Biochemistry and Molecular Biology offers the Doctor of Philosophy degree in Biochemistry. Additionally, the department considers applications for the M.D., Ph.D. combined degree program. The primary objective of the Ph.D. program is to prepare candidates for research and teaching careers. The first few semesters are devoted primarily to core course work designed to give the student a broad background in the fundamental theories and techniques of biochemistry. During this time, the student gains exposure to methods for the solution of research problems by working in the laboratories of various faculty members. During the remaining part of the programs, students become increasingly involved in laboratory research and in the critical analysis of biochemical literature. Emphasis is placed on giving candidates rigorous standards of scholarship and critical attitudes toward the solution of research problems. A broad range of research interests exists within the department. An active seminar program conducted by visiting scientists gives students and faculty opportunities to broaden their outlook on current scientific problems.

**Type:** PhD

## Core Biochemistry Credits Required

\*Note: BIOC-201 Seminar in Biochemistry (a total of 5 credit hours of the seminar course must be completed = 5 semester enrollment). The content of each course will be changed based on current research in biochemistry.

\*\*Choose from options below (38 crs Total Required)

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
BIOC-170	General Biochemistry	7
BIOC-203	Biochemistry Laboratory	3
BIOC-211	Orientation to Research	3
BIOC-201	Seminar in Biochemistry	1-5
BIOC-240	Enzymology	3
BIOC-270	Molecular Biology	3
BIOC-272	Metabolic Regulation	3
BIOC-208	Protein Structure and Function	3
BIOC-101	General Biochemistry	4
	<b>Sub-Total Credits</b>	<b>38</b>

## Advanced Biochemistry Credits Required

\*Choose from options below (3crs Total Required)

Item #	Title	Credits
CHEM-231	Advanced Analytical Chemistry	3
CHEM-243	Advanced Organic Chemistry	3
CHEM-278	Advanced Physical Chemistry I	3
<b>Sub-Total Credits</b>		<b>3</b>

## Statistics Course

Item #	Title	Credits
BIOG-430	Biostatistics Lec/Lab	4
<b>Sub-Total Credits</b>		<b>4</b>

## Electives

\*Electives (Options: Courses under subject codes BIOC, CHEM, or BIOL level 200 or above)

Item #	Title	Credits
	Elective Course - Biochem.	9
<b>Sub-Total Credits</b>		<b>9</b>

## Research & Dissertation

\*Research Courses - Only one research course can be taken per semester; A maximum of 9 PhD Research credits may be taken per semester. In addition, a maximum of 18 PhD Research credits may be counted toward the 72 required for program completion.

\*\*Dissertation- Nine credit hours may be awarded per semester for this course. A maximum of nine credit hours may be counted toward the 72 needed for program completion; Only one dissertation course can be taken per semester.

Item #	Title	Credits
BIOC-300	Research for PhD Candidates	1-9
BIOC-205	Directed Research	1-9
<b>Sub-Total Credits</b>		<b>18</b>
<b>Total credits:</b>		<b>72</b>

# Biology (Grad)

## Biology (MS)

The Department of Biology offers a graduate program that leads to the Doctor of Philosophy degree in two major areas of concentration: 1) Cell and Molecular Biology (CMB) and 2) Ecological, Environmental and Systematic Biology (EESB). CMB offers specialization in immunology, cell biology, molecular biology, genetics, neurobiology, physiology, developmental biology, microbiology and bioinformatics, while EESB offers specialization in ecology, evolutionary biology, environmental biology, conservation biology, and organismal biology.

**Type:** MS

## Core Course Credits

\*All candidates for M.S. degree are required to take two out of the four listed core courses prior to applying for candidacy. M.S. students must take either Biochemistry or Molecular Biology of the Cell, and then either Ecological and Environmental Biology or Evolutionary and Systematic Biology.

\*\*Note these are the minimum credit hours required in each area to meet the M.S. degree requirement, however most students will end up having significantly more research and dissertation credit hours than the minimum listed above.

Item #	Title	Credits
	BIOC-101 or CHEM-151	3-4
BIOG-532	Molecular Biology of the Cell	4
BIOG-533	Ecological and Environmental Biology	4
BIOG-534	Evolutionary and Systematic Biology	4
	<b>Sub-Total Credits</b>	<b>7</b>

## Elective Courses

Elective Course (Options: Courses under subject code BIOG at level 300 and above may be used to satisfy degree requirement).

	<b>Sub-Total Credits</b>	<b>8</b>
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## Graduate Seminar 1

Graduate Seminar I\* Note: Only one seminar course can be taken per semester

Item #	Title	Credits
BIOG-500	Graduate Seminar I	1
	<b>Sub-Total Credits</b>	<b>1</b>

## Graduate Seminar II

Graduate Seminar II\* Note: Only one seminar course can be taken per semester.

Item #	Title	Credits
BIOG-501	Graduate Seminar II	1
BIOG-200	Biological Writing Course	1
	<b>Sub-Total Credits</b>	<b>2</b>

## MS Research

MS Research\*Note: A maximum of 6 thesis research credits may be taken per semester. In addition, a maximum of 6 thesis research credits may be counted toward the required credits for program completion

\* Note these are the minimum credit hours required in each area to meet the M.S. degree requirement, however most students will end up having significantly more research and dissertation credit hours than the minimum listed above.

Item #	Title	Credits
BIOG-599	MS Research	1-6
	<b>Sub-Total Credits</b>	<b>6</b>

## MS Thesis

MS Thesis Note: A maximum of 6 thesis credits may be taken per semester. In addition, a maximum of 6 thesis credits may be counted toward the required credits for program completion.

\* Note these are the minimum credit hours required in each area to meet the M.S. degree requirement, however most students will end up having significantly more research and dissertation credit hours than the minimum listed above.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
BIOG-600	MS Thesis	1-6
	<b>Sub-Total Credits</b>	<b>6</b>
	<b>Total credits:</b>	<b>30</b>

## Biology (PhD)

**Type:** PhD

### Core Course Credits Required

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
BIOG-549	Biochemistry	3
BIOG-532	Molecular Biology of the Cell	4
BIOG-533	Ecological and Environmental Biology	4
BIOG-534	Evolutionary and Systematic Biology	4
	<b>Sub-Total Credits</b>	<b>15</b>

## Electives

Elective Courses (Options: Courses under subject code BIOC, CHEM, and PHYS level 200 and above)

	<b>Sub-Total Credits</b>	<b>37</b>
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## Graduate Seminar 1

Graduate Seminar I \*Note: Only one seminar course can be taken per semester.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
BIOG-500	Graduate Seminar I	1
	<b>Sub-Total Credits</b>	<b>1</b>

## Graduate Seminar II

Graduate Seminar II \* Note: Only one seminar course can be taken per semester.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
BIOG-501	Graduate Seminar II	1
	<b>Sub-Total Credits</b>	<b>1</b>

## PhD Research

PhD Research \* Note: A maximum of 6 credits may be taken per semester for this course. In addition, a maximum of 6 course credits may be counted toward the 72 required for program completion.

Item #	Title	Credits
BIOG-699	PhD Research	6
<b>Sub-Total Credits</b>		<b>6</b>

## PhD Dissertation

PhD Dissertation \* Note: A maximum of 12 credits may be taken per semester for this course. In addition, a maximum of 12 course credits may be counted toward the 72 required for program completion.

Item #	Title	Credits
BIOG-700	PhD Dissertation	1-12
<b>Sub-Total Credits</b>		<b>12</b>
<b>Total credits:</b>		<b>72</b>

# Business Administration

## Business Administration (EMBA)

The MBA program teaches students to lead and manage business operations using innovative strategies to solve problems nationally and internationally. Students will have an opportunity to contribute their diverse perspectives to the business world, creating a truly global education. The online MBA program offers the same high-quality content of our full-time campus program to students who need a flexible option to accommodate their lifestyle. Designed and instructed by our award-winning staff, the MBA curriculum will give you the skills to develop cross-cultural global business strategies that will prepare you to integrate and synthesize information from all business disciplines. Students will analyze ethical management, problem-solving, and decision-making. Our applied approach ensures that you understand how to lead, manage, and network in real-world business settings.

**Type:** EMBA

Item #	Title	Credits
XMGT-500	Organizational Behavior and Leadership	3
XMKT-500	Marketing Strategy	3
XACC-500	Accounting for Executives	3
XECN-500	Applied Economics for Executives	3
XENT-520	Entrepreneurship	3
XIST-500	Managing Technology and Innovation	3
XMGT-599	Management Consulting	3
XFIN-500	Financial Management	3
XCOM-500	Strategic Communications	3
XIST-501	Management Statistics and Data Analysis	3
XIST-502	Creating Value through Supply Chain	3
XLAW-500	Legal and Ethical issues in Business	3
XINB-500	Managing the Global Business	3
XMGT-590	Strategic Management Capstone	3
<b>Total credits:</b>		<b>42</b>

## Business Administration (MBA)

Type: MBA

### Required Credits from Core Classes

Item #	Title	Credits
GACC-500	Financial Accounting	3
GFIN 500	Financial Management	3
GMGT-500	Organizational Management	3
GMKT-500	Marketing Management	3
GIST-501	Statistics & Business Analytics	3
GIST-502	Production / Operations Research	3
GIST-500	Principals of Information Systems	3
GACC-501	Management Accounting	3
GIST-502	Production / Operations Research	3
GEEN-503	Economics for Global Business	3
GIST-509	Project Management	3
<b>Sub-Total Credits</b>		<b>33</b>

### Required Credits from Elective Classes:

Item #	Title	Credits
GENT-520	Entrepreneurship	3
GIST-503	Information System	3
GINB-500	International Business	3
GMKT-501	Marketing	3
GSCM-501	Procurement Management	3
<b>Sub-Total Credits</b>		<b>15</b>
<b>Total credits:</b>		<b>48</b>

# Chemical Engineering

## Chemical Engineering (MS)

As the first predominantly Black university to offer the Ph.D. degree in chemistry, Howard has produced more African American chemists than any other chemistry department in the world and has one of the largest chemistry departments in the District of Columbia.

The Chemistry Department was preeminent in stimulating the transition of Howard from a small private undergraduate college to a large private university. Chemistry first offered the M.S. degree in chemistry in 1923, before there was a Graduate School at the University. Chemistry became the first department to award the Ph.D. degree at the University, in 1958.

An incoming graduate students should have the necessary undergraduate pre-requisite courses to do the Advanced Fundamentals in Chemical Engineering courses. An incoming student with an undergraduate Chemical Engineering major has typically taken these pre-requisite courses. If the student does not have an undergraduate Chemical Engineering degree, he/she will be admitted as a provisional student with the provision to complete pre-requisite courses prior to being permitted to enroll in the advanced core chemical engineering courses. A course plan will be presented to such a candidate at the time of admission, along with an estimated time at which the student will be eligible to declare candidacy and take thesis credits.

To take core and elective courses, a student only requires instructor's permission. For elective courses offered by other STEM departments, the student will follow the course prerequisites prescribed by the respective departments and instructors.

\*Note: Students are expected to register for Graduate Seminar each semester during their tenure in our program

**Type:** MS

### Required Core Course Credits

Item #	Title	Credits
CHEG-501	Advanced Transport	3
CHEG-502	Advanced Thermodynamics	3
	CHEG-504 or PHYS-216	3
CHEG-505	Advanced Chemical Eng. Reactions	3
CHEG-601	Graduate Research	1
CHEG-602	Graduate Research	2
CHEG-801	Graduate Seminar I	1
	<b>Sub-Total Credits</b>	<b>16</b>

### Electives

Elective Course (Options: Courses under subject codes CHEG or courses in other disciplines in consultation with advisor)

	<b>Sub-Total Credits</b>	<b>9</b>
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### Theses

\* Note: A maximum of 3 thesis credits may be taken per semester. In addition, a maximum of 6 thesis credits may be counted toward the required credits for program completion. Six hours must be taken through the program to meet degree requirements.

Item #	Title	Credits
CHEG-701	MS Thesis I	1-3
CHEG-702	MS Thesis II	1-3
	<b>Sub-Total Credits</b>	<b>6</b>
	<b>Total credits:</b>	<b>31</b>

## Chemistry

### Chemistry (MS)

As the first predominantly Black university to offer the Ph.D. degree in chemistry, Howard has produced more African American chemists than any other chemistry department in the world and has one of the largest chemistry departments in the District of Columbia.

The Chemistry Department was preeminent in stimulating the transition of Howard from a small private undergraduate college to a large private university. Chemistry first offered the M.S. degree in chemistry in 1923, before there was a Graduate School at the University. Chemistry became the first department to award the Ph.D. degree at the University, in 1958.

**Type:** MS

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
CHEM-201	Inorganic Chemistry	3
CHEM-231	Advanced Analytical Chemistry	3
CHEM-243	Advanced Organic Chemistry	3
CHEM-278	Advanced Physical Chemistry I	3
CHEM-279	Advanced Physical Chemistry II	3
<b>Sub-Total Credits</b>		<b>15</b>

## Elective Courses

\*Elective Courses

Elective Options: All students must take a graduate-level Professional Development Course and (at least) two graduate courses outside of their chemistry division. These courses may be from Chemistry (subject code CHEM) or other departments such as Pharmacy (subject code PHSC), Physics (subject code PHYS), Engineering (subject codes CHEG, EECE, or CIEG), Biology (subject code BIOG), or related disciplines. **These courses must be chosen in discussion with a student's graduate advisor.**

<b>Sub-Total Credits</b>	<b>15</b>
<b>Total credits:</b>	<b>30</b>

## Chemistry (PhD)

**Type:** PhD

### Required Courses

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
CHEM-201	Inorganic Chemistry	3
CHEM-231	Advanced Analytical Chemistry	3
CHEM-243	Advanced Organic Chemistry	3
CHEM-278	Advanced Physical Chemistry I	3
CHEM-279	Advanced Physical Chemistry II	3
<b>Sub-Total Credits</b>		<b>15</b>

## Elective Courses

\*Elective Courses

Elective Options: All students must take a graduate-level Professional Development Course and (at least) two graduate courses outside of their chemistry division. These courses may be from Chemistry (subject code CHEM) or other departments such as Pharmacy (subject code PHSC), Physics (subject code PHYS), Engineering (subject code CHEG, EECE, or CIEG), Biology (subject code BIOG), or related disciplines. **These courses must be chosen in discussion with a student's graduate advisor.**

<b>Sub-Total Credits</b>	<b>47</b>
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## PhD Research Course Options:

\*Choose from the options below (1 crs required)

Item #	Title	Credits
CHEM-411	Research in Inorganic Chemistry	1
CHEM-421	Research in Analytical Chemistry	1
CHEM-441	Research in Organic Chemistry	1
CHEM-451	Research in Biochemistry	1
CHEM-471	Research in Physical Chemistry	1
<b>Sub-Total Credits</b>		<b>1</b>

## PhD Dissertation

\*PhD Dissertation

Note: A maximum of 9 dissertation credits may be taken per semester. In addition, a maximum of 9 dissertation credits may be counted toward the 72 required for program completion.

Item #	Title	Credits
CHEM-600	PhD Dissertation	1-9
<b>Sub-Total Credits</b>		<b>9</b>
<b>Total credits:</b>		<b>72</b>

# Civil Engineering

## Civil Engineering (MEng)

The Department of Civil and Environmental Engineering (CEE) offers a Doctor of Philosophy degree in civil engineering. The graduate program within the CEE Department is comprised of four sub-disciplines. Each entering graduate student must be accepted into a particular sub-discipline. The sub-disciplines are: Environmental and Water Resources Engineering, Structural and Earthquake Engineering, Transportation Engineering, and Geotechnical Engineering.

**Type:** MEng

Item #	Title	Credits
CIEG-511	Environmental Chemistry	3
BIOL-424	Environmental Microbiology	3
CIEG-502	Physical/Chemical Process for Water Treatment	3
CIEG-501	Environmental Biological Processes	3
CIEG-557	Advanced Hydrology	3
CHEG-412	Transport Phenomena	3
CUGW CE-6505	Environmental Impact Assessment	3
CUGW CE-6509	Introduction to Hazardous Waste	3
CIEG-553	Environmental Engineering Project Research	3
CIEG-561	Master Thesis	3
<b>Total credits:</b>		<b>30</b>

## Civil Engineering (PhD) - Environmental Engineering Concentration

\* Note: Courses with Subject Codes CUGW are offered by George Washington University through the university consortium.

**Type:** PhD

### Core Courses

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
	CIEG-511 or CUGW-CE6501	3
BIOL-424	Environmental Microbiology	3
	CIEG-502 or CUGW-CE6502	3
CIEG-501	Environmental Biological Processes	3
CIEG-557	Advanced Hydrology	3
CHEG-412	Transport Phenomena	3
	<b>Sub-Total Credits</b>	<b>18</b>

### Major Courses (Electives)

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
CUGW CE-6505	Environmental Impact Assessment	3
CUGW CE-6509	Introduction to Hazardous Waste	3
CUGW CE-6601	Open Channel Flow	3
CHEM-251	General Biochemistry	3
CIEG-553	Environmental Engineering Project Research	3
CIEG-626	Advanced Research in Environmental Engineering	3
	<b>Sub-Total Credits</b>	<b>18</b>

### Dissertation Research

\*CIEG-608 Civil & Environmental Engineering Dissertation Research

Note: A maximum of 9 Dissertation Research credits may be taken per semester. In addition, a maximum of 9 Dissertation Research credits may be counted toward the 72 required for program completion.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
CIEG-608	Civil & Environmental Engineering Dissertation Research	9
	<b>Sub-Total Credits</b>	<b>9</b>

## Additional Courses

Transferred courses from MS or ME or 8 additional Electives (3 Credits Each; See Electives List Below).

\* Note: Courses with Subject Codes CUGW are offered by George Washington University through the university consortium.

Item #	Title	Credits
CIEG-511	Environmental Chemistry	3
BIOL-424	Environmental Microbiology	3
CIEG-502	Physical/Chemical Process for Water Treatment	3
CIEG-501	Environmental Biological Processes	3
CIEG-557	Advanced Hydrology	3
CHEG-412	Transport Phenomena	3
CHEG-412	Transport Phenomena	3
CUGW CE-6505	Environmental Impact Assessment	3
CUGW CE-6509	Introduction to Hazardous Waste	3
CUGW CE-6601	Open Channel Flow	3
CHEM-251	General Biochemistry	3
BIOG-415	Molecular Genetics	3
	<b>Sub-Total Credits</b>	<b>27</b>
	<b>Total credits:</b>	<b>72</b>

## Civil Engineering (PhD) - Geotechnical Engineering Concentration

\* Note: Courses with Subject Codes ENCE and CEIE are offered by the University of Maryland and George Mason University through the university consortium.

**Type:** PhD

### Core Courses

Item #	Title	Credits
CIEG-514	Finite Element Analysis	3
CIEG-600	Advanced Soil Mechanics	3
CIEG-603	Advanced Foundation Engineering	3
ENCE-741	(UMD) Earth Retaining Structures	3
CEIE-634	(GMU) Geoenvironmental Design	3
	<b>Sub-Total Credits</b>	<b>15</b>

### Major Courses (Electives)

Item #	Title	Credits
CIEG-605	Research Methods	3
CIEG-614	Special Topics in Geotechnical Engineering I	3
CIEG-615	Special Topics in Geotechnical Engineering II	3
CIEG-616	Advanced Optimization	3
	PHYS 216/217	3
ENCE-743	(UMD) Soil Dynamics and Earthquake Engineering	3
ENCE-647	(UMD) Slope Stability and Seepage	3
	<b>Sub-Total Credits</b>	<b>21</b>

## Dissertation Research

\*CIEG-608 Civil & Environmental Engineering Dissertation Research

Note: A maximum of 9 Dissertation Research credits may be taken per semester. In addition, a maximum of 9 Dissertation Research credits may be counted toward the 72 required for program completion.

Item #	Title	Credits
CIEG-608	Civil & Environmental Engineering Dissertation Research	9
<b>Sub-Total Credits</b>		<b>9</b>

## Additional Courses

Transferred courses from MS or ME or 8 additional Electives (3 Credits Each; See Electives List Below).

\* Note: Courses with Subject Codes CUGW are offered by George Washington University through the university consortium.

Item #	Title	Credits
CIEG-511	Environmental Chemistry	3
BIOL-424	Environmental Microbiology	3
CIEG-502	Physical/Chemical Process for Water Treatment	3
CIEG-501	Environmental Biological Processes	3
CIEG-557	Advanced Hydrology	3
CHEG-412	Transport Phenomena	3
CUGW CE-6505	Environmental Impact Assessment	3
CUGW CE-6509	Introduction to Hazardous Waste	3
CUGW CE-6601	Open Channel Flow	3
CHEM-251	General Biochemistry	3
BIOG-415	Molecular Genetics	3
<b>Sub-Total Credits</b>		<b>27</b>
<b>Total credits:</b>		<b>72</b>

## Civil Engineering (PhD) - Structures and Earthquake Engineering Concentration

\* Note: Courses with Subject Codes CUGW are offered by George Washington University through the university consortium.

**Type:** PhD

### Core Courses

Item #	Title	Credits
CIEG-513	Matrix Structural Analysis	3
CIEG-514	Finite Element Analysis	3
CUGW CE-6301	Advanced Reinforced Concrete Design	3
CUGW CE-6320	Design of Metal Structures	3
CIEG-555	Structures Research Project	3
<b>Sub-Total Credits</b>		<b>15</b>

## Major Courses (Electives)

Item #	Title	Credits
CIEG-529	Introduction to Structural Protective Systems	3
CIEG-500	Special Topics in Structures	3
CIEG-603	Advanced Foundation Engineering	3
CUGW CE-6340	Structural Dynamics	3
CUGW CE-6302	Pre-stressed Concrete Structures	3
CIEG-509	Structures Research Project II	3
CIEG-622	Earthquake Engineering Research I	3
	<b>Sub-Total Credits</b>	<b>21</b>

## Dissertation Research

\*CIEG-608 Civil & Environmental Engineering Dissertation Research

Note: A maximum of 9 Dissertation Research credits may be taken per semester. In addition, a maximum of 9 Dissertation Research credits may be counted toward the 72 required for program completion.

Item #	Title	Credits
CIEG-608	Civil & Environmental Engineering Dissertation Research	9
	<b>Sub-Total Credits</b>	<b>9</b>

## Additional Courses

Transferred courses from MS or ME or 8 additional Electives (3 Credits Each; See Electives List Below).

\* Note: Courses with Subject Codes CUGW are offered by George Washington University through the university consortium.

Item #	Title	Credits
CIEG-511	Environmental Chemistry	3
BIOL-424	Environmental Microbiology	3
CIEG-502	Physical/Chemical Process for Water Treatment	3
CIEG-501	Environmental Biological Processes	3
CIEG-557	Advanced Hydrology	3
CHEG-412	Transport Phenomena	3
CUGW CE-6505	Environmental Impact Assessment	3
CUGW CE-6509	Introduction to Hazardous Waste	3
CUGW CE-6601	Open Channel Flow	3
CHEM-251	General Biochemistry	3
BIOG-415	Molecular Genetics	3
	<b>Sub-Total Credits</b>	<b>27</b>
	<b>Total credits:</b>	<b>72</b>

## Civil Engineering (PhD) - Transportation Engineering Concentration

Type: PhD

## Core Courses

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
CIEG-579	Advanced Traffic Engineering	3
CIEG-507	Traffic Flow Theory	3
CIEG-504	Intelligent Transportation Systems	3
CIEG-466	Traffic Engineering II	3
CIEG-544	Transportation Engineering Research	3
<b>Sub-Total Credits</b>		<b>15</b>

## Major Courses (Electives)

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
CIEG-620	Transportation Systems Modeling and Analysis	3
CIEG-619	Urban Transit Planning	3
CIEG-567	Construction Project Management	3
CIEG-618	Transportation Engineering Project	3
EECE-502	Engineering Analysis A	3
HUDE-400	Intermediate Statistics	3
HUDE-500	Advanced Statistics	3
<b>Sub-Total Credits</b>		<b>21</b>

## Dissertation Research

\*CIEG-608 Civil & Environmental Engineering Dissertation Research

Note: A maximum of 9 Dissertation Research credits may be taken per semester. In addition, a maximum of 9 Dissertation Research credits may be counted toward the 72 required for program completion.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
CIEG-608	Civil & Environmental Engineering Dissertation Research	9
<b>Sub-Total Credits</b>		<b>9</b>

## Additional Courses

Transferred courses from MS or ME or 8 additional Electives (3 Credits Each; See Electives List Below).

\* Note: Courses with Subject Codes CUGW are offered by George Washington University through the university consortium.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
CIEG-511	Environmental Chemistry	3
BIOL-424	Environmental Microbiology	3
CIEG-502	Physical/Chemical Process for Water Treatment	3
CIEG-501	Environmental Biological Processes	3
CIEG-557	Advanced Hydrology	3
CHEG-412	Transport Phenomena	3
CUGW CE-6505	Environmental Impact Assessment	3
CUGW CE-6509	Introduction to Hazardous Waste	3
CUGW CE-6601	Open Channel Flow	3
CHEM-251	General Biochemistry	3
BIOG-415	Molecular Genetics	3
	<b>Sub-Total Credits</b>	<b>27</b>
	<b>Total credits:</b>	<b>72</b>

## Communication Culture And Media Studies

Communication Science & Disorders (MS)

**Type:** MS

Item #	Title	Credits
COSD-577	Differential Diagnosis	3
COSD-563	Phonological Disturbances	3
COSD-559	School Age Language Disorders	3
COSD-561	Neurogenic Language Disorders	3
COSD-531	Clinical Practicum I	3
COSD-567	Neurogenic Speech Disorders	3
COSD-573	Stuttering	3
COSD-608	Applied Sociolinguistics	3
COSD-532	Clinical Practicum II	3
COSD-560	Early Intervention	2
COSD-468	Aural Rehabilitation	3
COSD-533	Clinical Practicum III	4
PSYC-207	Statistics I	3
COSD-571	Voice Disorders	2
COSD-691	Research I	3
COSD-534	Clinical Practicum IV	3
COSD-564	Introduction to Augmentative and Alternative Communication (AAC)	2
COSD-570	Dysphagia	2
COSD-594	Research II	3
COSD-535	Clinical Practicum V	3
COSD-611	Praxis Review	1
COSD-586	Private Practice & Admin	3
COSD-566	Language & Literacy	2
COSD-262	Speech & Hearing Science	3
COSD-362	Intro to Fluency & Voice	3
COSD-469	Teaching Methods	3
COSD-467	Test and Measurements	3
	<b>Total credits:</b>	<b>75</b>

## Communication, Culture & Media Studies (PhD)

The curriculum in Communication, Culture and Media Studies (CCMS) is designed to train scholars and academic leaders to contribute to interdisciplinary research in communication with a particular emphasis on multicultural and mediated communication. The program offers core competencies in research strategies (qualitative, quantitative, and critical), theory and methodology. The program also responds to the university's historical mission to advance African Americans and other underserved communities by emphasizing multiculturalism, global issues and social justice concerns in its curriculum. Applicants to the CCMS program must possess a master's degree by the time they enter the program.

Please choose a track from the following options:

- Media and Cultural Studies (15 crs)
- Technology, Policy, and Society (15 crs)
- Health Communication (15 crs)

**Type:** PhD



## Core Course Credits Required

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
CCMS-700	Pro Seminar in Communication Theory and Research	3
CCMS-750	Theory & Research Foundations	3
CCMS-701	Quantitative Research Methodology	3
CCMS-702	Qualitative Research Methodology	3
CCMS-703	Critical Studies Research Methodology	3
CCMS-705	African-American Issues in Communication	3
	<b>Sub-Total Credits</b>	<b>18</b>

## Advanced Research Credit Required

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
CCMS-706	Field Research in Communication	3
CCMS-713	Critical Discourse Analysis	3
CCMS-716	Advanced Quantitative Design	3
CCMS-719	Advanced Qualitative Communication Design and Analysis	3
CCMS-725	Historical Methods in Communication	3
	<b>Sub-Total Credits</b>	<b>3</b>

## Media & Cultural Studies Track Credits Required

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
CCMS-708	Race, Culture and Social Justice	3
CCMS-710 (advanced)	Communication Theory	3
CCMS-712	Seminar in Social Media, Culture and Communication	3
CCMS-714	Communication & the Black Diaspora	3
CCMS-717	Seminar in Media Psychology	3
CCMS-722	Political Communication & Public Opinion	3
CCMS-725	Historical Methods in Communication	3
CCMS-726	Intercultural Communication	3
CCMS-752	Mass Communication Effects	3
CCMS-753	Mass Communication Policy & Administration	3
CCMS-755	Communication & Popular Culture	3
CCMS-757	International Communication	3
CCMS-773	Gender & Media	3
CCMS-787	Topical Seminar	3
CCMS-790	Independent Study	3
CCMS-791	Independent Study	3
CCMS-792	Independent Study	3
	<b>Sub-Total Credits</b>	<b>15</b>

## Technology, Policy & Society Track Credits Required

Item #	Title	Credits
CCMS-707	Seminar in Gender Issues in Media Management and Ownership	3
CCMS-712	Seminar in Social Media, Culture and Communication	3
CCMS-722	Political Communication & Public Opinion	3
CCMS-724	Communication Leadership & Diversity	3
CCMS-727	Technology in Health Communication	3
CCMS-731	Inequality in the Information Society	3
CCMS-753	Mass Communication Policy & Administration	3
CCMS-759	Internet & Society	3
CCMS-773	Gender & Media	3
CCMS-787	Topical Seminar	3
CCMS-790	Independent Study	3
CCMS-791	Independent Study	3
CCMS-792	Independent Study	3
<b>Sub-Total Credits</b>		<b>15</b>

## Health Communication Track Credits Required

Item #	Title	Credits
CCMS-709	Community and Public Health	3
CCMS-714	Communication & the Black Diaspora	3
CCMS-718	Health Communication & Culture	3
CCMS-726	Intercultural Communication	3
CCMS-727	Technology in Health Communication	3
CCMS-728	Health Communication in the African American Community	3
CCMS-730 (advanced)	Health Communication	3
CCMS-740	Global Health Communication	3
CCMS-787	Topical Seminar	3
CCMS-790	Independent Study	3
CCMS-791	Independent Study	3
CCMS-792	Independent Study	3
<b>Sub-Total Credits</b>		<b>15</b>

## Electives

Electives (Options: Courses under subject code CCMS that are not included in student's selected track courses).

**Sub-Total Credits** **24**

## Dissertation

Item #	Title	Credits
CCMS-770	Dissertation Proposal Writing	3
CCMS-771	Dissertation Proposal Writing	3
CCMS-772	Dissertation Proposal Writing	3
CCMS-796	Dissertation	3
CCMS-797	Dissertation	3
CCMS-798	Dissertation	3
CCMS-799	Dissertation	1
<b>Sub-Total Credits</b>		<b>12</b>

## Communication Science & Disorders (PhD)

\*Please note that a graduate degree in Communication Sciences or Speech Pathology is required to pursue the Ph.D. program.

\*\*Pathology is required to pursue the Ph.D. program.

**Type:** PhD

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
COSD-701	Experimental Research	3
COSD-703	Advanced Seminar in Research	3
COSD-756	Neuro & Cognitive Foundations	3
PSYC-207	Statistics I	3
COSD-708	Topical Seminar in Child Language	3
COSD-794	Research Practicum	1
COSD-795	Research Practicum	1
COSD-702	Research Design	3
JOUR-306	Multicultural Issues	3
COSD-709	Contemporary Issues & Policies	3
COSD-710	Topical Sem in Lang Disabilities	3
COSD-467	Test and Measurements	3
COSD-469	Teaching Methods	3
COSD-781	Social and Professional Ethics	1
COSD-723	Topical Readings in Comm Disorders Scientific Writing	1
COSD-783	Dissertation Writing	1
COSD-718	Grant Writing	1
<b>Sub-Total Credits</b>		<b>39</b>

## Cognate / Electives

Elective Course Options: Courses under subject code COSD 200 and above (9 crs total required)

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**Sub-Total Credits****9**

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## Dissertation

\*Note: A maximum of 12 dissertation credits may be taken per semester. In addition, a maximum of 12 dissertation credits may be counted toward the 54 hours required for program completion.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
COSD-796	Dissertation	12
<b>Sub-Total Credits</b>		<b>12</b>
<b>Total credits:</b>		<b>60</b>

# Computer Science

## Cybersecurity (Graduate Certificate)

**Type:** Certificate

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
CSCI-653	Cybersecurity I	3
CSCI-654	Cybersecurity II	3
CSCI-659	Capstone in Security	3
EECE-676	Cybersecurity for Net CPS/IoT	3
<b>Sub-Total Credits</b>		<b>12</b>

## Elective

\*Elective Course Options: Choose from the courses listed below (3crs Total are Required)

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
CSCI-652	Special Topics in Cybersecurity	3
CSCI-632	Advanced Database Systems	3
EECE-460	Wireless Communications	3
CSCI-570	Advanced Algorithms	3
<b>Sub-Total Credits</b>		<b>3</b>
<b>Total credits:</b>		<b>15</b>

## Computer Science (MSCS)

The graduate computer Computer Science program equips students with comprehensive knowledge of contemporary computer science through training that combines both theory and practice. The program provides intensive preparation in the concepts and techniques related to the design, programming, and application of computing systems. The program requires students to take a broad spectrum of courses, while simultaneously allowing for emphasis in desired areas of specialization.

**Type:** MSCS

## Core Course Credits Required

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
CSCI-570	Advanced Algorithms	3
CSCI-551	Advanced Software Engineering I	3
CSCI-510	Computer Architecture	3
CSCI-572	Computability and Complexity	3
CSCI-680	Advanced Operating Systems	3
CSCI-500	Socially Relevant Computing	2
CSCI-600	Research Methods	1
<b>Sub-Total Credits</b>		<b>18</b>

## Elective Course Credits Required

12 hours should be taken from the elective group(s) listed below.

Item #	Title	Credits
	Software Engineering Elective Group	
	Cybersecurity Elective Group	
	Machine Learning/Artificial Intelligence Elective Group	
	Computer Networks Elective Group	
	Computing Systems Elective Group	
	Computational Systems Elective Group	
	<b>Sub-Total Credits</b>	<b>12</b>

## Thesis OR MS Project

Choose one:

Item #	Title	Credits
CSCI-699	Thesis	3
CSCI-599	MS Project	3
	<b>Sub-Total Credits</b>	<b>3</b>
	<b>Total credits:</b>	<b>33</b>

## Computer Science (PhD)

Type: PhD

## Core Course Credits Required

Item #	Title	Credits
CSCI-570	Advanced Algorithms	3
CSCI-551	Advanced Software Engineering I	3
CSCI-510	Computer Architecture	3
CSCI-572	Computability and Complexity	3
CSCI-680	Advanced Operating Systems	3
CSCI-500	Socially Relevant Computing	2
CSCI-600	Research Methods	1
	<b>Sub-Total Credits</b>	<b>18</b>

## Elective Course Credit Requirement

\*Note: 42 hours should be taken from the electives in the group(s) listed below in consultation with your graduate advisor.

Item #	Title	Credits
	Software Engineering Elective Group	
	Cybersecurity Elective Group	
	Machine Learning/Artificial Intelligence Elective Group	
	Computer Networks Elective Group	
	Computing Systems Elective Group	
	Computational Systems Elective Group	
	<b>Sub-Total Credits</b>	<b>42</b>

## Dissertation

\*Note: A maximum of 12 dissertation credits may be taken per semester. In addition, a maximum of 12 dissertation credits may be counted toward the 72 required for program completion.

Item #	Title	Credits
CSCI-799	Dissertation	12
<b>Sub-Total Credits</b>		<b>12</b>
<b>Total credits:</b>		<b>72</b>

## Curriculum & Instruction

### Elementary Education (MEd)

The Master of Education (M.Ed.) degree program, with concentrations in Elementary Education, Secondary Education, and Special Education, is grounded in cutting-edge empirical research and best practices for addressing the educational needs of underserved children and youth, especially African American and other children of color in urban and other diverse settings. Asset-focused teaching methodologies and interdisciplinary coursework prepare candidates to (a) think and reflect critically; (b) analyze and solve problems; (c) make ethical decisions; (d) translate theory and research into effective practice; and (e) understand self, history, and community. Core components of the program include: (a) an interdisciplinary approach that highlights human development sciences and an asset-focused approach to teaching culturally and linguistically diverse children; (b) an emphasis on strong content and sound pedagogical practices; and (c) extensive field-based experiences. Full-time students may complete the program in one year.

**Type:** MEd

### First Year Fall

Item #	Title	Credits
EDUC-501	Diversity in American Schools	3
	EDUC-550/551	3
EDUC-671	Educational Psychology	3
<b>Sub-Total Credits</b>		<b>9</b>

### First Year Spring

Item #	Title	Credits
	EDUC-530 or Elective	3
	EDUC-691/HUDE-205	3
	EDUC-692/HUDE-429	3
EDUC-672	Teaching Exceptional Children	3
<b>Sub-Total Credits</b>		<b>12</b>

## First Year Summer

\*Note EDUC-532 is not required.

Item #	Title	Credits
EDUC-532	Literature for Children and Adolescents	3
EDUC-653	Behavior and Classroom Management	3
EDUC-633	Diagnostic and Remedial Techniques in Reading	3
<b>Sub-Total Credits</b>		<b>6</b>

## Second Year Fall

Item #	Title	Credits
	EDUC-673/601	3
	EDUC-699/695	3
<b>Sub-Total Credits</b>		<b>6</b>
<b>Total credits:</b>		<b>33</b>

## Special Education (MEd)

The Master of Education (M.Ed.) degree program, with concentrations in Elementary Education, Secondary Education, and Special Education, is grounded in cutting-edge empirical research and best practices for addressing the educational needs of underserved children and youth, especially African American and other children of color in urban and other diverse settings. Asset-focused teaching methodologies and interdisciplinary coursework prepare candidates to (a) think and reflect critically; (b) analyze and solve problems; (c) make ethical decisions; (d) translate theory and research into effective practice; and (e) understand self, history, and community. Core components of the program include: (a) an interdisciplinary approach that highlights human development sciences and an asset-focused approach to teaching culturally and linguistically diverse children; (b) an emphasis on strong content and sound pedagogical practices; and (c) extensive field-based experiences. Full-time students may complete the program in one year.

This scheme is an example of how this course progression can be completed. The student is able to take courses in a way that precludes them from taking a part-time semester if desired.

**Type:** MEd

## First Year Fall

Item #	Title	Credits
EDUC-501	Diversity in American Schools	3
EDUC-550	Survey of Exceptional Populations	3
EDUC-671	Educational Psychology	3
<b>Sub-Total Credits</b>		<b>9</b>

## First Year Spring

Item #	Title	Credits
EDUC-654	Diagnosis and Evaluation of Exceptional Populations	3
EDUC-695	Teaching Exceptional Children	3
<b>Sub-Total Credits</b>		<b>6</b>

## First Year Summer

Item #	Title	Credits
EDUC-653	Behavior and Classroom Management	3
EDUC-633	Diagnostic and Remedial Techniques in Reading	3
<b>Sub-Total Credits</b>		<b>6</b>

## Second Year Fall

Item #	Title	Credits
EDUC-673	Methods in Curriculum and Teaching	3
EDUC-699	Internship	3
EDUC-312	Teacher-made Classroom Assessments / Assessment & Measurement	3
EDUC-222	Engaging Families, Communities, and School Personnel	3
EDUC-216	Instructional and Assistive Technology	3
<b>Sub-Total Credits</b>		<b>15</b>
<b>Total credits:</b>		<b>36</b>

# Dental Hygiene

## Dental Hygiene (Undergraduate Certificate)

The Program of Dental Hygiene was established in the College of Dentistry in 1934, and graduated its first class in 1935. In 1947, educational requirements extended the curriculum to a two-year course of study. The program awards a Certificate in Dental Hygiene and is approved by the Commission on Dental Accreditation.

**Type:** Certificate

## Freshman/First Year

Item #	Title	Credits
DHYG-304	Histology and Embryology Lecture /Laboratory	2.5
DHYG-305	Preclinical Dental Hygiene Theory I	2
DHYG-309	Preclinical Dental Hygiene Techniques Lecture / Laboratory	4
DHYG-313	Anatomy of Orofacial Lecture / Laboratory	3
DHYG-302	Dental Materials Lecture / Laboratory	1.5
DHYG-306	Introduction to Periodontics	2
DHYG-307	General Oral Pathology and Therapeutics	2
DHYG-310	Radiology Lecture / Laboratory	1
DHYG-316	Community Dental Health and Statistics I	3
DHYG-320	Clinical Dental Hygiene I	3
DHYG-321	Clinical Dental Hygiene Theory I	2
DHYG-322	Clinical Dental Hygiene II	2
DHYG-342	Pain Control and Therapeutics	2
<b>Sub-Total Credits</b>		<b>30</b>



## Sophomore/Second Year

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
DHYG-406	Dental Health Education Methods (hybrid)	2
DHYG-421	Periodontics (hybrid)	2
DHYG-430	Clinical Dental Hygiene Theory II (hybrid)	1.5
DHYG-440	Clinical Dental Hygiene Seminar I (hybrid)	1
DHYG-420	Clinical Dental Hygiene III	4
DHYG-460	Nutritional Counseling	1
CODE-315	Health Care Ethics	2
DHYG-422	Clinical Dental Hygiene IV	4.6
DHYG-423	Clinical Dental Hygiene Theory III	1
DHYG-441	Clinical Dental Hygiene Seminar II (hybrid)	1
DHYG-414	Clinical Dental Hygiene Practicum	2
DHYG-450	Research Practicum and Statistics II	2
	<b>Sub-Total Credits</b>	<b>24.1</b>
	<b>Total credits:</b>	<b>54.1</b>

## Dentistry

### Advanced Education General Dentistry (Graduate / Residency Certificate)

The Advanced Education in General Dentistry (AEGD) residency program at the Howard University College of Dentistry (HUCD) is a one-year certificate-granting course of study and development which offers the newly or recently graduated dentist an opportunity to expand the capability to provide high-quality comprehensive clinical care to a diverse population. The foundations of ethics, professionalism, compassion, and evidence-based practice are woven throughout our didactic and clinical activities. Our program is accredited (most recent – 2017) by the American Dental Association (ADA) Commission on Dental Accreditation (CODA).

The backbone of this program is exposing learners to a variety of meaningful clinical experiences, guided by engaged clinical faculty supervision and supported by daily coaching, assessment, and feedback. The program director is a graduate of a two-year AEGD residency program and is a diplomate of the American Board of General Dentistry, and our residents benefit from consistent endodontic, periodontic, and prosthodontic specialty faculty support during our in-house clinical sessions. We employ modern modalities such as the axiUm electronic health record and MiPACS digital radiography, and complement conventional clinical techniques with rotary endodontics, intraoral laser, digital intraoral impressions, cone beam computerized tomography (CBCT), and computer-assisted design/manufacturing (CAD-CAM) technology.

**Type:** Certificate

Item #	Title	Credits
PGDP-203	Physical Diagnosis	3
PGDP-600	General Dentistry Clinic	0
PGDP-604	General Dentistry Conference	0
PGDP-626	Anesthesiology	3
PGDP-631	OMS Problem Case Seminar	0
PGDP-655	Principles of Epidemiology and Design	1
PGDP-614	Histopathology	2
PGDP-630	Adv. Oral & Maxillofacial Surgery Lecture	1
PGDP-637	Advanced Radio. Interpret & Diagnosis	1
PGDP-750	Dental Education	1
PGDP-758	Internal Medicine	1
PGDP-850	Pharmacotherapeutics	1
PGDP-601	General Dentistry Clinic	8
<b>Total credits:</b>		<b>22</b>

## General Practice Residency (Graduate/Residency Certificate)

The General Dentistry Practice Residency Program at Howard University is a one year postdoctoral education program which offers the dentist an opportunity for advanced comprehensive clinical experience in a hospital environment. In addition, the trainee receives postdoctoral training in the sciences basic to dental practice.

This program is designed to increase the resident's knowledge of oral and systemic interrelationships and manifestations in healthy individuals and, also, in those with abnormalities and diseases; to broaden clinical experiences; and to further prepare the trainee in the management of the total oral health of a wide range of ambulatory and medically-compromised patients. Emphasis is placed on the management of patients with conditions not commonly seen in the dental school clinics.

**Type:** Certificate

### Fall

Item #	Title	Credits
PGDP-203	Physical Diagnosis	3
PGDP-626	Anesthesiology	3
PGDP-600	General Dentistry Clinic	0
PGDP-604	General Dentistry Conference	0
PGDP-614	Histopathology	2
PGDP-630	Adv. Oral & Maxillofacial Surgery Lecture	1
PGDP-631	OMS Problem Case Seminar	0
<b>Sub-Total Credits</b>		<b>9</b>

## Spring

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PGDP-600	General Dentistry Clinic	0
PGDP-604	General Dentistry Conference	0
PGDP-631	OMS Problem Case Seminar	0
PGDP-637	Advanced Radio. Interpret & Diagnosis	1
PGDP-758	Internal Medicine	1
PGDP-850	Pharmacotherapeutics	1
PGDP-600	General Dentistry Clinic	0
	<b>Sub-Total Credits</b>	<b>3</b>
	<b>Total credits:</b>	<b>12</b>

## Oral & Maxillofacial Surgery (Graduate / Residency Certificate)

The program in Oral and Maxillofacial Surgery is a four-year program beginning in July of each year. The program is designed to meet the requirements of the Council on Dental Education of the American Dental Association, the American Board of Oral and Maxillofacial Surgery and the American Association of Oral and Maxillofacial Surgeons. Each resident will devote a minimum of 30 months to clinical oral and maxillofacial surgery, and 12 of the 30 months will be spent at the senior level of responsibility. All residents will be assigned to the medical/surgical services for at least 12 months. Most of the classroom basic science courses and the medical/surgical service rotations will be offered in the first 24 months of the training program. The program in Oral and Maxillofacial Surgery consists of a progressively graded sequence of hospital experiences in oral and maxillofacial surgery, formal courses, and lectures and seminars designed to provide vertical integration of theory and practice at all levels of the program.

**Type:** Certificate

### First Year

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PGDP-626	Anesthesiology	3
PGDP-622	Hospital-Clinical Oral / Maxillofacial Surgery	8.5
PGDP-631	OMS Problem Case Seminar	0
PGDP-630	Adv. Oral & Maxillofacial Surgery Lecture	1
PGDP-614	Histopathology	2
	<b>Sub-Total Credits</b>	<b>14.5</b>

### Second Year

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PGDP-722	Hospital-Clinical Oral / Maxillofacial Surgery	9
PGDP-832	Head and Neck Conference	2
PGDP-731	OMS Problem Case Seminar	2.5
	<b>Sub-Total Credits</b>	<b>13.5</b>

### Third Year

Item #	Title	Credits
PGDP-822	Hospital-Clinical Oral and Maxillofacial Surgery	9
PGDP-831	Oral Maxillofacial Surgery Problem Case Seminar	1.5
<b>Sub-Total Credits</b>		<b>10.5</b>

### Fourth Year

Item #	Title	Credits
PGDP-922	Hospital-Clinical Oral / Maxillofacial Surgery	9
PGDP-836	Head and Neck Conference	2
PGDP-931	Oral Maxillofacial Surgery Problem Case Seminar	1.5
<b>Sub-Total Credits</b>		<b>12.5</b>
<b>Total credits:</b>		<b>51</b>

### Pediatric Dentistry (Graduate / Residency Certificate)

The Advanced Education Program in Pediatric Dentistry is a 24-month University based program beginning July 1 of each year. Six positions are authorized for the first-year class. The program is designed to meet the requirements of the Council on Dental Education of the American Dental Association, the American Academy of Pediatric Dentistry, and the American Board of Pediatric Dentistry. The curriculum is a mixture of both didactic and clinical and is intended to encompass the progressive sequence of formal, graded courses and hospital experiences in the theory and practice of pediatric dentistry at the postgraduate level. It emphasizes the application of biological, physiological, and psychological principles during the periods of physical and emotional development of the infant, child and adolescent and the special needs patient. An appreciation for and understanding of the role of preventive measures, community dental health programs for children, exposure to hospital practice and research are also major areas of focus.

**Type:** Certificate

#### First Year - Summer I

Item #	Title	Credits
PGDP-619	Orthodontic Theory I	3
PGDP-626	Anesthesiology	3
PGDP-628	Roentgenology and Cephalometrics	3
PGDP-203	Physical Diagnosis	3
PGDP-642	Pediatric Dentistry Seminar	0
PGDP-645	Pediatric Laboratory	4
PGDP-655	Principles of Epidemiology and Design	1
<b>Sub-Total Credits</b>		<b>17</b>

#### First Year - Summer II

Item #	Title	Credits
PGDP-641	Pediatric Dentistry/Clinic/Hospital	12
PGDP-725	Pediatric Dentistry Seminar	2
<b>Sub-Total Credits</b>		<b>14</b>

## First Year - Fall

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PGDP-642	Pediatric Dentistry Seminar	0
PGDP-650	Growth and Development I	2
PGDP-643	Pediatric Dentistry Literature Review	2
PGDP-614	Histopathology	2
PGDP-640	Pediatric Dentistry Clinic/Hospital	7
PGDP-656	Methodology in Research I	5
	<b>Sub-Total Credits</b>	<b>18</b>

## First Year - Spring

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PGDP-637	Advanced Radio. Interpret & Diagnosis	1
PGDP-642	Pediatric Dentistry Seminar	0
PGDP-651	Growth and Development	2
PGDP-758	Internal Medicine	1
PGDP-766	Mixed Dentition Seminar	1
PGDP-779	Craniofacial Genetics	1
PGDP-800	Research Seminar	2
PGDP-850	Pharmacotherapeutics	1
PGDP-610	Head and Neck Anatomy and Anthropology	2
PGDP-703	Pediatrics	1
	<b>Sub-Total Credits</b>	<b>12</b>

## Second Year - Summer I

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PGDP-780	Pediatric Dentistry Clinic / Hospital	4
	<b>Sub-Total Credits</b>	<b>4</b>

## Second Year - Summer II

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PGDP-752	Pediatric Dentistry Clinic/Hospital	8.5
	<b>Sub-Total Credits</b>	<b>8.5</b>

## Second Year - Fall

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PGDP-630	Adv. Oral & Maxillofacial Surgery Lecture	1
PGDP-700	Pediatric Dentistry Practice Organization	1
PGDP-738	Case Analysis Seminar	2
PGDP-778	Periodontic-Orthodontic Seminar	2
PGDP-744	Pediatric Dentistry Lit Review	3
PGDP-600	General Dentistry Clinic	0
	<b>Sub-Total Credits</b>	<b>9</b>

## Second Year - Spring

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PGDP-657	Methodology in Research II	5
PGDP-741	Pediatric Dentistry Clinic	7
PGDP-745	Pediatric Dentistry Case Analysis Seminar	3
PGDP-750	Dental Education	1
	<b>Sub-Total Credits</b>	<b>16</b>
	<b>Total credits:</b>	<b>98.5</b>

## Dentistry (DDS)

The Howard University College of Dentistry offers a four-year program that leads to a doctor of dental surgery degree (DDS). The dental curriculum consists of courses in clinical and basic sciences, practice management, ethics, and clinical experience. The program offers a comprehensive dental education that prepares graduates to enter the workforce as competent, professional and culturally sensitive clinicians.

The Howard University College of Dentistry offers postdoctoral programs in the fields of Oral and Maxillofacial Surgery, Orthodontics, Pediatric Dentistry, General Practice Residency and an Advanced Education Program in General Dentistry. These programs meet the educational requirements necessary for certification by the respective specialty boards. The five existing programs fulfill the accreditation requirements for postdoctoral specialty programs in dentistry as determined by the Council on Dental Education of the American Dental Association and the Commission on Accreditation.

The level of instruction in the courses included in these programs is comparable to that of graduate dental courses. Research orientation, electives and research opportunities are included. A Certificate of Proficiency is awarded upon completion of the postdoctoral programs. In addition, separate internship and residency certificates are awarded to the oral and maxillofacial surgery and the general practice residency residents from Howard University Hospital.

**Type:** DDS

## Freshman/First Year

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
DENT-169	General Anatomic Sciences	8
DENT-170	Biochemistry	4
DENT-198	Micro Anatomy (Histology) Lec/Lab	4
DENT-199	Ethics and Professionalism	1
ORDR-107	Intro to Clinical Dentistry	1
REDE-120	Dental Anatomy Lec/Lab	3
DENT-111	Evidence Based Decision Making I	0.5
DENT-112	Microbiology/Immunology	6
DENT-172	Oral Diagnosis	1
DENT-174	Physiology	7
PERI-117	Introduction to Periodontics Lecture	1
PROS-104	Occlusion Lecture	1
PROS-111	Introduction to Prosthodontics	1
REDE-106	Dental Materials	2.5
REDE-108	Restorative Operative	1
CLDE-129	Clinical Observation I	0.5
CLDE-209	Operative Dentistry Lab	2
PERI-115	Introduction to (Pre-Clinical) Periodontics	1
PROS-264	Fixed Prosthodontics I (Lec)	0.5
REDE-116	Behavioral Dentistry	1
REDE-208	Operative Dentistry Lecture	1
CLDE-102	Clinical Observation II (D1)	0
<b>Sub-Total Credits</b>		<b>48</b>

## Sophomore/Second Year

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
DENT-173	Pathology	6
DENT-225	Evidence Based Decision Making II	1
DENT-248	Pharmacology I	3
ORDR-215	Oral and Maxillofacial Radiology	2
ORSU-223	Head & Neck Anatomy	2
PEDO-249	Pediatric Dentistry I	1
PROS-215	Removable Prosthodontics Lecture II (D2)	1
PROS-216	Removable Prosthodontics Lecture (D2)	3
PROS-251	Fixed Prosthodontics Lab I (Lab)	0
PROS-250	Fixed Prosthodontics Lec I	0
REDE-234	Dental Practice Readiness Curriculum I	1
REDE-253	Operative Dentistry II (Lab)	3
DENT-202	Pharmacology II	3
CLDE-247	Clinical Observation II (D2)	0
ENDO-217	Endodontics	2
ENDO-219	Endodontics Lab	3
HISP-216	Oral Pathology I	2
ORDR-230	Treatment Planning Lecture	1
ORSU-222	Anesthesiology and Minor Oral Surgery	2
PERI-218	Periodontics I Lecture	1
PROS-205	Fixed Prosthodontics Lab II	3
PROS-206	Fixed Prosthodontics Lecture II	1
PROS-211	Removable Prosthodontics Lecture (D2)	1
PROS-214	Removable Prosthodontics Laboratory (D2)	2
REDE-214	D2 Spring Dental Practice Readiness Curriculum	1
PERI-118	Periodontics Lab	2
CLDE-225	Clinical Observation (D2)	2.5
CLDE-236	Comprehensive Treatment Planning Lecture	1
CLDE-325	General Dentistry I	1
PROS-331	Preclinical Implant Lecture	1
PROS-332	Preclinical Implant Laboratory	1
CLDE-239	Clinical Rotation (D2)	0
CLDE-241	Clinical Restorative (D2)	0
CLDE-242	Clinical Periodontics (D2)	0
CLDE-243	Clinical Endodontics (D2)	0
CLDE-244	Clinical Prosthodontics (D2)	0
ORDR-262	Summer Radiology Tech (D2)	1
PEDI-245	Pre-Clinical Ortho-Pediatric Dentistry	3
PERI-260	Periodontics Lab I & II (D2)	1
PROS-262	Removable Prosthodontics II	1
	<b>Sub-Total Credits</b>	<b>59.5</b>



## Junior/Third Year

Item #	Title	Credits
CLDE-367	Clinical Rotation (D3)	0
CLDE-368	Clinical Restorative (D3)	0
CLDE-369	Clinical Periodontics (D3)	0
CLDE-370	Clinical Endodontics (D3)	0
CLDE-371	Clinical Prosthodontics (D3)	0
CODE-315	Health Care Ethics	2
HISP-322	Oral Pathology II	1
ORDR-309	Principles of Medicine	2
ORSU-322	Anesthesia and Minor Oral Surgery II	1
ORTH-316	Growth & Development/Orthodontic Lecture	2
PERI-318	Periodontics II	1
REDE-308	Restorative Dentistry	1
REDE-334	Dental Practice Readiness Curriculum III	1
CLDE-300	General Dentistry II	2
CLDE-343	Clinical Rotation (D3)	4
CLDE-348	Clinical Restorative (D3)	2
CLDE-344	Clinical Prosthodontics (D3)	3
CLDE-345	Clinical Periodontics (D3)	2
CLDE-346	Clinical Endodontics (D3)	2
CODE-313	Public Health	3
ENDO-400	Advanced Topics in Endodontics	1
HISP-324	Oral Pathology III	1
HISP-327	Intro to Clinical and Translational Research	3
REDE-347	D3 Spring Dental Practice Readiness IV	1
CLDE-360	Clinical Rotation (D3)	0
CLDE-361	Clinical Restorative (D3)	0
CLDE-362	Clinical Endodontics (D3)	0
CLDE-363	Clinical Periodontics (D3)	0
CLDE-364	Clinical Prosthodontics (D3)	0
ORTH-417	Orthodontics	1
PROS-367	Clinical Implant Lecture/Laboratory	2
PROS-441	Advanced Prosthodontic Concepts	1
ORSU-422	Major Oral Surgery II	0-5
DENT-176	Case Presentation	2
<b>Sub-Total Credits</b>		<b>41</b>

## Senior/Fourth Year

Item #	Title	Credits
CLDE-475	Clinical Rotation (D4)	0
CLDE-477	Clinical Restorative (D4)	0
CLDE-478	Clinical Periodontics (D4)	0
CLDE-479	Clinical Endodontics (D4)	0
CLDE-480	Clinical Prosthodontics (D4)	0
ORSU-422	Major Oral Surgery II	0-5
PEDO-481	Pediatric Dentistry II	1
PERI-415	Periodontics III	1
CLDE-446	Clinical Rotation (D4)	4
CLDE-460	Clinical Restorative (D4)	2
CLDE-461	Clinical Prosthodontics (D4)	2
CLDE-462	Clinical Periodontics (D4)	2
CLDE-463	Clinical Endodontics (D4)	2
CLDE-464	CDCA Review	0
	<b>Sub-Total Credits</b>	<b>19</b>
	<b>Total credits:</b>	<b>167.5</b>

## Economics (GR)

### Economics (MA)

The Department of Economics at Howard University provides students with a sound foundation in economic theory and its applications. Coupled with this is a concerted effort to produce students who are competent in the use of the quantitative tools in analysis. The economics program provides a unique opportunity to gain experience and employment in research and policy making institutions in Washington. The Economics Department offers graduate programs leading to the Master of Arts and Doctor of Philosophy degrees. Both programs offer specializations in Growth and Development, International, Urban, and Labor. Each of these fields of study allows the student to select a cluster of complementary courses drawn from such offerings as econometrics, economic theory, and international economics.

**Type:** MA

Item #	Title	Credits
ECOG-200	Microeconomic Theory I	3
ECOG-202	Macroeconomic Theory I	3
ECOG-204	History of Economic Analysis	3
ECOG-207	Workshop in Economic Research	3
ECOG-211	Econometrics I	3
ECOG-210	Advanced Statistics	3
ECOG-213	Mathematics for Economists	3
	<b>Sub-Total Credits</b>	<b>21</b>

### Elective Course

Options: Courses under subject code ECOG, GACC, GFIN, & GMGT level 200 and above - (9 Total crs)

	<b>Sub-Total Credits</b>	<b>9</b>
	<b>Total credits:</b>	<b>30</b>

## Economics (PhD)

Type: PhD

Item #	Title	Credits
ECOG-200	Microeconomic Theory I	3
ECOG-201	Microeconomic Theory II	3
ECOG-205	Microeconomic Theory III	3
ECOG-202	Macroeconomic Theory I	3
ECOG-203	Macroeconomic Theory II	3
ECOG-206	Macroeconomic Theory III	3
ECOG-204	History of Economic Analysis	3
ECOG-207	Workshop in Economic Research	3
ECOG-210	Advanced Statistics	3
ECOG-211	Econometrics I	3
ECOG-212	Econometrics II	3
ECOG-213	Mathematics for Economists	3
<b>Sub-Total Credits</b>		<b>36</b>

## Concentration Course Options:

Choose from options below (9 crs Total)

Item #	Title	Credits
ECOG-220	Growth and Development Economics I	3
ECOG-221	Growth and Development Economics II	3
ECOG-228	Growth and Development Economics III	3
ECOG-230	Urban Economics I	3
ECOG-231	Urban Economics II	3
ECOG-237	Urban Economics III	3
ECOG-244	International Economics I	3
ECOG-249	International Economics II	3
ECOG-245	International Economics III	3
ECOG-261	Labor Economics I	3
ECOG-262	Labor Economics II	3
ECOG-263	Labor Economics III	3
<b>Sub-Total Credits</b>		<b>9</b>

## Elective Course

Options: Courses under subject codes ECOG, ACCT level 200 and above

<b>Sub-Total Credits</b>		<b>15</b>
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## PhD Dissertation

\*Note: A maximum of 9 dissertation credits may be taken per semester. In addition, a maximum of 12 dissertation credits may be counted toward the 72 required for program completion.

Item #	Title	Credits
ECOG-400	PhD Dissertation	9
ECOG-401	PhD Dissertation	3
<b>Sub-Total Credits</b>		<b>12</b>

## **Educ. Leadership & Policy**

### **Education Leadership and Policy Studies (EdD)**

The Graduate Programs in Educational Leadership and Policy Studies are designed to prepare the next generation of School Administrators and leaders of Higher Education. Our Masters and Ed.D programs in Educational Leadership and Policy Studies (ELPS) are Nationally Recognized; and our NEW PhD program in Higher Education Leadership and Policy Studies (HELPS) has been endorsed by prominent higher education policy and leadership organizations, including: U.S Department of Education; The United Negro College Fund;

White House Initiative on Historically Black Colleges and Universities; American Council on Education; American Public-Land Grant Universities; National Association for Equal Opportunity in Higher Education; and Excelencia.

Each of our programs is designed to produce individuals who: possess the fundamental knowledge, skills, and attitudes relative to all phases of the organization, management, and leadership of school systems; are familiar with the forces and influences which impinge on the process of education; can use with intelligence and discrimination the findings of research and evaluation; and are sensitive to the interrelationship between school systems and the communities they serve.

**Type:** EdD

## Required Courses

ELPS-584: Internship

**\*Note: A maximum of 6 internship credits may be taken per semester. A maximum of 6 credits for this course may be counted toward the credits required for program completion.**

ELPS-600 Dissertation Research

**\*Note: A maximum of 6 Dissertation Research credits may be taken per semester. In addition, a maximum of 6 Dissertation Research credits may be counted toward the credits required for program completion.**

Item #	Title	Credits
ELPS-435	Human Resource Management	3
ELPS-514	Organizational Change in Education	3
ELPS-517	Workshop on Leadership Development	3
ELPS-520	Financial Management in School Administration	3
ELPS-521	Educational Administration and Governance	3
ELPS-523	Research in Educational Leadership & Policy Studies	3
HUDE-400	Intermediate Statistics	3
ELPS-422	Seminar in Educational Policy	3
ELPS-455	Ethics in Decision Making	3
EDAP-518	Politics of Education	3
ELPS-519	Information Technology in School Management	3
	ELPS-524/HUDE-501	3
ELPS-525	Case Law in Public School Administration	3
ELPS-584	Internship	6
ELPS-599	Research Preparation Seminar	3
ELPS-600	Dissertation Research	6
	<b>Sub-Total Credits</b>	<b>54</b>

## Electives (Cognate)

Options: Courses under subject codes ELPS, EDAP, and HUDE level 200 and above.

	<b>Sub-Total Credits</b>	<b>12</b>
	<b>Total credits:</b>	<b>66</b>

## Education Leadership and Policy Studies (MEd)

Type: MEd

## Required Core Course Credits

Select 15 total hours from the list below. Total required credits from Core Courses: 15crs.

Item #	Title	Credits
HUDE-200	Introduction to Educational Research	3
HUDE-205	Introduction to Statistical Methods	3
HUDE-201	Human Development	3
HUDE-220	Advanced Educational Psychology	3
EDAP-231	Multicultural Education: Issues and Trends	3
EDAP-252	History of Black Education in the U.S.	3
<b>Sub-Total Credits</b>		<b>15</b>

## Required Credits from Elective Classes:

Total required credits from Electives: 6crs.

Item #	Title	Credits
EDUC-260	Introduction to Special Education	3
EDUC-435	Human Resources Management	3
ELPS-422	Seminar in Educational Policy	3
ELPS-455	Ethics in Decision Making	3
<b>Sub-Total Credits</b>		<b>6</b>

## Required Credits from Specialization

Total required credits from Specialization: 15crs.

Item #	Title	Credits
ELPS-280	Supervision of Instruction	3
ELPS-284	Public Administration	3
ELPS-382	Conceptual Cases in Administration & Supervision	3
ELPS-384	Practicum in School Administration & Supervision	3
ELPS-525	Case Law in Public School Administration	3
ELPS-386	School Finance and Information Management Systems	3
ELPS-514	Organizational Change in Education	3
<b>Sub-Total Credits</b>		<b>15</b>
<b>Total credits:</b>		<b>36</b>

## Higher Education Leadership and Policy Studies (PhD)

**Type:** PhD

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ELPS-604	History of Higher Education	3
ELPS-608	Law in Higher Education	3
ELPS-611	Board and Community Relations	3
ELPS-605	Higher Education Policy	3
ELPS-603	The College and University President or Chancellor	3
ELPS-602	Minority Serving Institutions	3
ELPS-606	Higher Education Administration, Leadership, and Governance	3
ELPS-607	Diversity and Multiculturalism in Higher Education	3
ELPS-610	Financial Management in Higher Education	3
ELPS-617	Workshop on Leadership Development	3
ELPS-514	Organizational Change in Education	3
HUDE-400	Intermediate Statistics	3
ELPS-524	Intro to Qualitative Research	3
HUDE-500	Advanced Statistics	3
ELPS-609	Advanced Qualitative Research	3
HUDE-501	Design & Analysis of Research Projects	3
ELPS-612	Contemporary Issues in Student Affairs	3
ELPS-613	Fundraising in Higher Education	3
ELPS-614	Institutional Research	3
ELPS-455	Ethics in Decision Making	3
ELPS-615	Research Practicum	3
ELPS-599	Research Preparation Seminar	3
ELPS-600	Dissertation Research	6
<b>Total credits:</b>		<b>72</b>

## **Educational Admin & Policy**

### **Secondary Education (MEd)**

The Master of Education (M.Ed.) degree program, with concentrations in Elementary Education, Secondary Education, and Special Education, is grounded in cutting-edge empirical research and best practices for addressing the educational needs of underserved children and youth, especially African American and other children of color in urban and other diverse settings. Asset-focused teaching methodologies and interdisciplinary coursework prepare candidates to (a) think and reflect critically; (b) analyze and solve problems; (c) make ethical decisions; (d) translate theory and research into effective practice; and (e) understand self, history, and community. Core components of the program include: (a) an interdisciplinary approach that highlights human development sciences and an asset-focused approach to teaching culturally and linguistically diverse children; (b) an emphasis on strong content and sound pedagogical practices; and (c) extensive field- based experiences. Full-time students may complete the program in one year.

**Type:** MEd

## First Year Fall

Item #	Title	Credits
EDUC-501	Diversity in American Schools	3
EDUC-550	Survey of Exceptional Populations	3
EDUC-671	Educational Psychology	3
EDUC-210	Foundations & Urban Education	3
<b>Sub-Total Credits</b>		<b>12</b>

## First Year Spring

Item #	Title	Credits
EDUC-654	Diagnosis and Evaluation of Exceptional Populations	3
EDUC-672	Teaching Exceptional Children	3
EDUC-690	Methods for Teaching	3
<b>Sub-Total Credits</b>		<b>9</b>

## First Year Summer

Item #	Title	Credits
EDUC-653	Behavior and Classroom Management	3
HUDE-205	Introduction to Statistical Methods	3
<b>Sub-Total Credits</b>		<b>6</b>

## Second Year Fall

Item #	Title	Credits
EDUC-673	Methods in Curriculum and Teaching	3
EDUC-699	Internship	3
EDUC-312	Teacher-made Classroom Assessments / Assessment & Measurement	3
<b>Sub-Total Credits</b>		<b>9</b>
<b>Total credits:</b>		<b>36</b>

# Electrical Engineering

## Electrical Engineering (MEng) - Non-thesis

The Department of Electrical Engineering initiated the graduate program in 1967, offering courses leading to the Master's degree. In 1977, the graduate program was expanded to include studies leading to the Doctor of Philosophy degree. The graduate program offers studies and research in control engineering, antennas, communications, microwaves, applied microelectronics, power systems, signal processing, and solid state electronics. The combination of high-quality curriculum, research, faculty and facilities enables the department to provide excellent preparation for those who wish to embark on careers in electrical engineering.

**Type:** MEng



EECE-599 Thesis Courses (for Thesis Option) \*Note: A maximum of 6 thesis credits may be taken per semester. In addition, a maximum of 6 thesis credits may be counted toward the required credits for program completion.

Item #	Title	Credits
EECE-501	Graduate Seminar	0
EECE-502	Engineering Analysis A	3
EECE-503	Engineering Analysis B	3
EECE-541	Probability and Random Variable	3
EECE-604	Optimization Theory	3
<b>Sub-Total Credits</b>		<b>12</b>

## Electives

Options: Courses under subject code EECE at level 500 and above

Non-Thesis Option 21 crs

Item #	Title	Credits
	Electrical Engineering Elective	
<b>Sub-Total Credits</b>		<b>21</b>
<b>Total credits:</b>		<b>33</b>

## Electrical Engineering (MEng) - Thesis

Type: MEng

EECE-599 Thesis Courses (for Thesis Option)

**\*Note: A maximum of 6 thesis credits may be taken per semester. In addition, a maximum of 6 thesis credits may be counted toward the required credits for program completion.**

Item #	Title	Credits
EECE-501	Graduate Seminar	0
EECE-502	Engineering Analysis A	3
EECE-503	Engineering Analysis B	3
EECE-541	Probability and Random Variable	3
EECE-604	Optimization Theory	3
EECE-599	Thesis Course	6
<b>Sub-Total Credits</b>		<b>18</b>

## Electives

Options: Courses under subject code EECE at level 500 and above

Thesis Option 12 crs

Item #	Title	Credits
	Electrical Engineering Elective	
<b>Sub-Total Credits</b>		<b>12</b>
<b>Total credits:</b>		<b>30</b>

## Electrical Engineering (PhD)

Type: PhD

### Core Courses

Item #	Title	Credits
EECE-501	Graduate Seminar	0
EECE-502	Engineering Analysis A	3
EECE-503	Engineering Analysis B	3
EECE-541	Probability and Random Variable	3
EECE-604	Optimization Theory	3
<b>Sub-Total Credits</b>		<b>12</b>

### Electives

Options: Courses under subject code EECE at level 500 and above in various areas of specialization in consultation with the student's advisor and in accordance with individual needs and interests.

Item #	Title	Credits
	Electrical Engineering Elective	
<b>Sub-Total Credits</b>		<b>51</b>

### Dissertation

**\*Note: Three to six credit hours of EECE-699 may be awarded per semester for this course. A maximum of nine credit hours may be counted towards the degree requirements.**

Item #	Title	Credits
EECE-699	Dissertation	1-9
<b>Sub-Total Credits</b>		<b>9</b>
<b>Total credits:</b>		<b>72</b>

## English

### English (PhD)

\*Note: Students must take **three (3)** British literature courses, one from each of the three periods listed below. Also required are **one (1)** study course in the student's major area (3 credits), **one (1)** elective in the student's major area (3 credits) and **five (5)** additional electives (15 credits). To complete the required 72 credit hours to graduate, students must also take **6 credits** of Research Seminars (or additional electives) and **12 credits** of dissertation hours.

\*\*Note: The same literature courses noted as I & II must be taken in separate semesters.

Type: PhD

Item #	Title	Credits
ENGG-200	Scholarship: Research Methods	3
ENGG-201	Scholarship: Critical Methods	3
<b>Sub-Total Credits</b>		<b>6</b>

## Reading Courses

### Early Modern British Literature

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ENGG-211	English Renaissance Literature I	3
ENGG-212	English Renaissance Literature II	3
ENGG-220	Restoration Literature I	3
ENGG-221	Restoration Literature II	3
<b>Sub-Total Credits</b>		<b>12</b>

## Reading Courses

### 18th & 19th Century British Literature

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ENGG-223	18th- & 19th-Century British Literature I	3
ENGG-224	18th- & 19th-Century British Literature II	3
<b>Sub-Total Credits</b>		<b>6</b>

## Reading Courses

### 20th & 21st Century British Literature

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ENGG-228	20th- & 21st-Century British Literature I	3
ENGG-229	20th- & 21st-Century British Literature II	3
<b>Sub-Total Credits</b>		<b>6</b>

## Reading Courses

### American Literature

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ENGG-233	American Literature I	3
ENGG-234	American Literature II	3
<b>Sub-Total Credits</b>		<b>6</b>

## Reading Courses

### African American Literature

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ENGG-248	African American Literature I	3
ENGG-249	African American Literature II	3
<b>Sub-Total Credits</b>		<b>6</b>

## Reading Courses

### Caribbean Literature

Item #	Title	Credits
ENGG-231	Caribbean Literature I	3
ENGG-232	Caribbean Literature II	3
<b>Sub-Total Credits</b>		<b>6</b>

## Study Courses

Item #	Title	Credits
ENGG-205	Studies in Linguistics	3
ENGG-215	Studies in English Renaissance Literature	3
ENGG-222	Studies in Restoration and 18th-Century Literature	3
ENGG-225	Studies in English Romantic Literature	3
ENGG-227	Studies in Victorian Literature	3
<b>Sub-Total Credits</b>		<b>15</b>

## Electives

Item #	Title	Credits
ENGG-204	Linguistics	3
ENGG-213	Shakespeare	3
ENGG-247	Literary Theory & Criticism II	3
ENGG-248	African American Literature I	3
ENGG-271	Major African American Authors	3
ENGG-272	Harlem and Chicago Renaissance(s)	3
ENGG-273	The Black Arts Movement	3
ENGG-274	Black Women Writers	3
ENGG-299	Teaching of English	3
ENGG-206	Special Topics: Rhetoric	3
ENGG-207	Special Topics in English	3
<b>Sub-Total Credits</b>		<b>33</b>

## Research Seminars

To complete the required 72 credit hours to graduate, students must also take 6 credits of Research Seminars (or additional electives).

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<b>Sub-Total Credits</b>	<b>6</b>
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## Dissertation

To complete the required 72 credit hours to graduate, students must take 12 credits of dissertation hours.

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<b>Sub-Total Credits</b>	<b>12</b>
<b>Total credits:</b>	<b>72</b>

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# English (GR)

## English (MA)

The Department of English roots its Graduate Program in recognition of the African Diaspora as a founding event of modern history and culture. The courses of the Department address such fundamental literary issues as genre and period formation, authorial techniques, rhetorical strategies, thematic motifs, and critical theories. Attention to these issues is intended to foster the skills in critical reading, research, and analysis requisite to professional careers in the language arts. At the same time, the Program generally conceives its offerings within paradigms of the changes wrought by conflict, accommodation, and adjustment in the passage from traditional to modern and contemporary ways of life and writing.

**Type:** MA

Item #	Title	Credits
ENGG-200	Scholarship: Research Methods	3
ENGG-201	Scholarship: Critical Methods	3
<b>Sub-Total Credits</b>		<b>6</b>

## Reading Course Credits Required

24 hours must be chosen from at least four different fields of study below.

Item #	Title	Credits
	Literature - Group A	
	British Literature - Group B	
	American Literature	
	African American Literature	
	Caribbean Literature	
	Literary Criticism	
<b>Sub-Total Credits</b>		<b>24</b>
<b>Total credits:</b>		<b>30</b>

# Ethic Religion

## Religious Studies (MA) - Biblical Studies Concentration

The Master of Arts (Religious Studies) degree program is designed for persons interested in more advanced study of religion, and who wish to pursue vocations other than that of pastoral ministry, such as denominational staff work, social justice advocacy, religious education, or lay ministry and leadership in the local church. It is particularly desirable as a foundation for persons seeking advanced theological education. It also provides an opportunity to augment one's expertise in a related field or to explore one's interest in religion and spirituality.

Biblical Studies Concentration

**Type:** MA

Item #	Title	Credits
SCRL-228	Theories & Methods in Religious Studies	3
BSOT-205	OT/Hebrew Bible I	3
BSOT-221	Language (Hebrew or Greek)	3
THES-375	M.A. Colloquy	3
BSNT-230	New Testament Critical Introduction	3
BSOT-210	OT/Hebrew Bible II	3
BSOT-222	Language (Hebrew or Greek)	3
THES-378	MA(RS) Thesis	3
BSNT-412	Sacred Text and Hermeneutics	3
BSOT-224	Language (Hebrew or Greek)	3
<b>Sub-Total Credits</b>		<b>30</b>

## Electives

Options: Courses under subject codes BSNT, BSOT, ETRL, SCRL, STMI, or THEO

<b>Sub-Total Credits</b>	<b>18</b>
<b>Total credits:</b>	<b>48</b>

## Religious Studies (MA) - Ethics and Social Justice Concentration

Ethics and Social Justice Concentration

**Type:** MA

- SCRL-205 OR SCRL-220
- HISU-220 OR HISU-426
- THEO-340 OR THEO-315

Item #	Title	Credits
SCRL-228	Theories & Methods in Religious Studies	3
SCRL-205	Psychology of Religion	3
SCRL-220	World Religions	3
BSOT-205	OT/Hebrew Bible I	3
ETRL-200	Introduction to Christian Ethics	3
THES-375	M.A. Colloquy	3
BSNT-230	New Testament Critical Introduction	3
BSOT-210	OT/Hebrew Bible II	3
STMI-321	Prophetic Ministry	3
HISU-220	Hlstory of Black Church	3
HISU-426	African Amer. Religious History	3
HISU-211	American Religious History	3
THEO-305	Systematic Theology I	3
ETRL-305	Christian Social Ethics	3
THEO-340	Theology of MLK	3
THEO-315	Black Theology	3
THES-405	Field-Based Project	3
<b>Sub-Total Credits</b>		<b>42</b>

## Electives

Options: Courses under subject codes BSNT, BSTO, HISU, SCRL, THEO, STMI, and FDSM)

<b>Sub-Total Credits</b>	<b>9</b>
<b>Total credits:</b>	<b>51</b>

## Religious Studies (MA) - Islamic Studies Concentration

Islamic Studies Concentration

**Type:** MA

- SCRL-205 OR SCRL-220
- HISU-336 OR HISU-240

Item #	Title	Credits
SCRL-228	Theories & Methods in Religious Studies	3
SCRL-205	Psychology of Religion	3
SCRL-220	World Religions	3
THES-375	M.A. Colloquy	3
HISU-435	The Qur'an and Its Place in Muslim Life	3
HISU-317	Ethics & Prophetic Tradition in Islam	3
BSNT-412	Sacred Text and Hermeneutics	3
HISU-430	Dialogue w/ Islam in Christian Society	3
HISU-336	Islam in Africa: History and Culture	3
HISU-240	Islam and the African American Experience	3
HISU-248	Islam Juris & Am Constitution	3
HISU-315	Women, Gender & Family in Islam	3
THES-378	MA(RS) Thesis	3
	<b>Sub-Total Credits</b>	<b>36</b>

## Electives

Options: Islamic courses under subject HISU

<b>Sub-Total Credits</b>	<b>3</b>
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## Arabic Language

Options: Courses under subject code ARAB

<b>Sub-Total Credits</b>	<b>3</b>
<b>Total credits:</b>	<b>42</b>

## Finance (GR)

### Finance (MSF)

The Master of Science in Finance [MSF] Degree Program will equip students with the knowledge and skills necessary to succeed in business and advance in careers in Finance.

In this intensive specialized graduate program, students learn to analyze and solve complex finance and investment problems and practical issues in the areas of corporate finance, financial market and institutions, financial modeling, investment analysis, portfolio management or derivatives and risk management, financial engineering, and financial policy and strategy. This program is intended for graduate students interested in careers in corporate finance, asset management, and financial markets and institutions.

**Type:** MSF

\*Statistics Elective: Choose between PSYC-207 (3crs) or HUDE-400 (3crs)

Item #	Title	Credits
GFIN-501	Advanced Corporate Finance	3
GFIN-502	Financial Markets and Institutions	3
GFIN-505	Financial Marketing	3
GFIN-590	Corporate Financial Policy and Strategy	3
GFIN-507	Financial Statements Analysis	3
GFIN-503	Investment Analysis and Portfolio Management	3
GECN-500	Macroeconomics for Business	3
GFIN-506	Seminar in Financial Engineering	3
GFIN-508	Seminar in Corporate Finance	3
	Statistics Elective	3
	<b>Total credits:</b>	<b>30</b>

## Genetics

### Genetics (MS)

The graduate program in Genetics & Human Genetics is designed to confer the training standards that will develop students for the Doctor of Philosophy and M.D./Ph.D. degree(s). The graduate program is an interdepartmental entity. The program is associated with the department of Pediatrics and department of Biology where students work creatively in their field of special interest but and be able to relate application and relevance to related clinical and science disciplines." The degree programs are designed to provide a curricular foundation in human genetics for all enrolled students during their first year. Following this, guided by their academic adviser, students elect to pursue their area of interest in genetics . This is accomplished through a combination of elective courses offered in the Department and other departments of the University, as well as in the Washington Area Consortium of Universities. Doctoral dissertation research interests likewise can reflect a broad range of interests, provided a suitable research mentor is identified in the graduate faculty. This training program design takes into account the fact that genetics is increasingly relevant within the framework of multiple biomedical research and scholarly pursuits. The program design also is intended to foster the important principle of collaborative research and scholarship among biomedical disciplines. The graduate programs are research-oriented and the curriculum focuses on the study of genetic mechanisms related to the transition from normal to disease states and intended to prepare graduates to participate in laboratory research. Doctor of Philosophy (PhD) program trains students to become independent researchers in the field of human genetics.

**Type:** MS



Item #	Title	Credits
GENE-219	Intro to Biochemical Genetics	6
GENE-223	Human Genetics I	3
GENE-233	Introduction to Research	3
GENE-222	Biochemical and Molecular Genetics	4
GENE-224	Human Genetics II	3
BIOG-430	Biostatistics Lec/Lab	4
GENE-411	Medical Genetics	3
GENE-315	Cancer Genetics	3
GENE-310	Seminar in Genetics	2
GENE-412	Mutation in Human Gene	3
GENE-236	Gene Structure and Action	3
<b>Sub-Total Credits</b>		<b>37</b>

## Electives

Options: Courses under subject code BIOG and BIOC level 200 and above.

<b>Sub-Total Credits</b>	<b>5</b>
<b>Total credits:</b>	<b>42</b>

## Genetics (PhD)

**Type:** PhD

GENE-220: Research in Genetics

**\*Note: A maximum of 9 PhD Research credits may be taken per semester. In addition, a maximum of 9 PhD Research credits may be counted toward the credits required for program completion.**

Item #	Title	Credits
GENE-219	Intro to Biochemical Genetics	6
GENE-223	Human Genetics I	3
GENE-233	Introduction to Research	3
GENE-222	Biochemical and Molecular Genetics	4
GENE-224	Human Genetics II	3
BIOG-430	Biostatistics Lec/Lab	4
GENE-411	Medical Genetics	3
GENE-315	Cancer Genetics	3
GENE-310	Seminar in Genetics	2
GENE-412	Mutation in Human Gene	3
GENE-236	Gene Structure and Action	3
GENE-220	Research in Genetics	1-9
BIOC-201	Seminar in Biochemistry	1-5
<b>Sub-Total Credits</b>		<b>47</b>

## Electives

Options: Courses under subject codes BIOG and BIOC level 200 and above.

<b>Sub-Total Credits</b>	<b>27</b>
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# Grad Preparing Future Faculty

## College and University Faculty Preparation (Graduate Certificate)

Howard's Graduate Certificate in College and University Faculty Preparation meets the professional development needs of current and aspiring faculty interested in developing their knowledge and experience with teaching, learning, and technology in the college and university classroom, in both in-person and online settings. The program exposes students to culturally-relevant educational frameworks, pedagogical knowledge, higher education policy, and advancements in educational technology to help them excel as educators in postsecondary settings.

**Type:** Certificate

### Required Credits

Item #	Title	Credits
GPFF-403	Technologies in Teaching and Learning	3
GPFF-404	Faculty Roles & Responsibilities	3
GPFF-405	Professional Internship	3
GPFF-407	Diversity in The College Classroom	3
<b>Sub-Total Credits</b>		<b>12</b>

### Electives

Choose from options below (3crs - Required)

Item #	Title	Credits
GPFF-501	Preparing Future STEM Faculty	3
GPFF-506	Experimental New Techniques for Active Learning	1
GPFF-507	Understanding and Implementing Scholarly Activities	2
GPFF-509	Basic of Online Teaching and Learning	3
GPFF-409	How to Be an Effective Mentor	1
GPFF-505	Using Debate to Teach Science	1
GPFF-411	The College Classroom	2
GPFF-410	Teaching Through Inquiry Based Learning	1
GPFF-502	Small Group Collaborative Learning	1
GPFF-503	Flipping a New Generation	1
GPFF-601	Culturally Responsive Pedagogy and Assessment	3
GPFF-602	Learning Centered Community College	3
GPFF-603	How to Mentor Graduate Students	3
<b>Sub-Total Credits</b>		<b>3</b>
<b>Total credits:</b>		<b>15</b>

# Graduate Nutritional Science

## Nutritional Sciences (MS)

The Department of Nutritional Sciences offers graduate Master of Science and Doctor of Philosophy degrees in Nutritional Sciences. With increasing recognition of the association between diet and disease and the importance of diet in health promotion, nutritionists and dietitians are needed to participate in research, to educate the public on ways to promote health through diet, and to educate individuals suffering from chronic diseases on ways to incorporate dietary modifications into their lifestyles. Additionally, a degree in nutrition or dietetics can be used as a foundation to prepare for graduate school as well as entry into professional schools such as medicine, dentistry, pharmacy, or other advanced degrees in business and education.

### Type: MS

- \*Note: A maximum of 3 thesis credits may be taken per semester. In addition, a maximum of 4 thesis credits may be counted toward the required credits for program completion.
- Thesis in NS can be taken only after admission to candidacy.
- Only one (1) hour of NUTG-310 can be used towards degree completion.

Item #	Title	Credits
NUTG-284	Community Nutrition	3
NUTG-310	Grad Sem Nutrition	1-4
NUTG-316	Evaluation of Nutrition Status	3
NUTG-318	Techniques in Community Nutrition	2
NUTG-302	Thesis in NS	1
NUTG-301	Thesis in NS	3
	<b>Sub-Total Credits</b>	<b>13</b>

## Statistics Credits Options

\*Select one statistics course from the options below.

Item #	Title	Credits
HUDE-205	Introduction to Statistical Methods	3
PSYC-207	Statistics I	3
BIOG-430	Biostatistics Lec/Lab	4
	<b>Sub-Total Credits</b>	<b>3</b>

## Elective Courses

\*Choose from the options in the elective group below - 16 credit hours required.

\*\*Courses may also be selected from NUTG-, BIOC-, PSYC-, SOCI-, CHEM-, EDUC-, COMM-, or ANTG- level 200 and above. Courses outside these codes can be considered for approval from the program director.

Item #	Title	Credits
	Nutritional Science Elective Group	
	<b>Sub-Total Credits</b>	<b>16</b>
	<b>Total credits:</b>	<b>32</b>

## Nutritional Sciences (PhD)

**Type:** PhD

\*Note: A maximum of 6 dissertation credits may be taken per semester. In addition, a maximum of 9 dissertation credits may be counted toward the required credits for program completion.

\*\*Four (4) hours of NUTG-310 must be completed to be used towards degree completion.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
NUTG-284	Community Nutrition	3
NUTG-310	Grad Sem Nutrition	1-4
NUTG-312	Proteins	3
NUTG-313	Lipids	3
NUTG-316	Evaluation of Nutrition Status	3
NUTG-318	Techniques in Community Nutrition	2
BIOC-182	Clinical Biochemistry	3
NUTG-314	Vitamins	3
NUTG-311	Carbohydrate & Energy Metabolism	2
NUTG-402	Res in Nutrition	1
NUTG-208	Nutrition in Aging	2
HLMN-506	Intro to Epidemiology	3
NUTG-315	Minerals	3
HHPL-385	Comm Org for Hlth	3
NUTG-401	Res in Nutrition	3
NUTG-404	PhD Dissertation	3
NUTG-405	PhD Dissertation	6
	<b>Sub-Total Credits</b>	<b>50</b>

## Statistics Credits Options

\*Select statistics courses from the options below - 6 total credit hours.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
HUDE-205	Introduction to Statistical Methods	3
PSYC-207	Statistics I	3
BIOG-430	Biostatistics Lec/Lab	4
HUDE-400	Intermediate Statistics	3
PSYC-208	Statistics II	3
	<b>Sub-Total Credits</b>	<b>6</b>

## Elective Courses

\*Choose from the options in the elective group below - 17 credit hours required.

\*\*Courses may also be selected from NUTG-, BIOC-, PSYC-, SOCI-, CHEM-, EDUC-, COMM-, or ANTG- level 200 and above. Courses outside these codes can be considered for approval from the program director.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
	Nutritional Science Elective Group	
	<b>Sub-Total Credits</b>	<b>17</b>
	<b>Total credits:</b>	<b>73</b>

# History

## History (MA)

The History Department's graduate program reflects the department's concurrent commitment to an accurate reconstruction and interpretation of the collective experiences of the world's people and a special emphasis on African America, Africa, and the African Diaspora. These concordant concerns are in keeping with Howard University's unique character and role as a major American university with a predominantly Black constituency.

The program is designed to allow for both diversity and specialization and is sufficiently flexible to permit the student to have a significant role in fashioning his/her specific degree requirements. While students may major or minor in African, Latin American/Caribbean, and United States history, they may minor in European, and they may choose one of their minors from another discipline. They may also create a program, which is a combination of courses and research projects that will enable them to specialize in African American, African Diaspora, Public, comparative, and women's history. The excellent research and educational facilities in the Washington, D. C. area –including the Library of Congress, the National Archives and the Smithsonian Institution – provide an added dimension to the program's value and make its high objectives more readily attainable.

**Type:** MA

### Reading Credits Required

Choose 12 credits from the options below:

Item #	Title	Credits
HIST-200	Historiography	3
HIST-318	Readings in US Foreign Relations to WWI	3
HIST-319	Readings in US Foreign Relations since 1914	3
HIST-324	Readings in Afro-American History I	3
HIST-325	Readings in Afro-American History II	3
HIST-326	Readings in Selected Periods and Topics in US History I	3
HIST-327	Readings in Selected Periods and Topics in US History II	3
HIST-328	District of Columbia History	3
<b>Sub-Total Credits</b>		<b>12</b>

### Seminar Credits Required

Choose 3 credits from the options below:

Item #	Title	Credits
HIST-409	Seminar in US History to 1877	3
HIST-411	Seminar in US History to 1877	3
HIST-410	Seminar in US History since 1877	3
HIST-412	Seminar in US History since 1877	3
HIST-413	Seminar in Afro-American History to 1877	3
HIST-415	Seminar in Afro-American History to 1877	3
HIST-414	Seminar in Afro-American History since 1877	3
HIST-416	Seminar in Afro-American History since 1877	3
<b>Sub-Total Credits</b>		<b>3</b>

## Electives

Choose 9 credits from the options below:

Item #	Title	Credits
HIST-174	Women in American Society to 1890	3
HIST-175	Women in American Society since 1890	3
HIST-176	Afro-American History to the Civil War	3
HIST-177	Afro-American History since the Civil War	3
HIST-211	US Foreign Relations to 1914	3
HIST-212	US Foreign Relations since 1914	3
HIST-219	US South to 1877	3
HIST-220	US South since 1877	3
HIST-221	Colonial America	3
HIST-223	Jacksonian Era, Reform, and Sectionalism	3
HIST-224	Civil War and Reconstruction	3
HIST-226	US since World War I	3
HIST-227	US Reform Movements	3
HIST-247	African American Women in US History	3
HIST-309	Problems in US History to 1865	3
HIST-310	Problems in US History since 1865	3
HIST-312	Afro-American Social Institutions and Culture	3
<b>Sub-Total Credits</b>		<b>9</b>

## Theses

Note: A maximum of 3 thesis credits may be taken per semester. In addition, a maximum of 6 thesis credits may be counted toward the required credits for program completion.

Item #	Title	Credits
HIST-300	MA Thesis Writing	3
HIST-301	MA Thesis Writing	3
<b>Sub-Total Credits</b>		<b>6</b>
<b>Total credits:</b>		<b>30</b>

## History (PhD)

Type: PhD

### Foundational Course

Item #	Title	Credits
HIST-200	Historiography	3
<b>Sub-Total Credits</b>		<b>3</b>

## Major/Minor Field Readings Credits

Choose 6 credits for Major Field and 6 credits for Minor Field from the options below - 12 required credit hours (total):

Item #	Title	Credits
HIST-318	Readings in US Foreign Relations to WWI	3
HIST-319	Readings in US Foreign Relations since 1914	3
HIST-324	Readings in Afro-American History I	3
HIST-325	Readings in Afro-American History II	3
HIST-326	Readings in Selected Periods and Topics in US History I	3
HIST-327	Readings in Selected Periods and Topics in US History II	3
HIST-328	District of Columbia History	3
<b>Sub-Total Credits</b>		<b>12</b>

## Directed Reading in the Major Field Required Credits

Choose 12 credits from the options listed below - 12 required credit hours (total):

Item #	Title	Credits
HIST-203	Directed Reading in the Major Field	3
HIST-204	Directed Reading in the Major Field	3
HIST-381	Directed Reading in the Major Field	3
HIST-390	Directed Reading in the Major Field	3
HIST-391	Directed Reading in the Major Field	3
HIST-420	Directed Reading in the Major Field	3
<b>Sub-Total Credits</b>		<b>12</b>

## Independent Study/Research Credits Required (Any Combination)

Choose 15 credits from the options below (any combination):

Item #	Title	Credits
HIST-510	Independent Research (Ph.D. Cand)	3
HIST-511	Independent Research (Ph.D. Cand)	3
HIST-512	Independent Research (Ph.D. Cand)	1
HIST-513	Independent Study (Ph.D. Cand)	3
HIST-514	Independent Study (Ph.D. Cand)	3
HIST-515	Independent Study (Ph.D. Cand)	9
<b>Sub-Total Credits</b>		<b>15</b>

## Seminar Credits Required

Choose 6 credits from the options below - 6 required credit hours (total):

Item #	Title	Credits
HIST-409	Seminar in US History to 1877	3
HIST-411	Seminar in US History to 1877	3
HIST-410	Seminar in US History since 1877	3
HIST-412	Seminar in US History since 1877	3
HIST-413	Seminar in Afro-American History to 1877	3
HIST-415	Seminar in Afro-American History to 1877	3
HIST-414	Seminar in Afro-American History since 1877	3
HIST-416	Seminar in Afro-American History since 1877	3
<b>Sub-Total Credits</b>		<b>6</b>

## Department Electives

Choose 15 credits from the options below - 15 required credit hours (total):

Item #	Title	Credits
HIST-174	Women in American Society to 1890	3
HIST-175	Women in American Society since 1890	3
HIST-176	Afro-American History to the Civil War	3
HIST-177	Afro-American History since the Civil War	3
HIST-211	US Foreign Relations to 1914	3
HIST-212	US Foreign Relations since 1914	3
HIST-219	US South to 1877	3
HIST-220	US South since 1877	3
HIST-221	Colonial America	3
HIST-223	Jacksonian Era, Reform, and Sectionalism	3
HIST-224	Civil War and Reconstruction	3
HIST-226	US since World War I	3
HIST-227	US Reform Movements	3
HIST-247	African American Women in US History	3
HIST-309	Problems in US History to 1865	3
HIST-310	Problems in US History since 1865	3
HIST-312	Afro-American Social Institutions and Culture	3
<b>Sub-Total Credits</b>		<b>15</b>

## Non-Department Electives

Options: Courses 200 and above (3 credits total)

<b>Sub-Total Credits</b>		<b>3</b>
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## Dissertation

\*Note: PhD Dissertation- Three credit hours may be awarded per semester for this course. A maximum of 6 credit hours may be counted toward the required credits for program completion. Only one dissertation course can be taken per semester

Item #	Title	Credits
HIST-500	PhD Dissertation	3
HIST-501	PhD Dissertation	3
	<b>Sub-Total Credits</b>	<b>6</b>
	<b>Total credits:</b>	<b>72</b>

## International Affairs

### International Studies (Graduate Certificate)

In recognition of an increased interest in international studies at Howard University and the broader national and international communities, and in acknowledgment of Howard University's commitment to increasing the number of African Americans embarking on careers in the Department of State or related agencies, the Graduate School has established the Graduate Certificate in International Studies. The Program is centered around a "grand themes" model, in which a number of major issues or "grand themes" in international studies are explored, including global environment, HIV/AIDS, gender and development, globalization, the war on terrorism, democracy and human rights at home and abroad, international affairs and the color line, the role of religion in society, humanitarianism, race and ethnicity, information technology, food and water, health, education, family, poverty/socioeconomic status, and war and peace.

**Type:** Certificate

Item #	Title	Credits
INTL-501	Contemporary Issues in International Affairs	3
INTL-509	Internship in International Studies	3
	<b>Sub-Total Credits</b>	<b>6</b>

### Electives

Choose 9 credits from the courses below.

Item #	Title	Credits
INTL-508	Historical & Contemporary Issues of Middle East	3
INTL-511	Political Diplomacy	3
POLS-241	Sem International Dev Pol	3
POLS-259	International Law	3
POLS-264	Problems in International Security	3
	<b>Sub-Total Credits</b>	<b>9</b>
	<b>Total credits:</b>	<b>15</b>

# International Business (GR)

## Global Trilateral MBA Certificate (Graduate Certificate)

The Global Trilateral MBA (GT MBA) Certificate Program provides students with international consulting experiences in the United States, Africa, and China. Through a trilateral partnership with The University of the Witwatersrand/Wits Business School, Johannesburg, South Africa, The Central University of Finance and Economics, Beijing, China, and the Howard University School of Business, Washington, D.C. students can earn a Global MBA Certificate in conjunction with their MBA degree.

**Type:** Certificate

Item #	Title	Credits
GINB-500	International Business	3
GMGT-589	Advanced Management Consulting	3
GINB-590	Global Business Strategy	3
<b>Total credits:</b>		<b>9</b>

# Jazz Studies (A)

## Music - Jazz Studies with Instrument Concentration (MM)

The Master of Music in Jazz Studies degree is offered with an instrument (including jazz piano) or jazz voice. Students in this program may arrange a concentration in either Jazz Performance or Jazz Arranging and Composition. A satisfactory Qualifying Recital is required at the end of the first year of study in order to remain in the program. Candidates for graduation must present a Graduate Recital of works approved by their advisor.

**Type:** MM

### Major Area Courses

Item #	Title	Credits
MUSE-311	Graduate Piano Major I	5
MUSE-312	Graduate Piano Major II	5
MUSE-321	Graduate Piano Major III	5
<b>Sub-Total Credits</b>		<b>15</b>

### Supportive Courses in Music

Item #	Title	Credits
MUSB-351	Graduate Analysis	3
MUSC-300	Graduate Seminar	3
MUSE-371	Graduate Piano Literature I	3
MUSE-372	Graduate Piano Literature II	3
<b>Sub-Total Credits</b>		<b>12</b>

### Elective

- Music Electives (Options: Courses under subject code MUxx-xxx)

<b>Sub-Total Credits</b>		<b>6</b>
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## Additional Requirements

Item #	Title	Credits
MUSC-311	Graduate Expository Writing Examination	1
MUSC-312	Oral Comprehensive Examination	1
MUTO-311	Graduate Qualifying Recital	0
MUTO-312	Graduate Recital	0
	<b>Sub-Total Credits</b>	<b>2</b>
	<b>Total credits:</b>	<b>35</b>

## Jazz Voice

### Music - Jazz Studies with Voice Concentration (MM)

Type: MM

#### Major Area Courses

Item #	Title	Credits
MUSG-311	Graduate Voice Major I	5
MUSG-312	Graduate Voice Major II	5
MUSG-321	Graduate Voice Major III	5
	<b>Sub-Total Credits</b>	<b>15</b>

#### Supportive Courses in Music

Item #	Title	Credits
MUSB-351	Graduate Analysis	3
MUSC-300	Graduate Seminar	3
MUSG-257	Graduate Solo Vocal Literature	3
MUSG-355	Graduate Voice Pedagogy	3
MUSG-371	Graduate Opera Ensemble Workshop	1
MUTL-311	Graduate University Choir I	1
MUTL-312	Graduate University Choir II	1
	<b>Sub-Total Credits</b>	<b>15</b>

#### Elective

- Music Electives (Options: Courses under subject code MUxx-xxx)

	<b>Sub-Total Credits</b>	<b>3</b>
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## Additional Requirements

Item #	Title	Credits
MUSC-311	Graduate Expository Writing Examination	1
MUSC-312	Oral Comprehensive Examination	1
MUTO-311	Graduate Qualifying Recital	0
MUTO-312	Graduate Recital	0
	<b>Sub-Total Credits</b>	<b>2</b>
	<b>Total credits:</b>	<b>35</b>

# Law

## Law (JD)

Howard's Law school offers the Juris Doctor and Master of Laws program. The Juris Doctorate program provides aspiring lawyers with an in-depth understanding of the law as well as real-world skills and training to grow their career and make an impact in a broad spectrum of fields. The curriculum provides the foundation in history, doctrine, process and analysis that students need to fully appreciate more specialized courses offered later in law school. It also includes a wide range of courses and approaches. Some of our classes are purely theoretical and doctrinal. Some focus on particular industries, such as health, pharmaceuticals, and entertainment and sports law. We also offer many opportunities for experiential learning and other courses designed to enable students to be sophisticated entrants into the worlds of business, government and law practice.

The Master of Laws program creates an opportunity for “millennial” lawyers to “hit the reset button” on their career trajectory. It is designed to attract international and domestic students. In addition to the traditional courses offered in most LL.M. programs, Howard Law’s program will also offer—to both domestic and international students—courses in human rights, civil rights, and social justice.

Howard is a national law school that embraces diversity and inclusiveness. Howard Law holds the distinction of graduating more African American attorneys than any other law school in the nation. And while we embrace and are poised to remain the flagship in producing attorneys of color, we seek to share the educational experience and richness that this institution offers with ethnically and culturally diverse individuals. Our approximately 450 students are comprised of people from all walks of life, varied socioeconomic backgrounds, sexual orientation, and gender identity. We have students from almost every US state and many foreign nations. We have third-generation law students and those that will be the first in their family to hold a jurist doctorate. We hope to learn from the experiences of each and every member of the Howard family so our graduates can better foster positive change in society.

### Type: JD

Item #	Title	Credits
LAW-507	Legislation / Regulation	3
LAW-615	Contracts	5
LAW-617	Torts	4
LAW-613	LRRW I	2
LAW-666	Civil Procedure	4
LAW-654	Legal Writing II	1
LAW-612	Constitutional Law I	3
LAW-616	Criminal Law	3
LAW-614	Real Property	4
LAW-621	Constitutional Law II	3
LAW-629	Evidence	3
LAW-687	Professional Responsibility	3
LAW-630	Legal Writing III	2
	<b>Sub-Total Credits</b>	<b>40</b>

## Skill Course Credits

Item #	Title	Credits
LAW-819	Bar Skills	3
LAW-821	DC Law Students in Court-Civ Litigation	12
LAW-941	CD: Bar Skills	2
LAW-947	CD: Bar Skills (MBE)	2
LAW-948	CD: Bar Skills / Essay Writing	2
<b>Sub-Total Credits</b>		<b>18</b>

## Experiential Credits

Item #	Title	Credits
LAW-841	CD: Movement Lawyering Clinic	3
LAW-842	CD: Movement Law. Clin. II EXP	6
LAW-845	*CD: Reentry Clinic	3
<b>Sub-Total Credits</b>		<b>6</b>

## Electives

Options: Courses under subject code LAW

<b>Sub-Total Credits</b>		<b>18</b>
<b>Total credits:</b>		<b>82</b>

## Law (LLM)

Type: LLM

Item #	Title	Credits
LAW-610	Introduction to U.S. Legal Systems	3
LAW-900	Thesis	3
LAW-764	LLM Writing- Advanced Legal Writing	3
<b>Sub-Total Credits</b>		<b>9</b>

## Electives

Options: Courses under subject code LAW

<b>Sub-Total Credits</b>		<b>15</b>
<b>Total credits:</b>		<b>24</b>

# Master Of Public Hth Program

## Public Health (MPH)

The Howard University Master of Public Health (MPH) program is an 18-month program offered through the Howard University Graduate School. The highly interdisciplinary program provides unique opportunities to work across disciplines and equips our students with the skills and knowledge needed to prepare them for a host of career options in the public health sector. Graduates of the MPH program will be able to successfully navigate the intersections of research, practice, teaching, administration, and policy development, to address the current and evolving issues within public health.

**Type:** MPH

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PUHE-504	Applied Biostatistics	3
PUHE-510	Environmental Health Science in Public Health	3
PUHE-205	Introduction to Epidemiology	3
PUHE-505	Health Policy and Management	3
PUHE-206	Social and Behavioral Science In Public Health	3
PUHE-512	Global Health	3
PUHE-508	Public Health Capstone Project I	1
PUHE-514	Public Health Capstone Project II	3
PUHE-502	Health Disparities, Inequities & Inequalities	3
PUHE-509	Public Health Practicum I	3
<b>Sub-Total Credits</b>		<b>28</b>

## Elective

Options: Courses under subject code PUHE

<b>Sub-Total Credits</b>	<b>2</b>
<b>Total credits:</b>	<b>30</b>

# Mathematics

## Mathematics (MS) - Non-thesis

The program offers an opportunity to do research in both pure and applied areas of mathematics. Our program is designed for students who expect to pursue a career in academia as well as those preparing for careers as mathematicians in industry and government.

**Type:** MS

## Algebra/Analysis Courses

Choose 12 credits from the options below - (12 total credit hours):

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
MATH-195	Introduction to Analysis I (A)	3
MATH-220	Introduction to Analysis I (B)	3
MATH-196	Introduction to Analysis II (A)	3
MATH-221	Introduction to Analysis II (B)	3
MATH-197	Introduction to Modern Algebra I (A)	3
MATH-208	Introduction to Modern Algebra I (B)	3
MATH-198	Introduction to Modern Algebra II (A)	3
MATH-209	Introduction to Modern Algebra II (B)	3
<b>Sub-Total Credits</b>		<b>12</b>

## Electives

Electives: Non-Thesis Option - 18 total credit hours

(Options: Elective courses are courses offered within the department under subject code MATH and outside of the department. No more than 2 courses below level 200 will count in this category. All courses offered outside of the department must have advanced approval by program director)

<b>Sub-Total Credits</b>	<b>18</b>
<b>Total credits:</b>	<b>30</b>

## Mathematics (MS) - Thesis Option

Type: MS

### Algebra/Analysis Courses

Choose 12 credits from the options below - (12 total credit hours):

Item #	Title	Credits
MATH-195	Introduction to Analysis I (A)	3
MATH-220	Introduction to Analysis I (B)	3
MATH-196	Introduction to Analysis II (A)	3
MATH-221	Introduction to Analysis II (B)	3
MATH-197	Introduction to Modern Algebra I (A)	3
MATH-208	Introduction to Modern Algebra I (B)	3
MATH-198	Introduction to Modern Algebra II (A)	3
MATH-209	Introduction to Modern Algebra II (B)	3
<b>Sub-Total Credits</b>		<b>12</b>

## Electives

Electives: Thesis Option - 12 total credit hours

(Options: Elective courses are courses offered within the department under subject code MATH and outside of the department. No more than 2 courses below level 200 will count in this category. All courses offered outside of the department must have advanced approval by program director)

<b>Sub-Total Credits</b>	<b>12</b>
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## Thesis

Item #	Title	Credits
MATH-350	Thesis I	6
<b>Sub-Total Credits</b>		<b>6</b>
<b>Total credits:</b>		<b>30</b>

## Mathematics (PhD)

Type: PhD

## Core Course Group I

Choose 3 credits from options below - 3 total credit hours:

Item #	Title	Credits
MATH-220	Introduction to Analysis I (B)	3
MATH-221	Introduction to Analysis II (B)	3
MATH-208	Introduction to Modern Algebra I (B)	3
MATH-209	Introduction to Modern Algebra II (B)	3
<b>Sub-Total Credits</b>		<b>3</b>

## Core Course Group 2

Choose from options below - 18 total credit hours:

Item #	Title	Credits
MATH-210	Algebra I	3
MATH-211	Algebra II	3
MATH-222	Real Analysis I	3
MATH-223	Real Analysis II	3
MATH-250	Topology I	3
MATH-229	Complex Analysis I	3
<b>Sub-Total Credits</b>		<b>18</b>

## Core Course Group 3

Choose 6 credits from options below - 6 total credit hours:

Item #	Title	Credits
MATH-214	Number Theory I	3
MATH-224	Applications of Analysis	3
MATH-230	Complex Analysis II	3
MATH-231	Functional Analysis I	3
MATH-252	Algebraic Topology I	3
MATH-253	Algebraic Topology II	3
MATH-259	Differential Geometry I	3
MATH-260	Differential Geometry II	3
MATH-237	Partial Differential Equations II	3
<b>Sub-Total Credits</b>		<b>6</b>
Item #	Title	Credits
MATH-280	History of Mathematics	3
<b>Sub-Total Credits</b>		<b>3</b>

## Electives

Options: Elective courses are courses offered within the department under subject code MATH and outside of the department at level 200 and above. All courses offered outside of the department must have advanced approval by a program director.

**Sub-Total Credits**

**30**



## Dissertation

\*Note: A maximum of 6 dissertation credits may be taken per semester. In addition, a maximum of 12 dissertation credits may be counted toward the 72 required for program completion.

Item #	Title	Credits
MATH-550	PhD Dissertation	1-6
MATH-551	PhD Dissertation	1-6
	<b>Sub-Total Credits</b>	<b>12</b>
	<b>Total credits:</b>	<b>72</b>

## Mechanical Engineering

### Mechanical Engineering (MEng) - Non-thesis

The Graduate Mechanical Engineering programs include the Master of Mechanical Engineering and the Doctor of Philosophy in Mechanical Engineering. Students admitted to the Master's program normally will have completed a bachelor's degree in Mechanical Engineering or a closely allied field (Physics, Mathematics, or Electrical Engineering other engineering disciplines). There is no single criterion for admission; consideration is given to all aspects of an applicant's academic and/or career history, grades, recommendations, special examinations, and other sources of information. Highly qualified applicants holding a Bachelor's or a Master's degree in Engineering, Physical Sciences, or Mathematics, from a nationally accredited institution or applicants with equivalent qualifications from foreign institutions are eligible for admission into the Mechanical Engineering doctoral program.

**Type:** MEng

Item #	Title	Credits
MEEG-503	Advanced Thermodynamics I	3
MEEG-505	Advanced Dynamics I	3
MEEG-507	Advanced Fluid Mechanics	3
MEEG-512	Applications of Continuum Mechanics	3
ELEG-502	Engineering Analysis A	3
ELEG-503	Engineering Analysis B	3
MEEG-519	Graduate Seminar	1
MEEG-615	Special Project (Non-Thesis Option)	3
	<b>Sub-Total Credits</b>	<b>22</b>

## Electives

Electives: Non-Thesis Option -- 11 credits.

Item #	Title	Credits
	Dynamics & Controls of Aerospace Systems Specialization Elective Group	
	Fluid and Thermal Sciences Specialization Elective Group	
	Applied Mechanics Specialization Elective Group	
	Manufacturing Specialization Elective Group	
	<b>Sub-Total Credits</b>	<b>11</b>
	<b>Total credits:</b>	<b>33</b>

## Mechanical Engineering (MEng) - Thesis

Type: MEng

Item #	Title	Credits
MEEG-503	Advanced Thermodynamics I	3
MEEG-505	Advanced Dynamics I	3
MEEG-507	Advanced Fluid Mechanics	3
MEEG-512	Applications of Continuum Mechanics	3
ELEG-502	Engineering Analysis A	3
ELEG-503	Engineering Analysis B	3
MEEG-519	Graduate Seminar	1
MEEG-500	MS Directed Research	6
	<b>Sub-Total Credits</b>	<b>25</b>

## Electives

Electives: Thesis Option -- 5 credits

Item #	Title	Credits
	Dynamics & Controls of Aerospace Systems Specialization Elective Group	
	Fluid and Thermal Sciences Specialization Elective Group	
	Applied Mechanics Specialization Elective Group	
	Manufacturing Specialization Elective Group	
	<b>Sub-Total Credits</b>	<b>5</b>
	<b>Total credits:</b>	<b>30</b>

## Mechanical Engineering (PhD)

Type: PhD

Item #	Title	Credits
MEEG-503	Advanced Thermodynamics I	3
MEEG-505	Advanced Dynamics I	3
MEEG-507	Advanced Fluid Mechanics	3
MEEG-512	Applications of Continuum Mechanics	3
MEEG-519	Graduate Seminar	1
PHYS-216	Mathematical Methods in Physics	3
PHYS-217	Mathematical Methods in Physics II	3
	<b>Sub-Total Credits</b>	<b>19</b>

## Electives

Choose 41 credits from the electives options below.

Item #	Title	Credits
	Dynamics & Controls of Aerospace Systems Specialization Elective Group	
	Fluid and Thermal Sciences Specialization Elective Group	
	Applied Mechanics Specialization Elective Group	
	Manufacturing Specialization Elective Group	
	<b>Sub-Total Credits</b>	<b>41</b>

## Dissertation

\*MEEG-618

Note: A maximum of 12 dissertation credits may be taken per semester. In addition, a maximum of 12 dissertation credits may be counted toward the 72 required for program completion.

Item #	Title	Credits
MEEG-618	Dissertation I	12
	<b>Sub-Total Credits</b>	<b>12</b>
	<b>Total credits:</b>	<b>72</b>

## Medicine

### Medicine (MD)

Type: MD

#### First Year

Item #	Title	Credits
INDI-101	Molecules and Cells Unit 1	12
INDI-102	Molecules and Cells Unit 2	8
INDI-342	Population Health I	4
INDI-108	Structure and Function Unit 1	5
INDI-100	Structure and Function Unit 2 (Head, Neck, NS)	10
INDI-109	Structure and Function Unit 3 (Thorax, A&P)	15
INDI-404	Population Health II	3
	<b>Sub-Total Credits</b>	<b>57</b>

#### Second Year

Item #	Title	Credits
INDI-303	Organ Systems Unit 1 (General Principles)	6
INDI-304	Organ Systems Unit 2 (Hematopoietic & Lymphoreticular)	6
INDI-305	Organ Systems Unit 3 (Cardiovascular & Respiratory)	7
INDI-324	Organ Systems Unit 4 (Renal/Urinary)	6
INDI-113	Introduction to Clinical Medicine 1	4
INDI-307	Organ Systems Unit 5 (Gastro System)	8
INDI-308	Organ Systems Unit 6 (CN System)	7
INDI-405	Population Health III	4
PHAS-21	Clinical Medicine 1	4
PHAS-22	Clinical Medicine 2	4
	<b>Sub-Total Credits</b>	<b>56</b>

## Third Year

NOTES: Third-year medical students are placed into one of three FALL/SPRING/SUMMER schedules. The amount of credits hour can vary per semester. However, each third-year student are registered for a minimum of twelve (12) credits hour and a maximum of eighteen (18) credit hours during any given term.

Item #	Title	Credits
MFDX-403	Community Health Family Practice (Fam Med) Clerkship	4
PHAS-54	Emergency Medicine Clerkship	2
PHAS-31	Medicine Clerkship	12
PHAS-50	Obstetrics-Gynecology Clerkship	8
PHAS-52	Pediatrics Clerkship	8
PHAS-57	Psychiatry Clerkship	6
PHAS-53	Surgery Clerkship	8
INDI-114	Health Care Ethics	2
	<b>Sub-Total Credits</b>	<b>50</b>

## Fourth Year

NOTES: Fourth-year medical students take four (4) required courses: Senior Internal Medicine, Senior Primary Care, Senior Surgery, and Intern Readiness Course (IRC).

\*Each student has the opportunity for clinical and research experience through four (4) or five (5) electives, for a minimum of twelve (12) credits hour and a maximum of twenty-four (24) credit hours during any given term.

\*\*Medicine Senior Elective Options: Courses under subject codes MEDI and INDI.

Item #	Title	Credits
MEDI-402	Senior Medicine	4
MSUX-416	Senior Surgery	4
MFPX-408	Senior Family Medicine/Primary Care	4
INDI-401	Intern Readiness Course	4
	Medicine Senior Electives	20
	<b>Sub-Total Credits</b>	<b>36</b>
	<b>Total credits:</b>	<b>199</b>

# Microbiology

## Microbiology (PhD)

The Department of Microbiology offers a Doctor of Philosophy degree in microbiology. The curriculum provides a high-caliber research-based education in molecular medicine in order to: promote understanding and amelioration of the disease process, train students with high academic potential in the health sciences and serve the university and scientific community.

**Type:** PhD

### First Year (Fall)

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
MICR-300	Biology of Pathogens I	5
BIOC-101	General Biochemistry	4
MICR-417	Seminar	3
<b>Sub-Total Credits</b>		<b>12</b>

### First Year (Spring)

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
MICR-303	Biology of Pathogens II	4
MICR-305	Cell/Molecular Biology	3
BIOC-203	Biochemistry Laboratory	3
MICR-417	Seminar	3
<b>Sub-Total Credits</b>		<b>13</b>

### Second Year (Fall)

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
MICR-304	Cellular and Molecular Immunology	4
MICR-417	Seminar	3
MICR-418	Special Topics in Microbiology	3
<b>Sub-Total Credits</b>		<b>10</b>

### Second Year (Spring)

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
MICR-418	Special Topics in Microbiology	3
MICR-307	Virology	4
MICR-417	Seminar	3
BIOG-430	Biostatistics Lec/Lab	4
<b>Sub-Total Credits</b>		<b>14</b>

### Third Year (Fall)

\*Note: A maximum of 9 research credits may be taken per semester. In addition, a maximum of 18 research credits may be counted toward the 79 required for program completion.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
MICR-228	Research in Microbiology	1-9
<b>Sub-Total Credits</b>		<b>9</b>

### Third Year (Spring)

\*Note: A maximum of 9 research credits may be taken per semester. In addition, a maximum of 18 research credits may be counted toward the 79 required for program completion.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
MICR-228	Research in Microbiology	1-9
<b>Sub-Total Credits</b>		<b>9</b>

## Fourth Year (Fall)

\*Note: A maximum of 12 dissertation research credits may be taken per semester. In addition, a maximum of 12 dissertation research credits may be counted toward the 72 required for program completion.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
MICR-600	Dissertation Research	1-12
<b>Sub-Total Credits</b>		<b>6</b>

## Fourth Year (Spring)

\*Note: A maximum of 12 dissertation research credits may be taken per semester. In addition, a maximum of 12 dissertation research credits may be counted toward the 72 required for program completion.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
MICR-600	Dissertation Research	1-12
<b>Sub-Total Credits</b>		<b>6</b>
<b>Total credits:</b>		<b>79</b>

# Music Education

## Music - Music Education Concentration (MM)

The Master of Music Education enables students to develop their skills and expand their theoretical knowledge. Courses typically include music theory and history in addition to more advanced classes like educational leadership, curriculum development, psychology of music, and communication.

**Type:** MM

## Major Area Credits

\*Choose between MUSD-260 OR MUSD-256 below in scheme.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
MUSD-258	Foundations of Music Education	3
MUSD-250	Graduate Research in Music Education	3
MUSD-260	Psychology of Music	3
MUSD-256	Administration & Supervision of Music Education	3
<b>Sub-Total Credits</b>		<b>9</b>

## Supportive Courses in Music:

\*Choose at least one course from the following options: MUSD-280, MUSD-051, MUSD-052, OR MUSD-058. These options are listed in the degree scheme below.

Item #	Title	Credits
MUSB-351	Graduate Analysis	3
MUSC-300	Graduate Seminar	3
	Music History and Literature	3
	Music Performance (Primary Instrument)	3
MUSD-280	Instrumental Conducting	3
MUSD-051	Elementary Choral Conducting	3
MUSD-052	Advanced Choral Conducting	3
MUSD-058	Instrumental Conducting	3
	<b>Sub-Total Credits</b>	<b>15</b>

## Thesis or Recital

Depending on selected option, choose between MUSD-303 or MUSD-304

Item #	Title	Credits
MUSD-303	Thesis	3
MUSD-304	Recital	3
	<b>Sub-Total Credits</b>	<b>3</b>

## Electives

\*6 credits Education Electives (Options: Courses under subject code EDAP, EDUC, or HUDE; prior approval required)

	<b>Sub-Total Credits</b>	<b>6</b>
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## Additional Requirements

Item #	Title	Credits
MUSC-311	Graduate Expository Writing Examination	1
MUSC-312	Oral Comprehensive Examination	1
	<b>Sub-Total Credits</b>	<b>2</b>
	<b>Total credits:</b>	<b>35</b>

## Music - Music Education Concentration (MM) - Extra Credits Option

Type: MM

## Major Area Credits

Item #	Title	Credits
MUSD-258	Foundations of Music Education	3
MUSD-250	Graduate Research in Music Education	3
MUSD-260	Psychology of Music	3
MUSD-256	Administration & Supervision of Music Education	3
	<b>Sub-Total Credits</b>	<b>12</b>

## Supportive Courses in Music:

\*Choose at least one course from the following options: MUSD-280, MUSD-051, MUSD-052, OR MUSD-058. These options are listed in the degree scheme below.

Item #	Title	Credits
MUSB-351	Graduate Analysis	3
MUSC-300	Graduate Seminar	3
	Music History and Literature	3
	Music Performance (Primary Instrument)	3
MUSD-280	Instrumental Conducting	3
MUSD-051	Elementary Choral Conducting	3
MUSD-052	Advanced Choral Conducting	3
MUSD-058	Instrumental Conducting	3
	<b>Sub-Total Credits</b>	<b>15</b>

## Thesis or Recital

Depending on selected option, choose between MUSD-303 or MUSD-304

Item #	Title	Credits
MUSD-303	Thesis	3
MUSD-304	Recital	3
	<b>Sub-Total Credits</b>	<b>3</b>

## Electives

\*6 credits Education Electives (Options: Courses under subject code EDAP, EDUC, or HUDE; prior approval required)

	<b>Sub-Total Credits</b>	<b>6</b>
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## Additional Requirements

Item #	Title	Credits
MUSC-311	Graduate Expository Writing Examination	1
MUSC-312	Oral Comprehensive Examination	1
	<b>Sub-Total Credits</b>	<b>2</b>
	<b>Total credits:</b>	<b>38</b>

# Music Instrument

## Music - Performance Concentration (MM)

The Master of Music in Performance program provides training to highly advanced instrumentalists and vocalists, focusing on the study and performance of solo repertoire as well as chamber music, orchestral, wind ensemble, choral, and/or opera repertoire. The program includes study in music theory and musicology as well as elective courses in areas such as diction, orchestral excerpts, new music, historical performance, pedagogy, and literature for specific instruments and voice.

**Type:** MM



## Graduate Instrument Major I

Options: Courses under subject code MUSE, MUSL, MUSM, MUSN, MUSO, MUSO, MUSQ, MUSS, MUST, MUSU, MUSV, MUSW, MUTQ, MUTR, MUTS, MUTT, and MUTU level 300 and above.

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**Sub-Total Credits**

**5**

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## Graduate Instrument Major II

Options: Courses under subject code MUSE, MUSL, MUSM, MUSN, MUSO, MUSO, MUSQ, MUSS, MUST, MUSU, MUSV, MUSW, MUTQ, MUTR, MUTS, MUTT, and MUTU level 300 and above.

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**Sub-Total Credits**

**5**

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## Graduate Instrument Major III

Options: Courses under subject code MUSE, MUSL, MUSM, MUSN, MUSO, MUSO, MUSQ, MUSS, MUST, MUSU, MUSV, MUSW, MUTQ, MUTR, MUTS, MUTT, and MUTU level 300 and above.

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**Sub-Total Credits**

**5**

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## Supportive Courses in Music:

\*Graduate History 3 Credit Elective (options: courses under subject code MUxx-xxx)

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
MUSB-351	Graduate Analysis	3
MUSC-300	Graduate Seminar	3
	Music Graduate History Elective	3
	<b>Sub-Total Credits</b>	<b>9</b>

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## Electives

- Ensemble Electives (Options: Courses under subject MUSC, MUSZ, MUTB, MUTC, MUTD, MUTE, and MUTF. Must take 3 courses at 1cr each.) - 3 credit hours total
- Music Electives (Options: Courses under subject code MUxx-xxx) - 6 credit hours total

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**Sub-Total Credits**

**9**

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## Additional Requirements

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
MUSC-311	Graduate Expository Writing Examination	1
MUSC-312	Oral Comprehensive Examination	1
MUTO-311	Graduate Qualifying Recital	0
MUTO-312	Graduate Recital	0
	<b>Sub-Total Credits</b>	<b>2</b>
	<b>Total credits:</b>	<b>35</b>

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# Non-Trad Doctor of Pharmacy

## Pharmacy (PharmD) Nontraditional Doctor of Pharmacy Track

The Howard University Non-traditional Doctor of Pharmacy (NTDP) program normally requires a minimum of two years to complete. Eligible Pharmacists are admitted once a year as members of a cohort. Cohorts consist of not geographically bounded pharmacists who joined the program at the same time and will progress through it at the same pace. They must complete an application and fulfill all requirements of the program. The NTDP curriculum is learner-and competency-based and incorporates communication, problem solving, and critical thinking in all phases of the program.

\*Note: A maximum of 7 Profess. Practice credits may be taken per semester (NTDP-633, 634, & 635).

**Type:** PharmD

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
NTDP-624	Drug Information Resources	1
NTDP-623	Patient Assessment Skills	1
NTDP-615	Pharmacoepidemiology	4
NTDP-625	Pharmacokinetics	4
NTDP-626	Principles of Pharmacy Administration	3
NTDP-606	Integrated Pharmaceutical Care and Science Laboratory: I-Care Lab-1	2
NTDP-627	Introduction Concepts	3
NTDP-628	Endocrine/Renal/GI	3
NTDP-617	Hematology/Oncology	3
NTDP-607	Cardiovascular	3
NTDP-629	Integrated Pharmaceutical Care and Science Laboratory: I-Care Lab	2
NTDP-610	Infectious Diseases	4
NTDP-630	Bone Joint and Immunology	3
NTDP-620	Neurology and Psychiatry	3
NTDP-631	Special Populations	3
NTDP-632	Integrated Pharmaceutical Care and Science Laboratory: I-Care Lab-3	2
NTDP-633	Profess. Practice-1	7
NTDP-634	Profess. Practice-2	7
NTDP-635	Profess. Practice-3	7
	<b>Total credits:</b>	<b>65</b>

## Nursing

### Family Nurse Practitioner (MSN)

The Graduate Nursing program is designed for registered nurses who wish to further advance their nursing career. The Family Nurse Practitioner (FNP) track is a traditional program that prepares nurses to achieve the core competencies required of the family nurse practitioner. Coupled with the 46 semester hours and additional clinical hours, the curriculum is sequenced in a manner to facilitate the student's progression and transition into the advanced practice role. The Nurse Educator (NE) track is a 39-semester online program and

is designed to prepare registered nurses to teach in academic and clinical settings and enhance skills in staff development and community education. “The Post-Master’s certificates, Family Nurse Practitioner track also prepare registered nurses who have a Master of Science in Nursing degree to work as Family Nurse Practitioners.

\*Choose NURC-605 (Thesis) or NURC-606 (Research Practicum).

**Type:** MSN

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
NURC-511	Advanced Pathophysiology	3
NURC-512	Theoretical Foundation for Advanced Practice Nursing	2
NURP-601	Pharmacotherapeutics	3
NURP-605	Advanced Health Assessment	3
NURC-502	Nursing Research: Theory and Practice	4
NURP-606	Family Primary Care of Children and Adolescents & Practicum	4
NURP-607	Family Primary Care of Women & Practicum	4
NURP-608	Family Primary Care of Adults & Practicum	5
NURC-504	Health Care Policy	2
NURC-605	Thesis	2
NURC-606	Research Practicum	2
NURP-609	Family Primary Care of Older Adults & Practicum	5
NURC-501	Interdisciplinary Health Care Ethics	2
NURC-509	Cultural Diversity and Social Issues	2
NURC-605	Thesis	2
NURR-610	Family Primary Nurse Practitioner Role Seminar Practicum	5
<b>Total credits:</b>		<b>46</b>

## Family Nurse Practitioner (Post- Master’s Certificate)

**Type:** Certificate

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
NURC-511	Advanced Pathophysiology	3
NURP-601	Pharmacotherapeutics	3
NURP-605	Advanced Health Assessment	3
NURP-606	Family Primary Care of Children and Adolescents & Practicum	4
NURP-607	Family Primary Care of Women & Practicum	4
NURP-608	Family Primary Care of Adults & Practicum	5
NURP-609	Family Primary Care of Older Adults & Practicum	5
NURR-610	Family Primary Nurse Practitioner Role Seminar Practicum	5
<b>Total credits:</b>		<b>32</b>

## Nurse Educator (MSN)

The Graduate Nursing program is designed for registered nurses who wish to further advance their nursing career. The Family Nurse Practitioner (FNP) track is a traditional program that prepares nurses to achieve the core competencies required of the family nurse practitioner. Coupled with the 46 semester hours and additional clinical hours, the curriculum is sequenced in a manner to facilitate the student’s progression and transition into the advanced practice role. The Nurse Educator (NE) track is a 39-semester online program and

is designed to prepare registered nurses to teach in academic and clinical settings and enhance skills in staff development and community education. “The Post-Master’s certificates, Family Nurse Practitioner track also prepare registered nurses who have a Master of Science in Nursing degree to work as Family Nurse Practitioners.

The Nurse Educator (NE) track is a 39-hour online program and is designed to prepare registered nurses to teach in academic and clinical settings and enhance skills in staff development and community education.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
NURC-511	Advanced Pathophysiology	3
NURC-512	Theoretical Foundation for Advanced Practice Nursing	2
NURP-601	Pharmacotherapeutics	3
NURP-605	Advanced Health Assessment	3
NURG-520	Teaching and Learning in Nursing Education	2
NURG-521	Curriculum and Instruction in Nursing Education	3
NURG-522	Role Development as a Nurse Educator	2
NURG-523	Nurse Educator Practicum	2
NURG-524	Clinical Role Specialty for the Nurse Educator	2
NURG-525	Clinical Role Practicum for the Nurse Educator	2
NURC-502	Nursing Research: Theory and Practice	4
NURC-504	Health Care Policy	2
NURG-526	Measurement and Evaluation in Nursing Education	3
NURC-606	Research Practicum	2
NURC-509	Cultural Diversity and Social Issues	2
NURC-501	Interdisciplinary Health Care Ethics	2
<b>Total credits:</b>		<b>39</b>

## **Occupational Therapy (Grad)**

### **Occupational Therapy (MSOT)**

The Howard University Occupational Therapy Program is proud to offer an Entry-Level Occupational Therapy program leading to a Doctor of Occupational of Therapy (OTD) and Post-Professional Doctor of Occupational Therapy (OTD). The Department is uniquely privileged to be among the few providers of entry-level occupational therapy graduates in the Nation’s capital. The program has a rich history of excellence in leadership, graduating highly sought-after therapists, and developing national and international health professionals.

**Type:** MSOT

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
OCCG-760	Musculoskeletal Anatomy	4
OCCG-517	Health & Wellness	2
OCCG-521	OT Theory & Concepts	3
OCCG-523	Occupational Science	3
OCCG-316	Clinical Kinesiology	3
OCCG-518	Research Method in OT	2
OCCG-513	Clinical Neuroscience	3
OCCG-515	Life Participation & Aging	2
OCCG-516	Human Performance & Movement Analysis	2
OCCG-520	Pediatrics in OT	3
OCCG-532	Clinical Decision-Making I	1
OCCG-514	Principles of Disease	3
OCCG-544	Fieldwork Level I	1
OCCG-530	Theories & Assessment in Mental Health	3
OCCG-531	Theories of Occupational Performance & Assessment in Physical Dysfunctions	3
OCCG-539	Clinical Decision-making in OT II	1
OCCG-535	Independent Research Project I	3
OCCG-533	Analysis of Human Performance & Technology	3
OCCG-545	Fieldwork Level (Intermediate)	1
OCCG-540	Theories of Human Performance & Interventions in Pediatrics	3
OCCG-538	Theories of Occupational Performance & Intervention in Physical Dysfunctions	3
OCCG-537	Theories of Group Dynamics & Interventions in Mental Health	3
OCCG-616	Professional Issues & Ethics in OT	2
OCCG-534	OT Administration & Management	2
OCCG-657	Evidence-Based Research	2
OCCG-618	Independent Research Project in OT II	1
OCCG-543	Clinical Decision Making In OT III	1
OCCG-546	Fieldwork Level I (Advanced)	1
<b>Total credits:</b>		<b>64</b>

## Occupational Therapy (OTD)

**Type:** OTD

\*NOTE: A maximum of 6 fieldwork credits may be taken per semester.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
OCCG-760	Musculoskeletal Anatomy	4
OCCG-517	Health & Wellness	2
OCCG-521	OT Theory & Concepts	3
OCCG-523	Occupational Science	3
OCCG-316	Clinical Kinesiology	3
OCCG-518	Research Method in OT	2
OCCG-702	Doctoral Research Projects I	1
OCCG-513	Clinical Neuroscience	3
OCCG-515	Life Participation & Aging	2
OCCG-516	Human Performance & Movement Analysis	2
OCCG-520	Pediatrics in OT	3
OCCG-532	Clinical Decision-Making I	1
OCCG-514	Principles of Disease	3
OCCG-544	Fieldwork Level I	1
OCCG-740	Evidence Based Research	3
OCCG-704	Minority Health & Health Equity	3
OCCG-530	Theories & Assessment in Mental Health	3
OCCG-531	Theories of Occupational Performance & Assessment in Physical Dysfunctions	3
OCCG-539	Clinical Decision-making in OT II	1
OCCG-742	Organizational Leadership	3
OCCG-533	Analysis of Human Performance & Technology	3
OCCG-545	Fieldwork Level (Intermediate)	1
OCCG-540	Theories of Human Performance & Interventions in Pediatrics	3
OCCG-538	Theories of Occupational Performance & Intervention in Physical Dysfunctions	3
OCCG-537	Theories of Group Dynamics & Interventions in Mental Health	3
OCCG-616	Professional Issues & Ethics in OT	2
OCCG-534	OT Administration & Management	2
OCCG-657	Evidence-Based Research	2
OCCG-706	Doctoral Research Projects II	1
OCCG-707	Program Development, Entrepreneurship & Grant Writing	3
OCCG-543	Clinical Decision Making In OT III	1
OCCG-546	Fieldwork Level I (Advanced)	1
OCCG-541	Fieldwork II Experience	6
OCCG-708	Doctoral Research Projects III	1
OCCG-542	Fieldwork III Experience	6
OCCG-709	Board Prep Seminar	3
OCCG-701	Doctoral Capstone Experience	6
OCCG-711	Capstone Project	3
	<b>Total credits:</b>	<b>99</b>

# Orthodontics

## Orthodontics (Graduate / Residency Certificate)

The Postdoctoral Orthodontics program at Howard University College of Dentistry has been in existence since 1967 and has graduated more than 200 practicing orthodontists. The program in Orthodontics is a two-year program beginning in July of each year with the fundamental goal to provide the postdoctoral resident with the necessary diagnostic and clinical skills to recognize, diagnose and treat malocclusions. Our residents are exposed to a variety of orthodontic techniques utilizing various straight wire appliances. The program is designed to meet the requirements of the Council on Dental Education of the American Dental Association, the American Board of Orthodontics and the American Association of Orthodontists.

The curriculum is designed to present the theory and practice of orthodontic treatment encompassing the major systems of mechanotherapy. Basic and related sciences fundamental to orthodontics are stressed and presented on a postdoctoral level. The emphasis in this program is placed on the total educational experience for the resident. Completed cases are presented in the American Board of Orthodontics format at the American Association of Orthodontists Annual Meeting. Over the past 20 years, our senior residents have been encouraged to take the Phase II Written Examination, which is held just prior to this meeting.

**Type:** Certificate

### First Year - Summer I

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PGDP-618	Orthodontic Laboratory	8.5
PGDP-619	Orthodontic Theory I	3
PGDP-628	Roentgenology and Cephalometrics	3
PGDP-761	Clinical Introduction	2
PGDP-656	Methodology in Research I	5
	<b>Sub-Total Credits</b>	<b>21.5</b>

### First Year - Summer II

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PGDP-725	Pediatric Dentistry Seminar	2
PGDP-721	Orthodontic Case Analysis Seminar	1-4
PGDP-733	Orthodontic Clinic	7
	<b>Sub-Total Credits</b>	<b>10</b>

## First Year - Fall

\*PGDP-624 Note: This course can be taken for a maximum of 13 credits towards degree/certificate with the student taking 6.5 credits per semester.

Item #	Title	Credits
PGDP-624	Orthodontic Clinic	6.5
PGDP-720	Orthodontic Case Analysis Seminar	2
PGDP-726	Theoretical Mechanics	2
PGDP-620	Orthodontic Theory II	2
PGDP-629	Advanced Cephalometrics	2
PGDP-650	Growth and Development I	2
PGDP-778	Periodontic-Orthodontic Seminar	2
	<b>Sub-Total Credits</b>	<b>18.5</b>

## First Year - Spring

\*PGDP-624 Note: This course can be taken for a maximum of 13 credits towards degree/certificate with the student taking 6.5 credits per semester.

Item #	Title	Credits
PGDP-621	Orthodontic Theory III	2
PGDP-624	Orthodontic Clinic	6.5
PGDP-651	Growth and Development	2
PGDP-730	Clinical TMD	1
PGDP-758	Internal Medicine	1
PGDP-766	Mixed Dentition Seminar	1
PGDP-779	Craniofacial Genetics	1
PGDP-630	Adv. Oral & Maxillofacial Surgery Lecture	1
PGDP-703	Pediatrics	1
PGDP-656	Methodology in Research I	5
PGDP-800	Research Seminar	2
	<b>Sub-Total Credits</b>	<b>23.5</b>

## Second Year - Summer I

Item #	Title	Credits
PGDP-734	Orthodontic Clinic (Advisory Course)	0
PGDP-721	Orthodontic Case Analysis Seminar	1-4
PGDP-724	Orthodontic Practice Organization	0
PGDP-801	ABO Literature Review	2
	<b>Sub-Total Credits</b>	<b>3</b>

## Second Year - Summer II

Item #	Title	Credits
PGDP-770	Orthodontic Clinic	7
PGDP-771	Manuscript Preparation	4
PGDP-721	Orthodontic Case Analysis Seminar	1-4
	<b>Sub-Total Credits</b>	<b>12</b>



## Second Year - Fall

Item #	Title	Credits
PGDP-734	Orthodontic Clinic (Advisory Course)	0
PGDP-721	Orthodontic Case Analysis Seminar	1-4
PGDP-724	Orthodontic Practice Organization	0
PGDP-767	Comprehensive Surgery Orthodontic Seminar	2
PGDP-760	Orthodontic Literature Review	3
PGDP-657	Methodology in Research II	5
PGDP-614	Histopathology	2
	<b>Sub-Total Credits</b>	<b>13</b>

## Second Year - Spring

Item #	Title	Credits
PGDP-735	Orthodontic Clinic	6
PGDP-750	Dental Education	1
PGDP-768	Orthodontic Seminar	2
	<b>Sub-Total Credits</b>	<b>9</b>
	<b>Total credits:</b>	<b>110.5</b>

# Pharmaceutical Science

## Pharmacy (PharmD)

The Entry-level Pharm.D. degree curriculum provides students with the knowledge and skills to practice pharmaceutical care. The curriculum comprises courses in biomedical sciences (anatomy, biochemistry, microbiology, physiology, pharmacology, and biostatistics), pharmaceutical sciences (pharmaceutical math, physical pharmacy, drug delivery, and dosage forms, biopharmaceutics and pharmacokinetics, biomedical chemistry and biotechnology), clinical and administrative sciences (pathophysiology, pharmacotherapy, drug information, management, and pharmacoepidemiology) and pharmacy practice (dispensing, jurisprudence, contemporary pharmacy practice, pharmacy and U.S. healthcare, drugs and society and ethics).

- CLPS-422 \*Note: A maximum of 15 Advanced Professional Practice Experience credits may be taken per semester.
- CLPS-021 \*Note: A maximum of 4 IPPE credits may be taken per semester.
- CLPS-022 \*Note: A maximum of 4 IPPE credits may be taken per semester.
- CLPS-420 APPE I \*Note: A maximum of 15 Advanced Professional Practice Experience credits may be taken per semester.

**Type:** PharmD

### First Year (P1) - Fall

Item #	Title	Credits
PHSC-317	Structures & Functions in Therapeutics	2
PHSC-312	Pharmacological Therapeutics I	3
PHSC-323	Pharm Calculations I	2
CLPS-306	Drug Informatics	2
CLPS-319	Professional Practice Readiness I	3
PHSC-315	Pharmaceutical Chemistry I	3
PHSC-321	Applications for Pharmacy Practice	1
	<b>Sub-Total Credits</b>	<b>16</b>

### First Year (P1) - Spring

Item #	Title	Credits
PHSC-307	Pharmaceutics	4
PHSC-308	Pharmacological Therapeutics II	3
PHSC-309	Pharmaceutical Chemistry II	3
PHSC-316	Physico-chemical Principles of Pharmacy	2
CLPS-311	Pharmaceutical Care	3
PHSC-313	Pharmaceutical Calculations II	2
CLPS-347	Applications for Pharmacy Practice 2	1
	<b>Sub-Total Credits</b>	<b>18</b>

### First Year (P1) - Summer

Item #	Title	Credits
CLPS-021	IPPE I	4
	<b>Sub-Total Credits</b>	<b>4</b>

### Second Year (P2) - Fall

Item #	Title	Credits
PHSC-316	Physico-chemical Principles of Pharmacy	2
PHSC-429	Biopharmaceutics	3
CLPS-425	IT 1 - Foundations of IT	3
CLPS-426	IT 2 - Cardiology/Critical Care	3
CLPS-427	IT Lab 1	2
PHSC-336	Pharm Compounding Lab	2
CLPS-428	Principles of Pharm Adm I	2
	<b>Sub-Total Credits</b>	<b>19</b>

## Second Year (P2) - Spring

Item #	Title	Credits
CLPS-370	IT 3 Infectious Disease/Antimicrobials	4
CLPS-371	IT 4 Bone, Joint and Immunology	2
CLPS-372	IT Lab 2	2
CLPS-323	Pharmacoepidemiology & Outcome Res	3
PHSC-314	Pharmacokinetics	4
	Pharmacy Elective (Options: PHSC or CLPS courses)	3
CLPS-373	Applications for Pharmacy Practice 4	1
	<b>Sub-Total Credits</b>	<b>19</b>

## Second Year (P2) - Summer

Item #	Title	Credits
CLPS-022	IPPE II	4
	<b>Sub-Total Credits</b>	<b>4</b>

## Third Year (P3) - Fall

\*CLPS-235 can be taken either during the fall or spring semester.

Item #	Title	Credits
CLPS-365	IT Lab 3	2
CLPS-340	Pharm Jurisprudence	3
CLPS-363	IT 5 - Oncology/Hem/Pain Palliative	3
CLPS-364	IT 6 - Endocrine/GI/Renal	3
CLPS-235	Health Care Ethics	2
	Pharmacy Elective (Options: PHSC or CLPS courses)	3
CLPS-366	Applications for Pharmacy Practice 5	1
	<b>Sub-Total Credits</b>	<b>17</b>

## Third Year (P3) - Spring

Item #	Title	Credits
CLPS-450	IT 7 - Neuro/Psych	3
CLPS-451	IT 8 - Special Populations	3
CLPS-353	IT Lab 4	2
CLPS-452	Principles of Pharm Admin II	2
CLPS-320	Professional Practice Readiness II	3
CLPS-453	Applications for Pharmacy Practice 6	1
	<b>Sub-Total Credits</b>	<b>14</b>

## Third Year (P3) - Summer

Item #	Title	Credits
CLPS-420	APPE I	10
	<b>Sub-Total Credits</b>	<b>10</b>

## Fourth Year (P4) - Fall

Item #	Title	Credits
CLPS-421	Advanced Pharm Practice Exp. II	15
<b>Sub-Total Credits</b>		<b>15</b>

## Fourth Year (P4) - Spring

Item #	Title	Credits
CLPS-422	Advanced Professional Practice Experience III	15
<b>Sub-Total Credits</b>		<b>15</b>
<b>Total credits:</b>		<b>151</b>

## Pharmaceutical Science (PhD) Medicinal Chemistry

The College of Pharmacy currently offers a four-year Ph.D. degree in Pharmaceutical Sciences with tracks in Pharmacy Administration, Medicinal Chemistry, and Pharmaceutics.

The Pharmacy Administration track is committed to excellence in developing pharmacy professionals that combine the use of health services research, education, and service to advance health care systems, governmental policies, and regulatory agencies tasked with ensuring the optimal use of medications with the goal of improving human health. Moreover, in line with the mission of Howard University, our professionals will gain experience in using their expertise to address health disparities that impact our communities.

Research in the Howard University Medicinal Chemistry Track spans activities in contemporary chemical biology and drug discovery and blends the principles and experimental techniques of chemistry and biology with computational science. While maintaining a traditional emphasis on the drug candidate, we integrate contemporary biological methods to merge small molecule and target biomolecule research. This approach allows for elucidation of disease pathways and mechanisms of drug action. Our program encompasses nearly all aspects of drug discovery, including bioactive natural products, organic chemistry, computational drug design, assay development, high throughput screening of chemical libraries, and studies in living cells.

The Pharmaceutics Track produces Ph.Ds. who will eventually engineer drug delivery systems for new therapies and vaccines intended for human use. There are many routes of administration, including oral, pulmonary, parenteral, percutaneous, and transmucosal. The design and fabrication of nanoparticulate drug carriers have received critical attention recently as they provide a new challenge as well as opportunities. Because of strong educational and training components in basic pharmaceutics, the division is ideally situated in bridging basic sciences to biomedical research.

- \*Note: Courses with subject codes PUBH and RAFF offered in partnership with from George Washington University
- PHSC-701 \*Note: A maximum of 9 PhD Research credits may be taken per semester. In addition, a maximum of 12 Research credits may be counted toward the 72 required for program completion.
- PHSC-801 \*Note: A maximum of 9 dissertation credits may be taken per semester. In addition, a maximum of 12 dissertation credits may be counted toward the 72 required for program completion.
- PHSC-604 \*Note: A maximum of 3 dissertation writing credits may be taken per semester. In addition, a maximum of 3 dissertation writing credits may be counted toward the 72 required for program completion.

**Type:** PhD

Item #	Title	Credits
PHSC-511	Biostatistics	4
PHSC-631	Research Design and Methods	3
CHEM-243	Advanced Organic Chemistry	3
PHSC-703	Proposal Writing	3
PHSC-601	Seminar	2
PHSC-602	Seminar	1
PHSC-422	Drug Design in Pharmaceutical Sciences	3
PHSC-425	Organometallic Chemistry in Drug Synthesis	3
PHSC-523	Molecular Modeling	3
PHSC-747	Nano Therapeutics	3
PHSC-701	Research	9
PHSC-801	Dissertation	9
PHSC-604	Dissertation Writing	3
	Pharmaceutical Sciences - Medicinal Chemistry Elective Group	23
	<b>Total credits:</b>	<b>72</b>

## Pharmaceutical Science (PhD) Pharmaceutics

- \*Note: Courses with subject codes PUBH and RAFF offered in partnership with from George Washington University
- PHSC-701 \*Note: A maximum of 9 PhD Research credits may be taken per semester. In addition, a maximum of 12 Research credits may be counted toward the 72 required for program completion.
- PHSC-801 \*Note: A maximum of 9 dissertation credits may be taken per semester. In addition, a maximum of 12 dissertation credits may be counted toward the 72 required for program completion.
- PHSC-604 \*Note: A maximum of 3 dissertation writing credits may be taken per semester. In addition, a maximum of 3 dissertation writing credits may be counted toward the 72 required for program completion.

**Type:** PhD

Item #	Title	Credits
PHSC-511	Biostatistics	4
PHSC-631	Research Design and Methods	3
PHSC-509	Principles of Drug Formulation	3
PHSC-703	Proposal Writing	3
PHSC-601	Seminar	2
PHSC-602	Seminar	1
PHSC-410	Applied Pharmacokinetics	3
PHSC-423	Advances in Drug Delivery Systems	3
PHSC-714	Drug Stability & Packaging	3
PHSC-747	Nano Therapeutics	3
PHSC-647	Advanced Physical Pharmacy	3
PHSC-701	Research	9
PHSC-801	Dissertation	9
PHSC-604	Dissertation Writing	3
	Pharmaceutical Sciences - Pharmaceutics Elective Group	21
	<b>Total credits:</b>	<b>73</b>

## Pharmaceutical Science (PhD) Pharmacokinetics

**Type:** PhD

- PHSC-701 \*Note: A maximum of 9 PhD Research credits may be taken per semester. In addition, a maximum of 12 Research credits may be counted toward the 72 required for program completion.
- PHSC-801 \*Note: A maximum of 9 dissertation credits may be taken per semester. In addition, a maximum of 12 dissertation credits may be counted toward the 72 required for program completion.
- PHSC-604 \*Note: A maximum of 3 dissertation writing credits may be taken per semester. In addition, a maximum of 3 dissertation writing credits may be counted toward the 72 required for program completion.

Item #	Title	Credits
PHSC-511	Biostatistics	4
PHSC-631	Research Design and Methods	3
PHSC-509	Principles of Drug Formulation	3
PHSC-703	Proposal Writing	3
PHSC-601	Seminar	2
PHSC-602	Seminar	1
PHSC-410	Applied Pharmacokinetics	3
PHSC-423	Advances in Drug Delivery Systems	3
PHSC-714	Drug Stability & Packaging	3
PHSC-747	Nano Therapeutics	3
PHSC-647	Advanced Physical Pharmacy	3
PHSC-701	Research	9
PHSC-801	Dissertation	9
PHSC-604	Dissertation Writing	3
	Pharmaceutical Sciences - Pharmokinetics Elective Group	20
	<b>Total credits:</b>	<b>72</b>

## Pharmaceutical Science (PhD) Pharmacy Administration - Health Outcomes Research Track

- \*Note: Courses with subject codes PUBH and RAFF offered in partnership with from George Washington University
- PHSC-701 \*Note: A maximum of 9 PhD Research credits may be taken per semester. In addition, a maximum of 12 Research credits may be counted toward the 72 required for program completion.
- PHSC-801 \*Note: A maximum of 9 dissertation credits may be taken per semester. In addition, a maximum of 12 dissertation credits may be counted toward the 72 required for program completion.
- PHSC-604 \*Note: A maximum of 3 dissertation writing credits may be taken per semester. In addition, a maximum of 3 dissertation writing credits may be counted toward the 72 required for program completion.

**Type:** PhD

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PHSC-511	Biostatistics	4
PHSC-631	Research Design and Methods	3
PHSC-434	Pharm Care Organizational Management	3
PHSC-537	Pharmacoeconomics I	3
PHSC-535	Pharmacoeconomics I	3
PHSC-430	Advanced Pharmacy Administration	3
PHSC-703	Proposal Writing	3
PHSC-601	Seminar	2
PHSC-602	Seminar	1
PHSC-611	Advanced Pharmacy Administration II	3
PHSC-612	Pharmacoeconomics II	3
PUBH-6247	Advanced Epidemiological Methods (George Washington University Course)	3
PHSC-701	Research	9
PHSC-801	Dissertation	9
PHSC-604	Dissertation Writing	3
	Pharmaceutical Sciences - Pharmacy Administration Health Outcomes Elective Group	17
	<b>Total credits:</b>	<b>72</b>

## Pharmaceutical Science (PhD) Pharmacy Administration - Regulatory Affairs & Policy Track

**Type:** PhD

- \*Note: Courses with subject codes PUBH and RAFF offered in partnership with from George Washington University
- PHSC-701 \*Note: A maximum of 9 PhD Research credits may be taken per semester. In addition, a maximum of 12 Research credits may be counted toward the 72 required for program completion.
- PHSC-801 \*Note: A maximum of 9 dissertation credits may be taken per semester. In addition, a maximum of 12 dissertation credits may be counted toward the 72 required for program completion.
- PHSC-604 \*Note: A maximum of 3 dissertation writing credits may be taken per semester. In addition, a maximum of 3 dissertation writing credits may be counted toward the 72 required for program completion.

Item #	Title	Credits
PHSC-511	Biostatistics	4
PHSC-631	Research Design and Methods	3
PHSC-434	Pharm Care Organizational Management	3
PHSC-537	Pharmacoepidemiology	3
PHSC-535	Pharmacoeconomics I	3
PHSC-430	Advanced Pharmacy Administration	3
PHSC-703	Proposal Writing	3
PHSC-601	Seminar	2
PHSC-602	Seminar	1
PHSC-401	Research Rotation	3
PUBH-6390	Prescription Drugs: Policy and Public Health	3
RAFF-6201	Introduction to Global Regulatory Affairs	3
RAFF-6275	Leadership & Change in Regulatory Affairs	3
RAFF-6202	Regulatory Drug Biologics	3
PHSC-701	Research	9
PHSC-801	Dissertation	9
PHSC-604	Dissertation Writing	3
	Pharmaceutical Sciences - Pharmacy Administration Regulatory Affairs Elective Group	12
	<b>Total credits:</b>	<b>73</b>

## Pharmacology

### Pharmacology (MS)

The Department of Pharmacology offers programs leading to the Master of Science and Doctor of Philosophy degrees. Our primary objective is to prepare candidates for research and teaching careers. The first few semesters are devoted primarily to core course work designed to give the student a broad background in the fundamental theories and techniques of pharmacology. During this time, the student gains exposure to methods for the solution of research problems by working in the laboratories of various faculty members culminating in a selection of a thesis advisor. Candidacy for the Ph.D. requires, in part, demonstrated proficiency in expository writing, the satisfactory completion of course work and preliminary written and oral examinations. Emphasis is placed on giving candidates rigorous standards of scholarship and critical attitudes toward the solution of research problems. A broad range of research interests exists within the department. An active seminar program conducted by visiting scientists gives students and faculty opportunities to broaden their outlook on current scientific problems.

**Type:** MS



## First Year Fall

Item #	Title	Credits
BIOC-101	General Biochemistry	4
PHAR-219	Graduate Biomedical Informatics	2
PHAR-204	Literature Seminar	1
PHAR-205	Research Seminar	1
PHAR-200	Introduction to General Principles of Pharmacology	3
<b>Sub-Total Credits</b>		<b>11</b>

## First Year Spring

- PHAR-400 \*Note: This course can be taken for a maximum of 10 credits with the student taking 2 credits per semester.

Item #	Title	Credits
PHSI-171	Basic Medical Physiology	7
PHAR-400	Research (M.S. Thesis or Ph.D. Dissertation)	1-2
PHAR-201	Introduction to Pharmacological Research Methods	3
<b>Sub-Total Credits</b>		<b>11</b>

## First Year Summer

- PHAR-400 \*Note: This course can be taken for a maximum of 10 credits with the student taking 2 credits per semester.

Item #	Title	Credits
PHAR-400	Research (M.S. Thesis or Ph.D. Dissertation)	1-2
<b>Sub-Total Credits</b>		<b>2</b>

## Second Year Fall

- PHAR-400 \*Note: This course can be taken for a maximum of 10 credits with the student taking 2 credits per semester.

Item #	Title	Credits
PHAR-216	General and Systematic Pharmacology I	4
PSYC-277	Applied Multivariate Statistics	3
PHAR-400	Research (M.S. Thesis or Ph.D. Dissertation)	1-2
PHAR-208	Advanced Problems in Pharmacology	4
PHAR-220	Alcohol Studies	2
PHAR-212	Cellular and Biochemical Pharmacology	2
<b>Sub-Total Credits</b>		<b>17</b>

## Second Year Spring

- PHAR-400 \*Note: This course can be taken for a maximum of 10 credits with the student taking 2 credits per semester.

Item #	Title	Credits
PHAR-217	General and Systematic Pharmacology II	4
PHAR-400	Research (M.S. Thesis or Ph.D. Dissertation)	1-2
PHAR-252	Cellular and Molecular Physiology	3
PHAR-209	Drug Development in Clinical Pharmacology	2
PHAR-202	Experimental Design and Statistical Methods	4
PHAR-203	Intro to theory and Methods in Toxicology	4
PHAR-401	Thesis Writing for M.S	1
	<b>Sub-Total Credits</b>	<b>19</b>
	<b>Total credits:</b>	<b>60</b>

## Pharmacology (PhD)

Type: PhD

### First Year Fall

Item #	Title	Credits
BIOC-101	General Biochemistry	4
PHAR-219	Graduate Biomedical Informatics	2
PHAR-204	Literature Seminar	1
PHAR-205	Research Seminar	1
PHAR-200	Introduction to General Principles of Pharmacology	3
	<b>Sub-Total Credits</b>	<b>11</b>

### First Year Spring

- PHAR-400 Research \*Note: This course can be taken for a maximum of 10 credits with the student taking 2 credits per semester.

Item #	Title	Credits
PHSI-171	Basic Medical Physiology	7
PHAR-400	Research (M.S. Thesis or Ph.D. Dissertation)	1-2
PHAR-201	Introduction to Pharmacological Research Methods	3
	<b>Sub-Total Credits</b>	<b>11</b>

### First Year Summer

- PHAR-400 Research \*Note: This course can be taken for a maximum of 10 credits with the student taking 2 credits per semester.

Item #	Title	Credits
PHAR-400	Research (M.S. Thesis or Ph.D. Dissertation)	1-2
	<b>Sub-Total Credits</b>	<b>2</b>

## Second Year Fall

- PHAR-400 Research \*Note: This course can be taken for a maximum of 10 credits with the student taking 2 credits per semester.

Item #	Title	Credits
PHAR-216	General and Systematic Pharmacology I	4
PSYC-277	Applied Multivariate Statistics	3
PHAR-400	Research (M.S. Thesis or Ph.D. Dissertation)	1-2
	<b>Sub-Total Credits</b>	<b>9</b>

## Second Year Spring

- PHAR-400 Research \*Note: This course can be taken for a maximum of 10 credits with the student taking 2 credits per semester.

Item #	Title	Credits
PHAR-217	General and Systematic Pharmacology II	4
PHAR-203	Intro to theory and Methods in Toxicology	4
PHAR-400	Research (M.S. Thesis or Ph.D. Dissertation)	1-2
	<b>Sub-Total Credits</b>	<b>9</b>

## Second Year Summer

- PHAR-400 Research \*Note: This course can be taken for a maximum of 10 credits with the student taking 2 credits per semester.

Item #	Title	Credits
PHAR-400	Research (M.S. Thesis or Ph.D. Dissertation)	1-2
	<b>Sub-Total Credits</b>	<b>2</b>

## Third Year Fall

Item #	Title	Credits
PHAR-202	Experimental Design and Statistical Methods	4
PHAR-208	Advanced Problems in Pharmacology	4
PHAR-209	Drug Development in Clinical Pharmacology	2
	<b>Sub-Total Credits</b>	<b>10</b>

## Third Year Spring

Item #	Title	Credits
PHSI-251	Advanced Endocrinology	3
PHAR-425	Advanced Seminar on Special Topics	2
PHSI-260	Cardiovascular Physiology	3
PHAR-220	Alcohol Studies	2
	<b>Sub-Total Credits</b>	<b>10</b>

## Fourth Year Fall

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PHAR-402	Dissertation Writing for PhD	1
PHSI-269	Renal Physiology	3
PHSI-252	Cell and Molecular Physiology	3
PHSI-206	Neurophysiology	3
	<b>Sub-Total Credits</b>	<b>10</b>

## Fourth Year Spring

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PHAR-424	Special Problems in Neuropharmacology	4
PHAR-212	Cellular and Biochemical Pharmacology	2
	Pharmacology Elective (4crs)	4
	<b>Sub-Total Credits</b>	<b>10</b>
	<b>Total credits:</b>	<b>84</b>

# Physical Therapy

## Physical Therapy (DPT)

The Physical Therapy program offers an accredited program leading to a Doctor of Physical Therapy (DPT) degree. Students in this program are exposed to cutting edge research and practice in both the classroom and the clinic. Graduates of the program are eligible to sit for the state licensure examination and are entitled to full membership in the professional organization, the American Physical Therapy Association. Information regarding state licensure can be obtained from the individual licensing boards. Physical therapists are health care professionals who diagnose and treat individuals of all ages with medical problems or other health-related conditions that limit their abilities to move and perform functional activities in their daily lives. Physical therapists examine each individual and develop a plan using treatment techniques to promote the ability to move, reduce pain, restore function, and prevent disability. In addition, physical therapists work with individuals to prevent the loss of mobility before it occurs by developing fitness and wellness-oriented programs for healthier and more active lifestyles. State licensure is required in each state in which a physical therapist practices.

**Type:** DPT

## Freshman/First Year

- Spring - 17
- Fall - 14
- Summer - 8

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PHTH-706	Pathophysiology	2
PHTH-715	Introduction to PT Practice	2
PHTH-708	Clinical Rehab. Medicine 2	2
PHTH-716	Lifespan Development 2	2
PHTH-700	Advanced Human Anatomy	5
PHTH-701	Clinical Kinesiology	3
PHTH-702	Clinical Process in PT Practice	3
PHTH-704	Introduction to Physical Agents	2
PHTH-707	Introduction to Radiology 1	1
PHTH-703	Tests and Measurements	2
PHTH-710	Neurobiology	4
PHTH-711	Introduction to the MS System	4
PHTH-712	Introduction to the CP System	3
PHTH-713	Intro to Therapeutic Exercise	2
PHTH-717	Introduction to Pharmacology 2	2
	<b>Sub-Total Credits</b>	<b>39</b>

## Sophomore/Second Year

- Spring - 20
- Fall - 18
- Summer - 1

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PHTH-720	Introductory Clinical Internship	1
PHTH-722	Intro to the Neuromuscular System	4
PHTH-723	Advanced Study of the MS System	4
PHTH-724	Advanced Study of the CP System	3
PHTH-725	PT Health Admin and Policy	2
PHTH-714	Intro to Evidence-Based Practice	2
PHTH-729	Integ. Assessment and Intervention	3
PHTH-730	Adv Study of the Neuro System	4
PHTH-731	Integrative Clinical Issues in PT	4
PHTH-732	PT in Special Populations	4
PHTH-733	Integrative Clinical Seminar	4
PHTH-726	Adv. Evidence Based Practice	2
PHTH-736	Medical Imaging	2
	<b>Sub-Total Credits</b>	<b>39</b>

## Junior/ Third Year

- Spring - 0
- Fall - 16
- Summer - 2

Item #	Title	Credits
PHTH-741	Advanced Clinical Internship I	1
PHTH-742	Advanced Clinical Internship II	1
PHTH-743	Clinical Specialty Internship	8
PHTH-744	Capstone Project	2
PHTH-745	Wellness Practice	2
PHTH-761	Health Mgt, Finance, Ethics & Law	2
PHTH-762	Clinical Management in PT	2
	<b>Sub-Total Credits</b>	<b>18</b>
	<b>Total credits:</b>	<b>96</b>

## Physics

### Physics (MS) Plan A

The Department of Physics and Astronomy offers programs leading to the Master of Science and Doctor of Philosophy degrees in physics. It strives for a recognized level of national and international excellence in research and teaching in physics and to assure that students of African American descent and other underrepresented groups are given the opportunity to achieve their fullest potential in physics.

**Type:** MS

Item #	Title	Credits
PHYS-210	Classical Mechanics I	3
PHYS-211	Classical Mechanics II	3
PHYS-214	Electromagnetic Theory	3
PHYS-215	Electromagnetic Theory II	3
PHYS-220	Quantum Mechanics I	3
	<b>Sub-Total Credits</b>	<b>15</b>

### Electives

Options: Courses under subject codes PHYS level 200 and above.

	<b>Sub-Total Credits</b>	<b>15</b>
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### Thesis Research

\*Note: A maximum of 6 thesis research credits may be taken per semester. In addition, a maximum of 6 thesis research credits may be counted toward the credits required for program completion.

Item #	Title	Credits
PHYS-300	M.S. Thesis Research	6
	<b>Sub-Total Credits</b>	<b>6</b>
	<b>Total credits:</b>	<b>36</b>

## Physics (MS) Plan B

Type: MS

Item #	Title	Credits
PHYS-210	Classical Mechanics I	3
PHYS-211	Classical Mechanics II	3
PHYS-214	Electromagnetic Theory	3
PHYS-215	Electromagnetic Theory II	3
PHYS-220	Quantum Mechanics I	3
PHYS-221	Quantum Mechanics II	3
PHYS-222	Statistical Mechanics	3
<b>Sub-Total Credits</b>		<b>21</b>

## Electives

Options: Courses under subject codes PHYS level 200 and above

<b>Sub-Total Credits</b>	<b>9</b>
<b>Total credits:</b>	<b>30</b>

## Physics (PhD)

Type: PhD

Item #	Title	Credits
PHYS-210	Classical Mechanics I	3
PHYS-211	Classical Mechanics II	3
PHYS-214	Electromagnetic Theory	3
PHYS-215	Electromagnetic Theory II	3
PHYS-220	Quantum Mechanics I	3
PHYS-221	Quantum Mechanics II	3
PHYS-222	Statistical Mechanics	3
PHYS-223	Statistical Mechanics	3
<b>Sub-Total Credits</b>		<b>24</b>

## Electives

Options: Courses under subject codes PHYS level 200 and above

<b>Sub-Total Credits</b>	<b>30</b>
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## PhD Dissertation Research

\*Note: A maximum of 12 PhD Dissertation Research credits may be taken per semester. In addition, a maximum of 18 PhD Dissertation Research credits may be taken toward the 72 required for program completion.

Item #	Title	Credits
PHYS-400	Ph.D. Dissertation Research	12
PHYS-401	Ph.D. Dissertation Research	6
<b>Sub-Total Credits</b>		<b>18</b>
<b>Total credits:</b>		<b>72</b>

# Physiology

## Physiology (PhD)

The Department of Physiology and Biophysics offers graduate programming leading to the degree Doctor of Philosophy in physiology. The curriculum consists of teaching and research in physiology and neuroscience that contribute to the training of medical practitioners and graduate (M.A., M.S. Ph.D., M.D./Ph.D.) level research scientists. The development of problem-solving skills is a major emphasis. In addition, the Department provides appropriate instruction of physiology to dental, allied health pharmacy and graduate students. The program consists of a curriculum of required and elective courses, seminars, and research on the functions, regulation, and interrelationships of physiological systems. Courses are designed to develop broad and profound knowledge of all major areas of physiology, stimulate independent research, and to enable the student to interpret and evaluate issues and problems at the frontiers of knowledge. The major areas of research are cardiovascular physiology, pulmonary physiology, renal physiology, neurophysiology, endocrinology and cell metabolism, and membrane biophysics.

**Type:** PhD

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PHSI-206	Neurophysiology	3
PHSI-282	Physiology of Homeostasis	3
PHSI-252	Cell and Molecular Physiology	3
PHSI-204	Advanced Mammalian Physiology	7
PHSI-202	Advanced Physiology Seminar	1
BIOC-101	General Biochemistry	4
BIOG-430	Biostatistics Lec/Lab	4
PHSI-302	Special Problems in Physiology	4
PHSI-300	Thesis Seminar	1
	<b>Sub-Total Credits</b>	<b>30</b>

## Research in Physiology

\*Note: A maximum of 9 research credits may be taken per semester for this course. In addition, a maximum of 9 course credits may be counted toward the credits required for program completion.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PHSI-200	Research in Physiology	9
	<b>Sub-Total Credits</b>	<b>9</b>



## Elective Courses

Elective Course Options:

- GENE-223 Human Genetics I 3crs.
- BIOG-421 Virology 3crs.
- BIOG-426 Food Microbiology Lec/Lab 3crs.
- BIOC-208 Protein Structure & Function 3crs.
- BIOC-270 Molecular Biology 3crs.
- MICR-304 Cell Molecular Immunology 4crs.
- PHAR-200 Intro Gen Prin of Pharmacology 3crs.
- PHAR-219 Grad. Biomedical Informatics 2crs.
- PSYC-271 Psychopharmacology 3crs.
- BIOC-272 Metabolic Regulation 3crs.
- PHSC-314 Pharmacokinetics 4crs.
- PHSC-319 Making Medicines 3crs.
- CHEG-430 Nanomaterials 3crs.
- HEG-425 Intro to Biomedical Engineering 3cr

<b>Sub-Total Credits</b>	<b>33</b>
<b>Total credits:</b>	<b>72</b>

## Political Science

### Political Science (MA)

The study of Political Science at Howard University transcends traditional disciplinary boundaries found at most other institutions of higher learning. At Howard, the study of African American and Black Diaspora politics is a treasured legacy. The Graduate Program prepares students for careers in academia and senior level research or administrative positions in the public and private sectors. We seek to retain and expand the Political Science Department's position as a major source of political scientists concerned with issues impinging on the lives of peoples of African descent.

**Type:** MA

### Political Theory Credits

Required: POLS 232 and one additional course from the options below:

Item #	Title	Credits
POLS-232	Nature and Uses of Political Theory	3
	Political Theory Credit Courses	6
	<b>Sub-Total Credits</b>	<b>9</b>

### Minor Field Core Course Credits Required

Choose one from options below.

Item #	Title	Credits
	Minor Field Core Course	3
	<b>Sub-Total Credits</b>	<b>3</b>

## Minor Field

9 Course Credits Required (Choose 9 credits for Minor Field) from on of the fields below.

Item #	Title	Credits
	Field A. Black Politics	
	Field B. International Relations	
	Field C. American Government, Politics, and Policy	
	Field D. Comparative Politics	
	<b>Sub-Total Credits</b>	<b>9</b>

## Other Field Course Credits

Other Field Course Credits Required (Choose 9 crs Outside of Minor Field)

	<b>Sub-Total Credits</b>	<b>9</b>
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## Research Tools Course Options

Item #	Title	Credits
	Research Tools Course Options	
	<b>Sub-Total Credits</b>	<b>3</b>

## Directed Research MA Thesis (Optional)

\*Note: A maximum of 6 thesis research credits may be counted toward the credits required for program completion.

Item #	Title	Credits
POLS-308	Directed Research MA Thesis	6
	<b>Sub-Total Credits</b>	<b>6</b>
	<b>Total credits:</b>	<b>30-36</b>

## Political Science (PhD)

The Department also offers courses in Research Methods, Political Theory, and Political Economy. Students may, with prior approval of the Director of Graduate Studies, select graduate courses from other departments to fulfill their minor field requirement. Students may also declare a minor in Research Methods or Political Theory by successfully completing three courses beyond those required in the respective degree programs.

**Type:** PhD

## Political Theory Credits

Required: POLS 232 and one additional course from the options below:

Item #	Title	Credits
POLS-232	Nature and Uses of Political Theory	3
	Political Theory Credit Courses	6
	<b>Sub-Total Credits</b>	<b>6</b>

## Major, Minor, and Other Field Courses

Major, Minor, and Other Field Course Option Below (Must Choose Fourteen Different Courses / 42 Credits):

- Major One Field Course Credits Required (should come from one field below) - 12 credits
- Major Two Field Course Credits Required (should come from one field below) - 12 credits
- Minor Field Course Credits Required (should come from other fields below) - 9 credits
- Other Field Course Credits Required (should come from other fields above) - 9 credits

Item #	Title	Credits
	Field A. Black Politics	
	Field B. International Relations	
	Field C. American Government, Politics, and Policy	
	Field D. Comparative Politics	
	<b>Sub-Total Credits</b>	<b>42</b>

## Research Tools Course Options:

Required: POLS-217 and POLS-254

Item #	Title	Credits
	Research Tools Course Options	
	<b>Sub-Total Credits</b>	<b>12</b>

## Doctoral Seminar

Item #	Title	Credits
POLS-398	Doctoral Seminar	1
	<b>Sub-Total Credits</b>	<b>1</b>

## Directed Research PhD Dissertation

\*Note: A maximum of 11 credits may be taken per semester for this course. In addition, a maximum of 11 course credits may be counted toward the credits required for program completion.

Item #	Title	Credits
POLS-399	Directed Research PhD Dissertation	11
	<b>Sub-Total Credits</b>	<b>11</b>
	<b>Total credits:</b>	<b>72</b>

# Psychology

## School Psychology & Counseling Services (MEd)

The School Psychology & Counseling Services program leads to a terminal Masters degree in School Psychology. The program is designed to produce entry level clinicians, as it is fully aligned with professional training and licensure standards. The conceptual foundations of the curriculum are rooted primarily in contemporary theories, evidence-based practices, and research in psychology and education, especially cultural competency. The courses emphasize (a) the interplay between theory, research, and practice (using science to inform practice and practice to inform science), (b) proactive and preventive approaches to meet the complex needs of an increasingly diverse school population, (c) shared responsibility of schools, homes, and

communities; (d) attending to the entire student population, with a special attention to the needs of minorities and other traditionally underserved student groups, and (e) the integration of traditional and non-traditional service delivery models that focus on accountability and on solutions, rather than deficits and problems.

**Type:** MEd

## First Year Fall

\*Choose between HUDE-201 or HUDE-320

Item #	Title	Credits
HUDE-222	Social Psychology of Individual	2
HUDE-322	Individual Assessment of Cognitive Abilities	3
HUDE-201	Human Development	3
HUDE-320	Human Learning	3
HUDE-605	Clinical interviewing Counseling Psychology	2
SWRS-201	Research Methods in Social Work	3
<b>Sub-Total Credits</b>		<b>14</b>

## First Year Spring

HUDE-333 Practicum in School Psychology Assessment \*Note: One to three credit hours may be awarded per semester for each School Psychology Assessment course. A maximum of three credit hours may be awarded for this course.

Item #	Title	Credits
HUDE-521	Theories and Methods of Mental Health Interventional and Prevention	3
HUDE-432	Individual Assessment II	3
HUDE-309	Ethical and Legal Issues in School Psychology	3
HUDE-333	School Psychology: Assessment	1-3
HUDE-208	Expressive Therapies and Approaches	3
<b>Sub-Total Credits</b>		<b>13</b>

## Second Year Fall

HUDE-333 Practicum in School Psychology Assessment \*Note: One to three credit hours may be awarded per semester for each School Psychology Assessment course. A maximum of three credit hours may be awarded for this course.

Item #	Title	Credits
HUDE-421	Introduction to Applied Behavior Analysis	3
HUDE-200	Introduction to Educational Research	3
HUDE-429	Psychoeducational Assessment	3
PSYC-222	Social Psychology of the Individual	3
HUDE-333	School Psychology: Assessment	1-3
<b>Sub-Total Credits</b>		<b>14</b>

## Second Year Spring

HUDE-333 Practicum in School Psychology Assessment \*Note: One to three credit hours may be awarded per semester for each School Psychology Assessment course. A maximum of three credit hours may be awarded for this course.

Item #	Title	Credits
HUDE-225	Advanced Measurement & Evaluation	3
HUDE-430	Consultation in School Psychology	3
HUDE-330	Seminar in School Psychology	3
HUDE-400	Intermediate Statistics	3
HUDE-333	School Psychology: Assessment	1-3
<b>Sub-Total Credits</b>		<b>12</b>

## Third Year Fall

HUDE-519 Internship in School Psychology \*Note: One to three credit hours may be awarded per semester for each internship. A maximum of three credit hours may be awarded if the student takes HUDE-519 (fall semester) and HUDE-519 (spring semester).

Item #	Title	Credits
HUDE-519	Internship in School Psychology	1-3
<b>Sub-Total Credits</b>		<b>1</b>

## Third Spring Spring

HUDE-519 Internship in School Psychology \*Note: One to three credit hours may be awarded per semester for each internship. A maximum of three credit hours may be awarded if the student takes HUDE-519 (fall semester) and HUDE-519 (spring semester).

Item #	Title	Credits
HUDE-519	Internship in School Psychology	1-3
<b>Sub-Total Credits</b>		<b>2</b>
<b>Total credits:</b>		<b>56</b>

## Counseling Psychology (PhD)

The Doctor of Philosophy (Ph.D.) Degree in Counseling Psychology program, housed within the Department of Human Development and Psychoeducational Studies (HDPES), is an APA-accredited program designed to train professional psychologists in the Scientist-Practitioner model consistent with APA-accreditation guidelines.

The Program embodies a balanced training experience in the science of psychology, theoretical foundations, application of therapeutic skills, and research, and thus prepares skilled counseling psychologists to function successfully in a variety of professional settings with diverse populations.

In 1982 the Doctor of Philosophy in Counseling Psychology Program was approved by the Howard University Board of Trustees. The first four students were admitted in the fall semester of that same year. The Program was first accredited by the American Psychological Association in September, 2002. The Program was re-accredited in spring 2006 and spring 2013.

The Program embraces the Scientist-Practitioner model and embodies a balanced training experience in the scientific and theoretical foundations of psychology and in applications of practice skills and research. The

Program encourages a hypothesis-testing approach toward obtaining and evaluating information and it encourages the examination of empirical literature related to planning and evaluating interventions that focus on prevention or remediation of problems. The Program emphasizes prevention of psychological problems, the teaching of effective coping skills (to prevent problems), and the development of effective problem-resolution skills to remediate negative coping behaviors.

The mission of the Program is to educate and train health service counseling psychology students using a Scientist-Practitioner philosophy who are committed to working with underserved populations. We are committed to recruiting and retaining students and faculty from diverse backgrounds who seek to create and apply evidence based practices and interventions within local, national and international communities.

**Type:** PhD

### First Year Fall

Item #	Title	Credits
HUDE-603	Theories of Personality	3
HUDE-201	Human Development	3
HUDE-432	Individual Assessment II	3
HUDE-442	Research Seminar in Counseling Psychology	1
<b>Sub-Total Credits</b>		<b>10</b>

### First Year Spring

Item #	Title	Credits
HUDE-446	Professional Ethics & Legal Issues in Psychology	3
HUDE-400	Intermediate Statistics	3
HUDE-351	Advanced Psychopathology	3
HUDE-344	Practicum	1
HUDE-433	Cog II: Culturally Competent Assessment	3
<b>Sub-Total Credits</b>		<b>13</b>

### Second Year Fall

Item #	Title	Credits
HUDE-500	Advanced Statistics	3
HUDE-455	Issues & Trends in Measurement Theory	3
HUDE-228	Personality Assessment	3
HUDE-600	Psychodynamic Interventions and Evidence-based Therapies	2
HUDE-447	Multiculturalism and Diversity in Counseling & Psychology	3
<b>Sub-Total Credits</b>		<b>14</b>

### Second Year Spring

Item #	Title	Credits
HUDE-516	Cognitive Affective Basis of Behavior	3
HUDE-428	Personality Assessment II	3
HUDE-602	Cognitive Behavioral Interventional and Evidence based Therapies	2
HUDE-502	Advanced Topics in Statistics & Multivariate Analysis	3
<b>Sub-Total Credits</b>		<b>11</b>

### Third Year Fall

Item #	Title	Credits
HUDE-455	Issues & Trends in Measurement Theory	3
HUDE-444	Group Processes	3
HUDE-601	Evidence-based Systems Interventions and Therapies	2
HUDE-490	Externship in Counseling Psychology	3
<b>Sub-Total Credits</b>		<b>11</b>

### Third Spring Fall

Item #	Title	Credits
PSYC-171	Psychopharmacology	3
HUDE-501	Design & Analysis of Research Projects	3
<b>Sub-Total Credits</b>		<b>6</b>

### Fourth Year Fall

Item #	Title	Credits
HUDE-222	Social Psychology of Individual	2
HUDE-440	Vocational Theory	3
PSYC-233	Neuropsychology	3
<b>Sub-Total Credits</b>		<b>8</b>

### Fourth Year Spring

Item #	Title	Credits
HUDE-604	Professional Roles	3
HUDE-540	Supervision / Consultation	3
HUDE-450	African / Black Psychology	3
<b>Sub-Total Credits</b>		<b>9</b>

### Fifth Year Fall

HUDE-509: Dissertation Research

**\*Note: Three to six credit hours may be awarded per semester for each dissertation research course. A maximum of six dissertation research credit hours may be counted towards degree completion.**

HUDE-520: Internship in Counseling Psychology

**\*Note: One to three credit hours may be awarded per semester for each internship. A maximum of two internship credit hours may be counted towards degree requirement.**

Item #	Title	Credits
HUDE-509	Dissertation Research	3-6
HUDE-520	Internship in Counseling Psychology	1-3
<b>Sub-Total Credits</b>		<b>4</b>

## Fifth Year Spring

HUDE-509 Dissertation Research

**\*Note: Three to six credit hours may be awarded per semester for each dissertation research course. A maximum of six dissertation research credit hours may be counted towards degree completion.**

HUDE-519 Internship in School Psychology

**\*Note: One to three credit hours may be awarded per semester for each internship. A maximum of two internship credit hours may be counted towards degree requirements.**

Item #	Title	Credits
HUDE-509	Dissertation Research	3-6
HUDE-519	Internship in School Psychology	1-3
	<b>Sub-Total Credits</b>	<b>4</b>
	<b>Total credits:</b>	<b>90</b>

## Educational Psychology (PhD)

Howard University's commitment to preparing educational leaders dates back to 1890. Howard University's School of Education (HUSOE) is not a newcomer to urban education; rather, for nearly a century and a half, it has been quietly actualizing its mission to improve and expand educational opportunity and access, particularly for African Americans and other underserved communities.

The PhD in educational psychology emphasizes the practical application of learning and development theories to the study of human behavior. Students majoring in educational psychology pursue an empirically based interdisciplinary program of study. The primary objective of the program is to produce psychologists who are capable of performing scholarly research and evaluation studies and practitioners who are skillful in applying principles of psychology to the resolution of developmental and educational problems. In particular, graduates are expected to think critically; analyze and solve problems; make ethical decisions; apply knowledge by linking theory with practice; understand and use technology; know and understand self, history, and community; assume leadership roles in the global community; and demonstrate knowledge, sensitivity, and skill in working with special needs and diverse populations.

**Type:** PhD

### First Year Fall

Item #	Title	Credits
HUDE-200	Introduction to Educational Research	3
HUDE-220	Advanced Educational Psychology	3
HUDE-201	Human Development	3
HUDE-503	Directed Individual Study	1-3
	<b>Sub-Total Credits</b>	<b>10</b>



## First Year Spring

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
HUDE-400	Intermediate Statistics	3
HUDE-320	Human Learning	3
HUDE-225	Advanced Measurement & Evaluation	3
HUDE-323	Studies in Child Development	3
	<b>Sub-Total Credits</b>	<b>12</b>

## Second Year Fall

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
HUDE-331	Seminar in Black Child Development	3
HUDE-325	Theories of Cognitive Development	3
HUDE-500	Advanced Statistics	3
HUDE-300	Educational Research I	1-3
	<b>Sub-Total Credits</b>	<b>12</b>

## Second Year Spring

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
HUDE-328	Problems in Educational Psychology	3
HUDE-502	Advanced Topics in Statistics & Multivariate Analysis	3
HUDE-301	Educational Research II	1-3
HUDE-420	Seminar in Learning and Cognition	3
	<b>Sub-Total Credits</b>	<b>12</b>

## Third Year Fall

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
HUDE-322	Individual Assessment of Cognitive Abilities	3
HUDE-401	Evaluation Methodology	3
HUDE-455	Issues & Trends in Measurement Theory	3
	<b>Sub-Total Credits</b>	<b>9</b>

## Third Year Spring

\*Subspecialty (Options: Courses outside of the School of Education) 3 credits.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
HUDE-403	Select Topics in Program Evaluation	3
	Subspecialty Elective	3
ELPS-524	Intro to Qualitative Research	3
	<b>Sub-Total Credits</b>	<b>9</b>

## Fourth Year Fall

\*HUDE - 518 Internship Educational Psychology \*Note: Three to six credit hours may be awarded per semester for each internship. A maximum of three credit hours may be awarded if the student takes HUDE-518 (fall semester) and HUDE-518 (spring semester)

\*\*Study / Practicum / Elective (as needed) (Options: Courses under subject code HUDE) 3 credits.

\*\*\*Subspecialty (Options: Courses outside of the School of Education) 3 credits.

Item #	Title	Credits
HUDE-518	Internship	3
	Subspecialty Elective	3
	Study/Practicum/Elective (as needed)	3
	<b>Sub-Total Credits</b>	<b>6</b>

## Fourth Year Spring

- HUDE-518 Internship Educational Psychology \*Note: Three to six credit hours may be awarded per semester for each internship. A maximum of three credit hours may be awarded if the student takes HUDE-518 (fall semester) and HUDE-518 (spring semester).
- Subspecialty (Options: Courses under subject code HUDE): 3 credits.

Item #	Title	Credits
HUDE-501	Design & Analysis of Research Projects	3
HUDE-518	Internship	3
	Subspecialty Elective	3
HUDE-503	Directed Individual Study	1-3
	<b>Sub-Total Credits</b>	<b>12</b>

## Fifth Year Fall

HUDE-509 Dissertation Research \*NOTE: Three credit hours may be awarded per semester for this course. A maximum of 6 credit hours may be awarded if the student takes HUDE-509 (fall semester) and HUDE-509 (spring semester).

Item #	Title	Credits
HUDE-509	Dissertation Research	3-6
	<b>Sub-Total Credits</b>	<b>3</b>

## Fifth Year Spring

HUDE-509 Dissertation Research \*NOTE: Three credit hours may be awarded per semester for this course. A maximum of 6 credit hours may be awarded if the student takes HUDE-509 (fall semester) and HUDE-509 (spring semester).

Item #	Title	Credits
HUDE-509	Dissertation Research	3-6
	<b>Sub-Total Credits</b>	<b>3</b>
	<b>Total credits:</b>	<b>88</b>

## Psychology (PhD) - Clinical Psychology Track

The Psychology Department, within the graduate school, offers admission to Ph.D. programs in the following specialty areas: Clinical Psychology Specialization, Developmental Psychology Specialization, Neuropsychology Specialization, and Personality Psychology Specialization.

The PhD program in Clinical Psychology Specialization is the first and longest standing program at a Historically Black College or University. Accredited by the American Psychological Association (APA) since 1987, we are dedicated to bringing well-being and health to diverse groups in globally underserved settings by rigorously grounding psychological science in transcultural contexts. Our mission is to train scientist-practitioners from diverse backgrounds to apply their services to understanding and reducing societal problems.

The graduate program in Developmental Psychology Specialization is designed to train students in all phases of the life cycle from infancy through childhood and adolescence to adulthood and aging, with a special emphasis on development among children and adolescents of color. Upon completion of his/her degree, the student is expected to demonstrate both breadth and depth in their chosen area of specialization, and to have a strong background in seminal theoretical frameworks, research design, and statistical and behavioral assessment. They should be knowledgeable of current theories and empirical works that continue to influence the field.

The graduate program in Neuropsychology offers didactic and research training in Neuropsychology Specialization at the doctoral level. This program provides students with a scientific understanding of human behavior as it relates to normal and abnormal functioning of the central nervous system. It also introduces students to a wide range of procedures and techniques used to study the neural bases of cognitive, affective, and behavioral processes. This program focuses on the dynamic interplay between the brain and physical health, especially as this relationship is brought to bear on issues related to racial and ethnic health disparities. It is strongly research-oriented, so students are required to initiate a research project in collaboration with a faculty member early in the first year of graduate study. The goal of our program is to equip students for research careers as neuropsychologists in academic and research settings. In the past, our students have been involved in research collaborations in the Departments of Psychiatry, Neurology, Neurosurgery, Pharmacology, Surgery (Bariatric and Transplant), and Human Genetics in the Medical School and Communication Science and Disorders, Biology and Human Performance and Leisure Studies in the Graduate School. Students have also conducted their research with research mentors at the National Institutes of Health.

The Howard University Personality Psychology Specialization Program combines multiple training and research goals. First, we believe that training students in culturally responsive theoretical development along with research design and analysis fundamentals is the most effective way to influence progress in expanding understanding of human personality within the field of Psychology. Second, in addition, our training focus also encompasses engagement in diverse methodologies and methods such as: (1) narrative autobiographical and life story methods; (2) measurement of electrodermal, electromyographic, and cardiovascular activity; (3) scale, questionnaire, and survey design; (4) translational research and knowledge transfer. Third, the program attempts to foster awareness among students of the use of personality theories, methodologies, and approaches within applied contexts to promote health and wellness, emotional intelligence, professional success, intellectual activism, and both racial and gender inclusion and equity.

**Type:** PhD

Item #	Title	Credits
PSYC-210	Ethics & Issues-Prof Psych I	3
PSYC-280	Clinical Assessment I	3
PSYC-281	Clinical Assessment II	3
PSYC-294	Individual Psychotherapy I	3
PSYC-296	Individual Psychotherapy II	3
PSYC-291	Family Assessment and Therapy	3
PSYC-220	Psychopathology	3
PSYC-233	Neuropsychology	3
PSYC-288	Neuropsychological Assessment	3
PSYC-207	Statistics I	3
PSYC-208	Statistics II	3
PSYC-206	History and Systems	3
PSYC-205	General Research Methods	3
PSYC-315	Complex Case Conceptualization, Consultation, and Supervision	3
PSYC-296	Individual Psychotherapy II	3
	PSYC-270/259	3
PSYC-284	Psych Testing Assess Prac I	0
PSYC-285	Testing Practicum II	0
PSYC-286	Practicum III	0
PSYC-287	2nd Yr Therapy Prac IV	0
PSYC-292	Practicum V	0
PSYC-293	3rd Yr Practicum VI	0
PSYC-390	Clinical Psychology Externship	1
PSYC-391	Clinical Psychology Externship	2
PSYC-392	Clinical Psychology Externship	3
PSYC-600	Clinical Internship	1
PSYC-601	Internship	1
	<b>Sub-Total Credits</b>	<b>56</b>

## Electives

Options: Courses level 200 and above

	<b>Sub-Total Credits</b>	<b>17</b>
	<b>Total credits:</b>	<b>73</b>

## Psychology (PhD) - Developmental Psychology Track

NOTES: The Developmental Area is one of the major areas of study within the general Ph.D. Program in Psychology. All courses listed below are part of the curriculum, but students will take different courses based on their major and minor areas of study, as indicated in the specified scheme below.

**Type:** PhD

### First Year - Fall

Item #	Title	Credits
PSYC-203	First-Year Research	1
PSYC-205	General Research Methods	3
PSYC-207	Statistics I	3
PSYC-228	Personality and Social Development	3
	<b>Sub-Total Credits</b>	<b>10</b>

### First Year - Spring

Item #	Title	Credits
PSYC-208	Statistics II	3
PSYC-219	First-Year Research	3
PSYC-225	Cognitive Development	3
	Breadth Requirement	3
	<b>Sub-Total Credits</b>	<b>12</b>

### Second Year - Fall

Item #	Title	Credits
PSYC-240	Research Methods in Developmental Psychology	3
	Minor/Breadth Requirement	3
PSYC-400-415	Graduate Research	3
	Upper-Level Statistics Course	3
	<b>Sub-Total Credits</b>	<b>12</b>

### Second Year - Spring

Item #	Title	Credits
PSYC-248	Practicum in Developmental Psychology	3
PSYC-260	Race and Racism	3
PSYC-400-415	Graduate Research	3
	Breadth Requirement	3
	<b>Sub-Total Credits</b>	<b>12</b>

### Third Year - Fall

Item #	Title	Credits
	Minor Requirement	3
PSYC-235	Topics in Developmental Psychology	3
	Psychology of the Black Experience	3
	<b>Sub-Total Credits</b>	<b>9</b>

### Third Year - Spring

Item #	Title	Credits
PSYC-237	Seminar in Developmental Psychology	3
	Minor Requirement	3
PSYC-400-415	Graduate Research	3
	<b>Sub-Total Credits</b>	<b>9</b>

## Fourth Year - Fall

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PSYC-206	History and Systems	3
PSYC-500-508	Dissertation	1-3
	<b>Sub-Total Credits</b>	<b>6</b>

## Fourth Year - Spring

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PSYC-500-508	Dissertation	1-3
	<b>Sub-Total Credits</b>	<b>2</b>
	<b>Total credits:</b>	<b>72</b>

## Psychology (PhD) - Neuropsychology Track

NOTES: The Developmental Area is one of the major areas of study within the general Ph.D. Program in Psychology. All courses listed below are part of the curriculum, but students will take different courses based on their major and minor areas of study, as indicated in the specified scheme below.

**Type:** PhD

## First Year - Fall

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PSYC-207	Statistics I	3
PSYC-205	General Research Methods	3
PSYC-233	Neuropsychology	3
PSYC-203	First-Year Research	1
	<b>Sub-Total Credits</b>	<b>10</b>

## First Year - Spring

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PSYC-208	Statistics II	3
PSYC-244	Seminar in Neuropsychology	3
PSYC-219	First-Year Research	3
	Breadth Requirement	3
	<b>Sub-Total Credits</b>	<b>12</b>

## Second Year - Fall

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PSYC-271	Psychopharmacology	3
PSYC-400-415	Graduate Research	3
	Minor Requirement	3
PSYC-288	Neuropsychological Assessment	3
	<b>Sub-Total Credits</b>	<b>12</b>

## Second Year - Spring

Item #	Title	Credits
PSYC-244	Seminar in Neuropsychology	3
PSYC-400-415	Graduate Research	3
	Breadth Requirement	3
PSYC-260	Race and Racism	3
	<b>Sub-Total Credits</b>	<b>12</b>

## Third Year - Fall

Item #	Title	Credits
	Minor Requirement	3
	Breadth Requirement	3
PSYC-259	Health Psychology	3
	<b>Sub-Total Credits</b>	<b>9</b>

## Third Year - Spring

Item #	Title	Credits
PSYC-244	Seminar in Neuropsychology	3
	Minor Requirement	3
	Topics in Neuropsychology	3
	<b>Sub-Total Credits</b>	<b>9</b>

## Fourth Year - Fall

Item #	Title	Credits
PSYC-206	History and Systems	3
PSYC-500-508	Dissertation	1-3
	<b>Sub-Total Credits</b>	<b>6</b>

## Fourth Year - Spring

Item #	Title	Credits
PSYC-500-508	Dissertation	1-3
	<b>Sub-Total Credits</b>	<b>2</b>
	<b>Total credits:</b>	<b>72</b>

## School Psychology (PhD)

The **School Psychology Program at Howard University** is designed to fit within the conceptual framework and mission of the School of Education, which centers on the psychological practitioner as a: “facilitator of change, a reflective professional and a scholarly researcher.” It is also designed to prepare competent graduate candidates in the study and practice of professional psychology with specific emphasis on cultural competence.

The program espouses a scientist-practitioner model of training along with a behavioral-ecological approach for service delivery. In this regard, the program views research and practice as interconnected, reciprocal processes; advocating that psychologists must attend to multiple human systems, considering not only the child’s biology and personal traits, but also, and perhaps more importantly, the child’s ecology and culture (i.e., home, school, community, and historical contexts). These systems interact in dynamic ways and are capable (in

isolation or in combination) of shaping the educational and psychological outcomes experienced by the child. Thus, students are taught to conceptualize human behavior from both micro (e.g., immediate antecedents and consequences) and macro (e.g., familial and community systems, traditions, beliefs, values, customs, etc.) levels. We believe that this theoretical foundation well equips Howard school psychology students to address the ever-widening array of challenges experienced by an increasingly diverse population of children, youth and families.

The program strongly prepares its students for practice by (a) ensuring that they have the skills to provide services to ALL children, (b) demanding data-based problem-solving and accountability in their practice, and (c) sharpening their understanding of diverse human behavior, developed under diverse conditions.

**Type:** PhD

## First Year Fall

HUDE-300 Educational Research I \*Note: One to four credit hours may be awarded per semester for each Educational Research I course. A maximum of four credits hours may be awarded for this course.

Item #	Title	Credits
HUDE-222	Social Psychology of Individual	2
HUDE-322	Individual Assessment of Cognitive Abilities	3
HUDE-201	Human Development	3
HUDE-605	Clinical interviewing Counseling Psychology	2
HUDE-447	Multiculturalism and Diversity in Counseling & Psychology	3
HUDE-300	Educational Research I	1-3
<b>Sub-Total Credits</b>		<b>15</b>

## First Year Spring

HUDE-300 Educational Research I \*Note: One to four credit hours may be awarded per semester for each Educational Research I course. A maximum of four credits hours may be awarded for this course.

Item #	Title	Credits
HUDE-432	Individual Assessment II	3
HUDE-516	Cognitive Affective Basis of Behavior	3
HUDE-400	Intermediate Statistics	3
HUDE-309	Ethical and Legal Issues in School Psychology	3
HUDE-300	Educational Research I	1-3
<b>Sub-Total Credits</b>		<b>13</b>

## First Year - Summer (Optional)

Item #	Title	Credits
HUDE-227	Personality and Social Psychology	3
<b>Sub-Total Credits</b>		<b>3</b>



## Second Year Fall

- HUDE-301 Educational Research II \*Note: One to three credit hours may be awarded per semester for each Educational Research II course. A maximum of three credits hours may be awarded for this course.
- HUDE-333 School Psychology Assessment \*Note: One to three credit hours may be awarded per semester for each School Psychology Assessment course. A maximum of three credits hours may be awarded for this course.

Item #	Title	Credits
HUDE-421	Introduction to Applied Behavior Analysis	3
HUDE-429	Psychoeducational Assessment	3
HUDE-455	Issues & Trends in Measurement Theory	3
HUDE-500	Advanced Statistics	3
HUDE-301	Educational Research II	1-3
HUDE-333	School Psychology: Assessment	1-3
<b>Sub-Total Credits</b>		<b>14</b>

## Second Year Spring

- HUDE-301 Educational Research II \*Note: One to three credit hours may be awarded per semester for each Educational Research II course. A maximum of three credits hours may be awarded for this course.
- HUDE-333 School Psychology Assessment \*Note: One to three credit hours may be awarded per semester for each School Psychology Assessment course. A maximum of three credits hours may be awarded for this course.

Item #	Title	Credits
HUDE-517	RTL and the Prevention of Academic problems	3
HUDE-430	Consultation in School Psychology	3
HUDE-504	Advanced ABA: Clinical Research and Practice	3
HUDE-502	Advanced Topics in Statistics & Multivariate Analysis	3
HUDE-301	Educational Research II	1-3
HUDE-333	School Psychology: Assessment	1-3
<b>Sub-Total Credits</b>		<b>14</b>

## Second Year Summer (Optional)

- HUDE-333 School Psychology Assessment \*Note: One to three credit hours may be awarded per semester for each School Psychology Assessment course. A maximum of three credits hours may be awarded for this course.
- HUDE-300 Educational Research I \*Note: One to four credit hours may be awarded per semester for each Educational Research I course. A maximum of four credits hours may be awarded for this course.

Item #	Title	Credits
HUDE-333	School Psychology: Assessment	1-3
HUDE-300	Educational Research I	1-3
<b>Sub-Total Credits</b>		<b>2</b>

## Third Spring Fall

- HUDE-601 OR HUDE-600 OR HUDE-602
- HUDE-333 School Psychology Assessment \*Note: One to three credit hours may be awarded per semester for each School Psychology Assessment course. A maximum of three credits hours may be awarded for this course.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
HUDE-327	Developmental Psychopathology	3
HUDE-529	Child Abuse & Neglect	3
HUDE-601	Evidence-based Systems Interventions and Therapies	2
HUDE-600	Psychodynamic Interventions and Evidence-based Therapies	2
HUDE-602	Cognitive Behavioral Interventional and Evidence based Therapies	2
PSYC-222	Social Psychology of the Individual	3
HUDE-333	School Psychology: Assessment	1-3
	<b>Sub-Total Credits</b>	<b>13</b>

## Third Year Spring

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
HUDE-404	Psychodiagnostics: Soc-Emotional-Behavioral Assessment	3
PSYC-244	Seminar in Neuropsychology	3
HUDE-521	Theories and Methods of Mental Health Interventional and Prevention	3
HUDE-501	Design & Analysis of Research Projects	3
	<b>Sub-Total Credits</b>	<b>12</b>

## Third Year Summer (Optional)

- HUDE-333 School Psychology Assessment \*Note: One to three credit hours may be awarded per semester for each School Psychology Assessment course. A maximum of three credits hours may be awarded for this course.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
HUDE-333	School Psychology: Assessment	1-3
	<b>Sub-Total Credits</b>	<b>2</b>

## Fourth Year Fall

- HUDE-601 OR HUDE-600 OR HUDE-602

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
HUDE-401	Evaluation Methodology	3
HUDE-444	Group Processes	3
HUDE-601	Evidence-based Systems Interventions and Therapies	2
HUDE-600	Psychodynamic Interventions and Evidence-based Therapies	2
HUDE-602	Cognitive Behavioral Interventional and Evidence based Therapies	2
PSYC-206	History and Systems	3
	<b>Sub-Total Credits</b>	<b>12</b>

## Fourth Year Spring

- PSYC-288 OR PSYC-271
- 3 Credits Subspecialty Elective: Options: Courses under subject codes HUDE and EDUC level 200 and above.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PSYC-288	Neuropsychological Assessment	3
PSYC-271	Psychopharmacology	3
HUDE-330	Seminar in School Psychology	3
	Subspecialty Elective	3
PSYC-266	Psychology of Exceptional Children	3
	<b>Sub-Total Credits</b>	<b>12</b>

## Fourth Year Summer (Optional)

- 3 Credits Subspecialty Elective: Options: Courses under subject codes HUDE and EDUC level 200 and above.
- HUDE-333 School Psychology Assessment \*Note: One to three credit hours may be awarded per semester for each School Psychology Assessment course. A maximum of three credits hours may be awarded for this course.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
HUDE-333	School Psychology: Assessment	1-3
	Subspecialty Elective	3
	<b>Sub-Total Credits</b>	<b>6</b>

## Fifth Year Fall

- HUDE-509 Dissertation Research \*Note: Three to six credit hours may be awarded per semester for each Dissertation Research course. A maximum of six credit hours may be awarded if the student takes HUDE-509 (fall semester) and HUDE-509 (spring semester)
- HUDE-519 Internship in School Psychology \*Note: One to three credit hours may be awarded per semester for each internship. A maximum of three credit hours may be awarded if the student takes HUDE-519 (fall semester) and HUDE-519 (spring semester).

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
HUDE-509	Dissertation Research	3-6
HUDE-519	Internship in School Psychology	1-3
	<b>Sub-Total Credits</b>	<b>4</b>

## Fifth Year Spring

- HUDE-509 Dissertation Research \*Note: Three to six credit hours may be awarded per semester for each Dissertation Research course. A maximum of six credit hours may be awarded if the student takes HUDE-509 (fall semester) and HUDE-509 (spring semester)
- HUDE-519 Internship in Counseling Psychology \*Note: One to three credit hours may be awarded per semester for each internship. A maximum of three credit hours may be awarded if the student takes HUDE-519 (fall semester) and HUDE-519 (spring semester).

Item #	Title	Credits
HUDE-509	Dissertation Research	3-6
HUDE-519	Internship in School Psychology	1-3
	<b>Sub-Total Credits</b>	<b>4</b>
	<b>Total credits:</b>	<b>118</b>

## Radio Television and Film

### Film (MFA)

The Department of Media, Journalism, and Film prepares students for the media world of today and the future through core and cluster courses. It offers graduate programming that leads to the Master of Fine Arts degree in film. The program focuses on film history, the role of film in society, film theory, and film criticism.

\*Note: Students are encouraged to take a full load of courses for the semester registered as many of these courses are prerequisites for courses offered in succeeding semesters. Failure to take a course in the semester offered may preempt students from courses in the following semester. As a result of not following the scheme of courses presented above, students may delay beginning the thesis phase of study and further delay their expected date of graduation.

**Type:** MFA

### First Year (Fall)

Item #	Title	Credits
RTFG-500	Film History	3
RTFG-501	Scriptwriting I	3
RTFG-502	Film Editing	3
RTFG-503	Cinematography II	3
RTFG-504	Film Analysis	3
	<b>Sub-Total Credits</b>	<b>15</b>

### First Year (Spring)

Item #	Title	Credits
RTFG-601	Film Criticism and Theory	3
RTFG-602	Cinematography III	6
RTFG-603	Film Directing	3
RTFG-604	Cinema Sound	3
	<b>Sub-Total Credits</b>	<b>15</b>

## Second Year (Fall)

Item #	Title	Credits
RTFG-700	African American Cinema	3
RTFG-701	Scriptwriting III	3
RTFG-702	Film Practicum	3
RTFG-703	Advanced Film Directing	6
<b>Sub-Total Credits</b>		<b>15</b>

## Second Year (Spring)

Item #	Title	Credits
RTFG-800	African Cinema	3
RTFG-801	Production / Distribution / Exhibit Seminar	3
RTFG-802	Thesis	6
RTFG-803	Independent Study	3
<b>Sub-Total Credits</b>		<b>15</b>

## Third Year (Fall)

Item #	Title	Credits
RTFG-804	Scriptwriting IV (Screenwriting Option)	3
<b>Sub-Total Credits</b>		<b>3</b>
<b>Total credits:</b>		<b>60</b>

# Social Work Ph.D. Program

## Social Work (MSW) - Community, Administration & Policy Practice

The School of Social Work offers graduate programming leading to the degrees Master of Social Work and Doctor of Philosophy in social work. The Master of Social Work program prepares leaders who recognize the dignity of all people and understand the diverse experiences that shape individuals and communities. It is designed for aspiring social workers who are ready to advance equity across all communities.

The Ph.D. Program in social work is research-oriented and interdisciplinary in nature. It prepares graduates for leadership positions as academicians and researchers, educators, policymakers, and senior-level administrators. Our program provides a focused and highly personalized student learning process with a knowledgeable and caring faculty. Students are challenged to grow as scholars and encouraged to use their experience as social workers to be exceptional in their scientific inquiry and examination.

The goal of the Howard University School of Social Work doctoral program is to prepare doctoral graduates for research, the professoriate, and leadership in global and local communities. Graduates are expected to become architects of liberating structures in culturally diverse families and communities. We are dedicated to the pursuit of knowledge through discovery, research, partnerships, innovative process, and other scholarly educational endeavors of the faculty, staff, students, and alumni. Graduates are expected to become architects of liberating structures in culturally diverse families and communities.

The Black Perspective, the guiding philosophy of the School of Social Work, emphasizes training doctoral scholars to be sensitive to the development of knowledge for social work practice and knowledge of social work practice. The Perspective is used to guide the formulation and application of research that is responsive

to oppressive and discriminatory systems experienced by African Americans and other groups. Additionally, the Black Perspective calls for sensitivity to the experiences of all oppressed and underserved groups and embraces an international dimension with special emphasis on Africa and the Caribbean.

**Type:** MSW

### Generalist Year (1st Year)

Item #	Title	Credits
SWDS-101	Social Work with Individuals, Families & Groups	3
SWFI-204	Agency-Based Education I	3
SWHB-205	Human Behavior & Social Environment I	3
SWPS-215	Social Work & the Black Perspective	3
SWDS-306	Direct Practice Assessment	3
SWPS-311	Social Work Practice with Communities & Organizations	3
SWFI-205	Agency-Based Education II	3
SWRS-204	Research Methods & Data Analysis	3
SWPS-216	Advocating for Oppressed & Marginalized Communities	3
<b>Sub-Total Credits</b>		<b>27</b>

### Field of Practice I & II

Only 1 Field of Practice course can be taken per semester.

Item #	Title	Credits
	Field of Practice Specialization(s)	
<b>Sub-Total Credits</b>		<b>6</b>

### Electives

Item #	Title	Credits
	Elective (Social Work - MSW) UD	
<b>Sub-Total Credits</b>		<b>9</b>

### Specialized Year (Community, Administration & Policy Practice)

Item #	Title	Credits
SWPS-302	Human Service Administration	3
SWFI-338	Agency-Based Education III	3
SWPS-222	Advanced Community Organizing	3
SWPS-421	Seminar in Advanced Social Policy Analysis	3
SWRS-305	Practice Evaluation	3
SWPS-308	Resource Development	3
SWFI-339	Agency-Based Education IV	3
<b>Sub-Total Credits</b>		<b>18</b>
<b>Total credits:</b>		<b>60</b>

### Social Work (MSW) - Direct Practice

**Type:** MSW

## Generalist Year (1st Year)

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
SWDS-101	Social Work with Individuals, Families & Groups	3
SWFI-204	Agency-Based Education I	3
SWHB-205	Human Behavior & Social Environment I	3
SWPS-215	Social Work & the Black Perspective	3
SWDS-306	Direct Practice Assessment	3
SWPS-311	Social Work Practice with Communities & Organizations	3
SWFI-205	Agency-Based Education II	3
SWRS-204	Research Methods & Data Analysis	3
SWPS-216	Advocating for Oppressed & Marginalized Communities	3
	<b>Sub-Total Credits</b>	<b>27</b>

## Field of Practice I & II

Only 1 Field of Practice course can be taken per semester.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
	Field of Practice Specialization(s)	
	<b>Sub-Total Credits</b>	<b>6</b>

## Electives

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
	Elective (Social Work - MSW) UD	
	<b>Sub-Total Credits</b>	<b>9</b>

## Specialized Year (Direct Practice)

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
SWDS-309	Intervention Planning & Strategies	3
SWFI-338	Agency-Based Education III	3
SWHB-302	Psychopathology	3
SWRS-305	Practice Evaluation	3
SWDS-317	Intervention Strategies with Selected Clinical Problems	3
SWFI-339	Agency-Based Education IV	3
	<b>Sub-Total Credits</b>	<b>18</b>
	<b>Total credits:</b>	<b>60</b>

## Social Work (PhD)

**Type:** PhD

Item #	Title	Credits
SWPH-603	Proseminar - The Individual	3
SWPH-407	Hist & Phil of Soc Welfare	3
SWPH-500	Overview of Res Methods	3
SWPH-604	Proseminar - Small Groups	3
SWPH-501	Quantitative Methodology	3
SWPH-605	Proseminar - Communities & Organizations	3
SWPH-503	Applied Methodology	3
SWPH-606	Proseminar - Social Work Education	3
SWPH-506	Research Design	3
	<b>Sub-Total Credits</b>	<b>27</b>

## Elective Courses

Item #	Title	Credits
	Elective Courses (Social Work PhD)	9
	<b>Sub-Total Credits</b>	<b>9</b>

## Special Interest Courses

Options:

Item #	Title	Credits
	Special Interest Courses	9
	<b>Sub-Total Credits</b>	<b>9</b>

## Dissertation

\*Note: Only one dissertation course can be taken per semester.

Item #	Title	Credits
SWPH-807	Dissertation	1
SWPH-808	Dissertation	2
	<b>Sub-Total Credits</b>	<b>3</b>
	<b>Total credits:</b>	<b>48</b>

# Sociology

## Sociology (MA)

The Department of Sociology and Criminology is a vibrant and diverse department offering both the M.A. and Ph.D. degrees in Sociology. In the Department, the Master of Arts (M.A.) program serves primarily as the first graduate degree for students seeking academic careers, while the Ph.D. degree is ideal for high level social science positions in the public and private sectors. Students seeking careers in middle level social science positions in the government or private sectors may pursue the M.A. program as a terminal degree.

- A maximum of 3 thesis credits may be taken per semester. In addition, a maximum of 6 thesis credits may be counted towards the credits required for program completion.
- A maximum of 3 research credits may be taken per semester. In addition, a maximum of 6 thesis credits may be counted towards the credits required for program completion.



- Howard University graduate students are required to be continuously registered in the doctoral program until they have advanced to candidacy at which time they become eligible to enroll in MA Thesis courses.
- Independent Masters Thesis Research courses are not required; they are independent study courses for students to develop their dissertation proposals and dissertation manuscript under the direction of their dissertation advisor if they have completed the MA Thesis required credit hours.

**Type:** MA

### General Sociology & Theory Credits Required

Item #	Title	Credits
SOCI-300	Sociology Theory I	3
SOCI-301	Sociology Theory II	3
SOCI-392	Perspectives in Sociology	3
<b>Sub-Total Credits</b>		<b>9</b>

### Methods & Statistics Credits Required

Item #	Title	Credits
SOCI-310	Sociological Research I	3
SOCI-311	Sociological Research II	3
SOCI-219	Advanced Statistics I	3
<b>Sub-Total Credits</b>		<b>9</b>

### Electives

Options: Courses under subject code SOCI at level 200 and above)

Non-Thesis Option - 12 credits total

Thesis Option - 6 credits total

<b>Sub-Total Credits</b>		<b>6-12</b>
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### Theses

Item #	Title	Credits
SOCI-995	MA Thesis	3
SOCI-996	MA Thesis	3
<b>Sub-Total Credits</b>		<b>6</b>

### Independent Research

Optional:

Item #	Title	Credits
SOCI-891	Independent Research	3
SOCI-998	PhD Dissertation	3
<b>Sub-Total Credits</b>		<b>6</b>
<b>Total credits:</b>		<b>30</b>

## Sociology (PhD)

Type: PhD

### General Sociology & Theory Credits Required

Item #	Title	Credits
SOCI-300	Sociology Theory I	3
SOCI-301	Sociology Theory II	3
	<b>Sub-Total Credits</b>	<b>6</b>

### Methods & Statistics Credits Required

Item #	Title	Credits
SOCI-310	Sociological Research I	3
SOCI-311	Sociological Research II	3
SOCI-219	Advanced Statistics I	3
SOCI-319	Advanced Statistics I	3
	<b>Sub-Total Credits</b>	<b>12</b>

### Electives in Research and Methodology Credits Required

Item #	Title	Credits
SOCI-891	Independent Research	3
SOCI-988	Independent Research	3
	<b>Sub-Total Credits</b>	<b>6</b>

### Social Inequality - Required Area of Specialization Credits Required

Item #	Title	Credits
SOCI-250	Social Stratification	3
SOCI-251	Sociology of Poverty	3
SOCI-460	Analysis of Race Relations I	3
SOCI-461	Analysis of Race Relations II	3
	<b>Sub-Total Credits</b>	<b>12</b>

### Optional Area of Specialization: Medical Sociology:

Item #	Title	Credits
SOCI-283	Intro. to Medical Sociology	3
SOCI-484	Health Services Research	3
SOCI-386	Social Epidemiology	3
	Sociology Elective Options (1)	3
	<b>Sub-Total Credits</b>	<b>12</b>

### Optional Area of Specialization: Criminology:

Item #	Title	Credits
SOCI-370	Criminological Theory	3
SOCI-471	Race, Ethnicity, and Crime	3
	Sociology Elective Options (2)	3
	Sociology Elective Options (2)	3
	<b>Sub-Total Credits</b>	<b>12</b>

## Outside/Cognate Minor Credits Required

Options: Courses at level 200 and above with advisor/faculty approval.

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<b>Sub-Total Credits</b>	<b>9</b>
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## PhD Dissertation Research (Optional)

\*\*\* Howard University graduate students are required to be continuously registered in the doctoral program until they have advanced to candidacy at which time they become eligible to enroll in PhD Dissertation courses. PhD Dissertation Research courses are not required, they are independent study courses for students to develop their dissertation proposal and dissertation manuscript under the direction of their dissertation advisor if, and only if, they have completed the required hours for the PhD Dissertation. A maximum of 3 dissertation research credits may be taken per semester. In addition, a maximum of 6 dissertation research credits may be counted towards the credits required for program completion.

Item #	Title	Credits
SOCI-753	PhD Dissertation Research	1
SOCI-984	PhD Dissertation Research	1
SOCI-985	PhD Dissertation Research	3
SOCI-989	PhD Dissertation Research	3
<b>Sub-Total Credits</b>		<b>8</b>

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## PhD Dissertation Credits Required

\*\*\*\*\* A maximum of 3 dissertation credits may be taken per semester. In addition, a maximum of 6 dissertation credits may be counted towards the credits required for program completion.

Item #	Title	Credits
SOCI-998	PhD Dissertation	3
SOCI-999	PhD Dissertation	3
<b>Sub-Total Credits</b>		<b>6</b>

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## Electives

Options: Courses under subject code SOCI at level 200 and above with advisor/ faculty approval)

\*\*\*Only one (1) reading course and one (1) independent course (i.e., PhD Dissertation Research) may be used as electives in Sociology.

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<b>Sub-Total Credits</b>	<b>15</b>
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<b>Total credits:</b>	<b>78</b>
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# Women's Studies

## Women's Studies (Graduate Certificate)

The Graduate Certificate in Women's Studies is an exciting educational opportunity offered by the Graduate School for promising students and other individuals to think and to speak critically; to plan quality research; and to contribute to policy discussions on topics concerning women. Housed at Howard University, the program has the advantage of highlighting the lives and contributions of women of color and of diverse cultures. Women's Studies is not simply a study of women; it also involves critical reflection on the process of

knowing and on the established understandings of history, literature, society, the arts, and the sciences. Reflecting the Mission of the University, the emphasis is on gathering and using information to enhance the quality of women's lives and to solve the social problems facing women, particularly women of color, in the United States and throughout the world.

**Type:** Certificate

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
WOMS-500	Introduction to Women's Studies	3
WOMS-501	Internship in Women's Studies	3
	Women's Studies Electives	12
	<b>Total credits:</b>	<b>18</b>

# Course Descriptions

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## Academic Reinforcement

### **ACAD-022: Pre-Calculus**

Pre-Calculus weaves together previous study of algebra, geometry, and mathematical functions into a preparatory course for calculus. The course focuses on mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. Throughout the course, Common Core standards are taught and reinforced as the student learns how to apply the concepts in real life situations. Topics include fundamental concepts of Algebra, functions and graphs, polynomials and rational functions, exponential and logarithmic functions, trigonometric functions, analytic trigonometry, topics in trigonometry, systems of equations and inequalities, matrices and determinants, conic sections and analytic geometry, sequences, induction, probability, and an introduction to Calculus. Pre-Calculus Part I includes six multiple choice lesson exams and a midterm written exam that requires the student to demonstrate understanding by showing work.

**Credits:** 4

## Accounting

### **ACCT-306: Business Law II**

This course has been designed to introduce students to our legal system by exploring the nature of legal relationships in business with a focus on the government regulation of business. ... Balance the concepts of ethics and the law with financial reality in implementing business decisions.

**Credits:** 3

## Accounting (EMBA)

### **XACC-500: Accounting for Executives**

An in-depth study of the application of accounting methods to management problems. The course is designed to allow students to gain knowledge, insights, and analytical skills related to the processes managers use in designing, implementing, and using planning and control systems to implement strategies. Topics covered include transfer pricing budget preparation, management compensation, motivation, and goal congruence.

**Credits:** 3

## Accounting (GR)

### **GACC-500: Financial Accounting**

This course focuses upon financial accounting information relating to profit-oriented business organizations.

**Credits:** 3

### **GACC-501: Management Accounting**

This course provides students with an understanding of the concepts and techniques of management accounting.

**Credits:** 3

# African Studies

## **AFST-102: Science, Technology and African Development**

The course adopts an interdisciplinary approach to assisting students in understanding the sociopolitical, cultural and environmental dimensions of science and technology in the African World. Introducing the student to broad interdisciplinary perspectives on the social, historical and institutional underpinnings of science and technology in their global and African World contexts, the course offers insights into the ancient and contemporary dynamics of the phenomenon. Showing the collective contributions of all people as well as the shared experiences of millions engaged in agricultural, artisan and construction endeavors, the course assists the student in understanding the conceptual, civic and policy frameworks for harnessing the will and talents of young people in a rapidly changing world.

**Credits:** 3

## **AFST-107: Social Media and Political Change in Africa**

This is an interdisciplinary course examining the connections between the youth, education, revolutions in technology and transformations in politics and society at individual, national and global levels. The course aims at using social media as a heuristic device for gaining a better grasp of the drivers of change, the role of technology as well as the power of ideas, youth or organization in building a better world.

**Credits:** 3

## **AFST-110: African Development and Underdevelopment**

The topic of African development and underdevelopment is complex. To answer the question of how authentic and endogenous socioeconomic development can be achieved throughout the African continent, publications by renowned scholars in the field of development such as Amartya Sen, Joseph Stiglitz, and Ha-Joon Chang along with news programs from major global media networks (Al-Jazeera, France24, and Deutsche-Welle TV etc.) will be examined and discussed throughout the course. In the process, students will become familiar with all the important international organizations and media outlets in addition to developing critical thinking, writing, and analytical skills.

**Credits:** 3

## **AFST-200: Independent Study**

Allows the student to explore a topic of interest under the close supervision of a faculty member. The course may include directed readings, applied work, assisting a faculty member with a research project, carrying out an independent research project, or other activities deemed appropriate.

**Credits:** 3

## **AFST-201: Independent Study**

Allows the student to explore a topic of interest under the close supervision of a faculty member. The course may include directed readings, applied work, assisting a faculty member with a research project, carrying out an independent research project, or other activities deemed appropriate.

**Credits:** 3

## **AFST-202: Independent Study**

Allows the student to explore a topic of interest under the close supervision of a faculty member. The course may include directed readings, applied work, assisting a faculty member with a research project, carrying out an independent research project, or other activities deemed appropriate.

**Credits:** 3

## **AFST-211: Scope and Methods of African Studies**

This course reviews the evolution of the field of African Studies over the past two centuries. It also exposes students to approaches to research methodology and trains them in designing a research proposal which can lay the basis for a M.A. thesis or PhD dissertation

**Credits:** 3

**AFST-212: Theory in African Studies**

Theory in African studies is adopted in its dual role as a universal body of ideas, accumulated wisdom as well as a branch of the human tree of cognition with distinct characteristics organically connected to the larger whole. A survey of the universal foundations of theory is undertaken with the goal of showing the multiple pathways in the flow of knowledge. The course offers different viewpoints in terms of not only the debates among mainstream social science schools of thought but also the emerging paradigms of inquiry as the critical approaches subsumed in post-modernist, post-colonial and critical theories. The course attempts to introduce the student to the universal and particular dimensions of thought systems with the main goal of helping the student grow as an independent scholar synthesizing the best traditions of Western and African civilizations.

**Credits:** 3

**AFST-225: Public Policy and Development**

The historical trajectory of the African development policy discourse through successive epochs: the early post-independence days of national developmentalism, through orthodox (growth-oriented), meliorist (egalitarian), and neo-liberal (structural adjustment) paradigms to progressivist alternatives. The ultimate objective is to craft an endogenous framework of people-centered development for Africa.

**Credits:** 3

**AFST-229: Planning for Development in Africa I**

General principles of development planning, including models, theories and approaches with African case studies.

**Credits:** 3

**AFST-231: Women and Development in Africa**

This course is a study of African women's traditional and contemporary roles in Africa's social, political and economic development; identifies paradigm changes in women's economic, social and political roles and participation and the sources of these changes over historical time: study post-colonial African women's national and regional movements; studies African women's involvement in international and regional bodies such as the United Nations and its specialized and regional agencies and other networks to effect changes in general African general development paradigms and women's role therein.

**Credits:** 3

**AFST-232: Gender Theory and Practice in Africa**

This course is a systematic study and analysis of uniqueness of traditional African gender philosophies, theories, and practices within the family, community and society; study the cosmological and social privileging of social and economic achievements and acquisition of wisdom as determinants of individual's role and status in society; compares authentic African system of gender and social construction against the rigid privileging of biology as the sole determinant of people's role, status, and pattern of belonging and participation in society and economy.

**Credits:** 3

**AFST-234: Globalization in the African World**

The course examines one of the most significant phenomena of our time, globalization, which is a process that goes back to centuries of interlinking developments among nations and civilizations. The course takes the student through the global, historic and contemporary journey of the compression of time and space and the shared consciousness of the world's billions made possible by the instant images of satellites TVs, cell phones and overflow of goods, services, technologies and ideas. A critical analysis of the dynamics and issues from the vantage points of opposing views is encouraged. Considerable attention is paid to enabling students to benefit from the theoretical and research literature on the areas as well as insights into specific country, regional and issue-based case studies.

**Credits:** 3

**AFST-237: Africa and International Law and Organizations**

A study of strategies advanced by African states to change the world system by using international organizations of influencing their decisions to address issues of concern to Africa.

**Credits:** 3

**AFST-240: Rural Development**

This course is a historical and political study of rural development and underdevelopment in Africa; policy and modeling of rural development and patterns of allocation of essential resources for rural development; comparative study of efficiencies and inefficiencies in rural development outcomes in different African regions and understanding the sources of the observed disparities; study of alternative, authentic African models and theories for sustained rural development.

**Credits:** 3

**AFST-242: Development Policy and Administration**

Determinants of development policymaking process, the organizational framework of policy implementation and administrative performance. Case studies of selected African countries.

**Credits:** 3

**AFST-243: Issues of Health Policy and Development in Africa**

This is a seminar for graduate students with an interest in issues of health and disease in Africa, particularly as they pertain to the continents prospects for development. The aim of this course is to give students a broad understanding of the state of health in Africa, historical factors that contribute to contemporary patterns of ill-health and disease in Africa, and introduce students to a series of conceptual approaches to health and development in Africa

**Credits:** 3

**AFST-244: Urban Development in Africa**

An examination of the political economy of urbanization in Africa, including the economic structure, spatial organization, and politico-administrative framework of African urban life.

**Credits:** 3

**AFST-245: Foreign Policy-Making in African States**

Study of the determinants, organizational framework, and processes involved in developing foreign policy in African states.

**Credits:** 3

**AFST-270: Conflict Resolution in Africa**

This course examines the main sources of wars in Africa. Some studies have reduced the causes of war to three main ones, namely ethnicity, religion, and economics. This minimum objective of this course, then, will be to investigate the extent to which each one of the cited causes has contributed to the conflict of each selected case study.

**Credits:** 3

**AFST-290: History of South Africa**

This seminar exposes students to major debates in the history of South Africa from the 19th Century to the present.

**Credits:** 3



**AFST-293: History of African Philosophy**

This seminar examines the main ideas of key thinkers within the Africana philosophical tradition. It is structured around thematic units designed to give a foundational and advanced understanding of the development of Africana thought on a series of major philosophical topics: ontology, epistemology, race, gender, science, logic, monetary economics, and applied ethics, and the (in)commensurability of Africana and Western answers offered on these topics, and the multiplicity of methods employed in Africana philosophical thought.

**Credits:** 3

**AFST-300: Thesis**

This is a process-oriented writing course that integrates reading, research, writing, and oral presentations. You will carry out a research project on a legal topic of your interest.

**Credits:** 6

**AFST-301: Thesis**

This is a process-oriented writing course that integrates reading, research, writing, and oral presentations. You will carry out a research project on a legal topic of your interest.

**Credits:** 6

**AFST-302: Thesis**

This is a process-oriented writing course that integrates reading, research, writing, and oral presentations. You will carry out a research project on a legal topic of your interest.

**Credits:** 6

**AFST-304: Africa in World Affairs**

This is a general introduction to Africa in World Affairs. Topics include Africa's participation in the political, economic, and cultural system. It analyzes some strategies advocated by African scholars to demarginalize Africa in world affairs.

**Credits:** 3

**AFST-305: Governance in Africa**

The main objective of this course is to examine/analyze the elements to good governance, and to study their implication in an African environment. It explores strategies to improve governance in the continent. Evidently, each African country may have special urgency in implementing the above key elements. Thus, a country case study becomes imperative

**Credits:** 3

**AFST-310: Dissertation Research**

The purpose of this course is for the design and performance of research leading to a Ph.D. See note on page 577 related to dissertation hours.

**Credits:** 9

**AFST-322: Language, Literature and Arts**

An examination of language policy and practices and the various forms of cultural and creative practice in contemporary Africa and their significance as a crucial resource in contemporary discourses of socio-economic transformation and development in Africa. The ways in which these forms of cultural practice engage issues of public policy, language, gender, class, ethnicity, tradition, modernity, democracy, governance, globalization and human rights will be emphasized.

**Credits:** 3

**AFST-323: Literature of South Africa**

In depth look at the poetry and prose of three South African authors from both a thematic and formal perspective. Examines the strengths and limitations of art as an instrument of struggle.

**Credits:** 3

**AFST-324: Oral and Written Literature and Film in Africa**

An examination of the relationship between these two modes of artistic and political expression in Africa: their style, content and effectiveness in raising social consciousness regarding development.

**Credits:** 3

**AFST-325: Oral Traditions and Written Literature**

Survey of oral narrative genres from selected African societies, their form content, and function in society and how these genres have influenced African writers.

**Credits:** 3

**AFST-327: Women in African Literature**

A thematic and formal examination of the image and role of women in society as developed in the Africa novel and short story.

**Credits:** 3

**AFST-328: Film and History in Africa and the Diaspora**

An exploration of the ways filmmakers engage, revise, reconstruct and revision aspects of the distant and recent past in Africa and the Diaspora, and how the past speaks to the present and the future

**Credits:** 3

**AFST-356: Education and Social Change in Africa**

This course studies the theories of education and their implications of development of relevant and effective education programs with goals and mission targeting the needs of a society at particular times; links this study with the constraints and opportunities of African pre-colonial education experiences; cases studies of specific African educational systems to identify their empirical strengths and weakness seen against guiding education theories and philosophies; develops concrete propositions that can help fix identified African educational deficits.

**Credits:** 3

**AFST-357: Migrant Remittances and African Development**

Sustainable and equitable development in Africa critically depends on the nature of inter-causal linkages that can be forged between international migrations, mobilization of Diasporas in North America and Europe, and migrant remittances. Such remittances constitute an important source of external finance and foreign exchange for African Development in terms of the relevant impacts on households, communities, national and regional spaces.

**Credits:** 3

**AFST-360: NGOs and Africa**

The course is designed to help the student in developing a significant understanding of the world of NGOs. The theories and concepts underpinning the purposes, modalities of operations, systems of mobilizations and the degrees to which the stated high goals are faithfully implemented are surveyed and analyzed. The course focuses on both the visions, ideas and skills NGOs have brought to practically all sectors of society in developing and industrialized countries. All the intermediate steps of NGO goals, mobilizations, activities and implementation mechanisms as well as the concrete results registered by the new global phenomenon are studied and discussed with the purpose of linking the universal and regional/national interplay of NGOs and Africa's quest for dignity, democracy and sustainable development.

**Credits:** 3

**AFST-372: African Political Thought**

This course examines the writings of a select group of African political thinkers and actors whose ideas have influenced and still continue to influence, a large number of Africans and people of African descent abroad.

**Credits:** 3

### **AFST-500: Field Research in African Studies**

Interdisciplinary introduction to the study, research, and interpretation of historical, cultural, social and political knowledge of African American, African, and Caribbean peoples examining contemporary black identities, politics, and culture, particularly focusing on the role and place of blacks in modern American cities through exploration of international migrations, race relations, and 20th-century cultural movements, including civil rights, social protest music

**Credits:** 3

## Afro-American Studies

### **AFRO-005: Afro-Am. Studies**

This course offers an interdisciplinary introduction to important historical, political, cultural, and artistic issues concerning people of African descent in the United States. Emphasis will be placed on developing an understanding of the role of protest and resistance in African American history

**Credits:** 3

## Anatomy

### **ANAT-173: Neurobiology**

Integrated anatomy and physiology course focusing on head and neck systems, and especially neuroanatomy. In-depth investigations and analyses of human physiology and pathophysiology. Human cadavers will be dissected to observe macroscopic, microscopic and functional anatomy. In laboratory set-ups and teaching sessions, students will be introduced to the functional principles of sensation, perception, cognition, behavior and related motor responses.

**Credits:** 6

### **ANAT-189: Research**

Research training in neurobiology, aging, paleobiology, cell biology, developmental biology, evolutionary biology, and gross anatomy. Credit hours are determined by scheme. MS requires 2 hours, and PhD requires 4. Students may take up to 4 hours per semester but will be charged per credit hour. No more than 2 credits will go toward degree requirements for the MS, and no more than 4 hours will go toward the requirements for the PhD. See note on page 577 related to research courses.

**Credits:** 1-12

### **ANAT-191: Evolution Life History**

This course provides an overview of the mechanisms and processes of change at the population, organismal, cellular, and molecular levels. It also provides an overview of the history of Earth and its biota including geological time, fossils, and man.

**Credits:** 3

### **ANAT-195: Vertebrate Neuroanatomy**

This course gives beginning graduate students a foundation in neuroanatomy, which aids in understanding and conducting neuroscience research. Focus is on (1) the anatomy of the brain and spinal cord in sheep, human, and rodent (2) the location of selected subregions, and (3) the fine structure (neuronal morphology and connections) of selected brain regions. Also included to a limited extent is neuroanatomy of other species (e.g. birds), neurotransmitter systems, principles of stereotaxic surgery, and evidence of function from experimental and clinical neuroanatomy. A sheep brain lab accompanies the course.

**Credits:** 2

**ANAT-196: Advanced Neurobiology Seminar**

Seminar on current topics in neurobiology.

**Credits:** 2

**ANAT-197: Introduction to Anatomical Research I**

An introduction to scientific research, specifically emphasizing current research projects carried out within the Anatomy Department.

**Credits:** 2

**ANAT-198: Introduction to Anatomical Research II**

A continuation of ANAT-201-197 focusing on current research projects carried out within the Anatomy Department. Students will give their own research presentations and be evaluated in both verbal and written formats.

**Credits:** 2

**ANAT-202: History and Cell Biology**

Examine the microscopic structure, ultrastructure and cell biology of tissues and organs of the body. Digital histological slides of various anatomical regions/organs of the human body will be utilized to learn specific details, unique features, and functional significance.

**Credits:** 5

**ANAT-203: Topics in Develop Biology**

Emphasizes morphological and biochemical interactions in developing organisms.

**Credits:** 2

**ANAT-204: Human Evolution**

characteristic anatomical and physiological features and functional significance or specializations of those features. This course requires mandatory attendance and in-depth class participation for all students. Scientific articles will be read and discussed, with students expected to detail experimental breakthroughs and shortfalls.

**Credits:** 3

**ANAT-205: Topics in Evolutionary Biology**

Explores the evolution of vertebrates throughout history, developmental changes, taxaspecific features and functional significance of those features. This course covers various topics of current interest in evolutionary biology, including theoretical developments, research methodology, field techniques, and a survey of the current literature.

**Credits:** 1

**ANAT-206: Human Gross Anatomy Lecture**

Course description: Human Gross Anatomy provides advanced graduate students with in-depth anatomical training. ... Using cadaver-based dissection, students experience the best method by which to learn about the structures of the human body, their integration, and, most importantly, variation among humans

**Credits:** 4

**ANAT-207: Human Gross Anatomy Lab**

This course will provide students with an intensive survey of the structures of the human body with emphasis on gross and histological study of the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems

**Credits:** 4

**ANAT-208: Topics in Anatomical Research**

A series of guest lecturers present their recent research findings. This course requires mandatory attendance and in-depth class participation for all students. A large number of scientific articles will be read and discussed, with students expected to detail experimental breakthroughs and shortfalls. Can be taken twice for credit as the lecturers are significantly different each semester offered. See note on Special Topics (p. 577)

**Credits:** 1

**ANAT-209: Comp Primate Anatomy**

This course is an exploration of the relationship between primate anatomical form and function from an evolutionary perspective. The course is designed to demonstrate how the primate body form is adapted to its many functions, with an emphasis on adaptations to diet and locomotion

**Credits:** 3

**ANAT-210: Anatomy of Head and Neck**

This course entails the study of regional and systemic anatomy through a coordinated didactic, case-based presentations and experiential learning. It provides a foundation for understanding the anatomical basis of surgical procedures of the head and neck, associated complications and disease processes

**Credits:** 4

**ANAT-211: Anthropology**

A comprehensive examination of the human experience. Major topics include the relationship between biology and culture; cultural diversity; and the cultural evolution of communication, kinship, religion, art, political organization, and foodways.

**Credits:** 2

**ANAT-212: Topics in Cell Biology**

Investigates various topics relating to recent findings in modern cell biology.

**Credits:** 2

**ANAT-213: Advanced Anatomy**

Study of the gross anatomy and developmental anatomy of the human body with focus of organs in thorax and abdomen.

**Credits:** 4

**ANAT-300: Dissertation Writing PhD**

Only for Ph.D. students ready to defend. Prior to registering, students must receive permission from Anatomy Graduate Program Co-Directors. Please see pg. 577 for additional information on dissertation hour distribution.

**Credits:** 1-12

**ANAT-301: Musculoskeletal Anatomy**

Study of the gross anatomy and development of the human body. Human cadavers will be dissected to observe macroscopic and microscopic anatomical features.

**Credits:** 6

## Arabic

**ARAB-1: Arabic I**

Develops the four communicative language skills: listening, speaking, reading, and writing. Stresses communication skills and emphasizes the links between language and culture, using mainly Modern Standard Arabic, with exposure to Egyptian Colloquial Arabic.

**Credits:** 3

**ARAB-2: Arabic II**

Develops the four communicative language skills: listening, speaking, reading, and writing. Stresses communication skills and emphasizes the links between language and culture, using mainly Modern Standard Arabic, with exposure to Egyptian Colloquial Arabic.

**Credits:** 3

**ARAB-3: Arabic III**

Develops the four communicative language skills: listening, speaking, reading, and writing. Stresses communication skills and emphasizes the links between language and culture, using mainly Modern Standard Arabic, with exposure to Egyptian Colloquial Arabic.

**Credits:** 3

**ARAB-4: Arabic IV**

Develops the four communicative language skills: listening, speaking, reading, and writing. Stresses communication skills and emphasizes the links between language and culture, using mainly Modern Standard Arabic, with exposure to Egyptian Colloquial Arabic.

**Credits:** 3

## Architecture

**ARCH 100: Architecture Freshman Seminar**

A seminar course which introduces first year students to a range of areas of interest, expertise, and career paths within the architecture profession.

**Credits:** 1

**Prerequisites:**

None.

**ARCH 160: Foundations in Design I**

A studio course that introduces students to architectural representation. Orthographic projections, descriptive geometry, contours, paraline drawings, shade and shadows and model making are presented and applied.

**Credits:** 5

**Prerequisites:**

None.

**ARCH 161: Foundations in Design II**

This course develops the techniques introduced in Foundations in Design I and introduces freehand/estimated perspective, presentation composition and basic rendering techniques.

**Credits:** 5

**Prerequisites:**

ARCH 160.

**ARCH 199: Design I**

This first course of the eight-semester design sequence develops principles of architecture in a studio setting. Projects explore notions of space definition, landscape intensification and transformation, space organization and elementary construction technologies.

**Credits:** 6

**Prerequisites:**

ARCH 100; ARCH 150 or ARCH 160: ARCH 151 or ARCH 161.

**ARCH 200: Design II**

Continuation of Design I. The level of complexity of the projects is increased. Issues of intention and image are introduced. Natural, suburban and urban sites are used to broaden student awareness of the environment. Ordering principles are related to function and to site conditions.

**Credits:** 6

**Prerequisites:**

ARCH 199.

**ARCH 201: Design III**

Reinforces the concepts introduced in Design I and II and explores the impact of function, structure, construction, site conditions and climate on architectural form.

**Credits:** 6

**Prerequisites:**

ARCH 200.

**ARCH 202: Design IV**

Continuation of Design III. Explores the impact of programming function, structure construction site conditions, and the environment on architectural form.

**Credits:** 6

**Prerequisites:**

ARCH 201.

**ARCH 203: Design V**

Reinforces work of earlier design studios and explores issues of more complex building types and urban design.

**Credits:** 6

**Prerequisites:**

ARCH 202; ARCH 502; ARCH 522; ARCH 651.

**ARCH 204: Design VI**

Continuation of Design V. Exploration of issues of more complex building types, urban design, and building design comprehensive needs.

**Credits:** 6

**Prerequisites:**

ARCH 203; ARCH 951.

**ARCH 208: Design Thinking and Making**

The course introduces students to the process of thoughtful design through investigation and making. The course is predicated on the concept that establishing a solid methodology on the practice of making and thinking in non-linear, abstract ways can facilitate the process of designing virtually anything. While every design challenge is unique, applying a deeper understanding of how to approach the question/s being asked is of paramount importance. This course focuses on how to approach an abstract idea and make it concrete by marrying the theories of conceptualization and investigation with the physical acts of making. The goal is to have students create a systematic methodology that can be applied to virtually all design challenges at every level of studio and beyond. The class will be comprised of lectures, readings, discussions and the application of ideas into physically made objects as well as training on special equipment, tools and software will form an integral part of the course.

**Credits:** 3

**Prerequisites:**

None.

**ARCH 219: Contemporary Issues in Architecture**

This course is part of the History/Theory set of professional electives. Through a series of readings, debates and open discourse, the course will examine the evolution of contemporary architectural thought and teach students how to take a critical position on professional practice and issues that affect design today including sustainability, phenomenology, ethical responsibility and roles of the architect in the world in the 21st Century. Specifically, the course will focus on four sequential areas of study: 1) Historical Perspectives to address how we arrived to today and to understand your worldview; 2) The Tenets of Good Design from the aesthetics of color exploration to sustainability; 3) Phenomenology to examine Sensory and Emotional Explorations; and 4) Comparative Dialogues to explore where Architecture is going in the Post-Covid-19 era.

**Credits:** 3

**Prerequisites:**

ARCH 301, ARCH 302.

**ARCH 232: Women in Architecture and Design**

Lecture course that focuses on the contribution of women to architecture and design. Focuses on African American architects in the United States and also introduces a broader context of practitioners around the world.

**Credits:** 3

**Prerequisites:**

Successful completion of first year.

**ARCH 233: The Black Architect: A Historical Perspective**

Seminar/independent research course that focuses on the history of Black architects and architecture in the United States to introduce students to an overview of the history, practice and influence of Black architects from the antebellum years through reconstruction, modern and present contemporary periods.

**Credits:** 3

**Prerequisites:**

None.

**ARCH 266: Architecture Pre-Design**

Course focuses primarily on needs of students who are approaching design problems requiring a sequential structuring for analysis, synthesis and evaluation. The course covers micro to macro-environmental programming and design procedures. Considerable emphasis on development and use of appropriate communication skills with case studies.

**Credits:** 3

**Prerequisites:**

ARCH 199; Second year standing.

**ARCH 270: Digital Tools in Architecture I**

Introduces architecture students to computer applications to architecture. Provides computer literacy for both business and graphic computer applications and systems management.

**Credits:** 3

**Prerequisites:**

None.

**ARCH 271: Digital Tools in Architecture II**

Introduces architecture students to computer applications to architecture. Provides computer literacy for both business and graphic computer applications and systems management.

**Credits:** 3

**Prerequisites:**

ARCH 270.



**ARCH 272: Digital Tools in Architecture III**

Introduces architecture students to computer applications to architecture. Provides computer literacy for both business and graphic computer applications and systems management. Focuses on Autodesk Revit software.

**Credits:** 3

**Prerequisites:**

ARCH 270.

**ARCH 301: Architectural History Survey I**

Principles of architectural history, the why and how of the study of history is presented in the context of early civilizations and their architecture. The course covers the beginning of work of the Arab-world, antiquity, late antiquity and post. Late antiquity persuades of Africa, Europe, Central Asia, Asia and pre-Columbian America.

**Credits:** 3

**Prerequisites:**

ARCH 100; ARCH 150 or ARCH 160; ARCH 151 or ARCH 161.

**ARCH 302: Architecture History Survey II**

This course provides clear definitions and limits of the elements of architecture as they relate to socio-cultural systems conferring significance and noteworthiness to respective historical styles, from the post-renaissance period to the contemporary period.

**Credits:** 3

**Prerequisites:**

ARCH 301.

**ARCH 380: Special Topics in Architecture and Urbanism**

Introduces a wide range of perspectives on architecture, urban and community design and planning issues. For current offerings will be available from the Department of Architecture. This course may be taken four times for credit as long as different topics are selected. See page 577 for additional information related to Special Topics courses.

**Credits:** 3

**Prerequisites:**

None. Open to non-majors.

**ARCH 401: Materials and Methods**

Introduces students to the technologies of light construction including wood framing, masonry, and concrete. Properties of these materials are analyzed and the problem associated with their assemblies are studied and graphically illustrated.

**Credits:** 3

**Prerequisites:**

ARCH 100; ARCH 150 or ARCH 160; ARCH 151 or ARCH 161.

**ARCH 421: Housing Design and Equity**

Focuses on providing a working understanding about roles, responsibilities, and opportunities available to the young architect in urban settings in the creation of affordable housing amidst the rapidly increasing gentrification of urban neighborhoods and communities. Students will study the impact of market forces, land cost, zoning, building codes, construction, development finance, public-private partnerships, and architecture/urban design in community development.

**Credits:** 3

**Prerequisites:**

Third year standing.

**ARCH 430: Health and Design**

This course will provide students with a framework to assess different urban and built environments from health and wellbeing viewpoints. Students in this class will learn about tools and techniques of designing healthier buildings and communities through a series of case studies, contemporary developments and best practices. Based on the readings, lectures, blackboard discussions, and assignments, students will become more capable of identifying opportunities to increase community health and well-being, and thereby improve the quality of life of urban populations within their work as architects, planners, health care practitioners and within other professional endeavors.

**Credits:** 3

**Prerequisites:**

None.

**ARCH 440: Ecology and Architecture**

The course is an exploration of the influence of Ecology and Architecture. It includes Ecology, Biophilic design and Biomimicry. It also includes an implementation of biophilic design as evidence-based design method to improve health and wellbeing of the occupant. The influence of Biomimicry is explored as innovation method to achieve better performance in buildings. The course also explores both macro-level urban ecology and microlevel building and its interaction with nature and people.

**Credits:** 3

**Prerequisites:**

None.

**ARCH 501: Structures I (Statics)**

Study of force composition, effect, resolution, equilibrium and the strength, mechanical and elastic properties of materials.

**Credits:** 3

**Prerequisites:**

MATH 007.

**ARCH 502: Structures II (Strength)**

Elementary analysis and design of structural framing members in wood, steel and concrete.

**Credits:** 3

**Prerequisites:**

ARCH 501.

**ARCH 521: Introduction to Environmental Systems I**

Exploration of energy issues and conservation, climate, and heat loss and gain as factors in environmental design.

**Credits:** 3

**Prerequisites:**

MATH 007; PHYS 008; ARCH 200; ARCH 402.

**ARCH 522: Introduction to Environmental Systems II**

Examination of principles and technologies of life safety systems, vertical transportation systems, electrical supply and distribution systems, lighting, and acoustics and their integration with architectural design.

**Credits:** 3

**Prerequisites:**

ARCH 201; ARCH 501; ARCH 521.

**ARCH 530: Introduction to Sustainability**

This introductory course will examine the meaning, history, sources, context and strategic approaches towards sustainability as viewed through a design lens. To approach an understanding of sustainable design, however, one must first explore what it means to be sustainable and why it is of primary importance in today's world, especially in architecture and design. This course will take a macro approach toward sustainability by casting a broad net on what the operating principles and strategies of sustainable design should espouse. This course is not intended to create a detailed analysis of specific projects or energy models for high performance buildings. It is meant to introduce students to a number of sustainable strategies and to inculcate the necessity for their inclusion in all design.

**Credits:** 3

**Prerequisites:**

None.

**ARCH 570: Public Issues, Climate Change and Architecture**

Introduces students to key issues and factors linking architects to the public through an examination of historical developments, public policy and contemporary development initiatives. An emphasis is placed on issues related to the proliferation of suburbia and the resurgence of urban centers in North America. Human settlements and buildings are shaped within processes and systems regulated by government. They are also a reflection of cultural and social values, channeled through the work of design and development professionals.

**Credits:** 3

**Prerequisites:**

ARCH 203.

**ARCH 651: Principles of Urban Design**

Exposes architecture students to the concepts, methodologies, techniques and attitudes of urban design to convey an understanding of urban design in the contexts of both the micro and macro scales of the built environment and to sensitize students to the place of architectural interventions in systems of urban design.

**Credits:** 3

**Prerequisites:**

ARCH 201; ARCH 302; ARCH 521.

**ARCH 720: Advanced Architecture Theory**

The course will examine how architectural theory has continued to expand at such a rate that it is impossible to address the entirety of the current discourse in one or even several courses. The objective here is to provide a grounding in the main streams of theoretical thinking, to acquaint the student with principal voices in architectural discourse and the defining differences in current thinking as well as provide a useful way of organizing the varying ideas in that discourse into some coherent and useful system of thought.

**Credits:** 3

**Prerequisites:**

ARCH 205.

**ARCH 751: Professional Practice**

Study of standard practices of the architectural profession, including ethics, contracts, performance criteria and fiscal management.

**Credits:** 3

**Prerequisites:**

ARCH 202; ARCH 951.

**ARCH 803: Independent Study**

Independent study in the area of the student's professional interest. Students must complete an Independent Study Proposal and have it signed by their major advisors as well as the Department Chair.

**Credits:** 3

**Prerequisites:**

Fourth or fifth year standing and approval of the faculty and Department Chair.

**ARCH 811: Directed Studies**

Students work closely with an instructor or the department chair on a designated project within the Department of Architecture, faculty research or other initiative. Required guided independent study at the advanced level.

**Credits:** 3

**Prerequisites:**

Department Chair approval.

**ARCH 828: Advanced Theories of Architecture**

The course will examine how architectural theory has continued to expand at such a rate that it is impossible to address the entirety of the current discourse in one or even several courses. The objective here is to provide a grounding in the main streams of theoretical thinking, to acquaint the student with principal voices in architectural discourse and the defining differences in current thinking as well as provide a useful way of organizing the varying ideas in that discourse into some coherent and useful system of thought.

**Credits:** 3

**Prerequisites:**

ARCH 204 or ARCH 467

**ARCH 860: Thesis I**

Builds on work of previous design studios and emphasized exploration and development of architectural expression through integration of various aspects of architectural design within cultural and site contexts.

**Credits:** 6

**Prerequisites:**

ARCH 204; ARCH 701 or ARCH 570, ARCH 891.

**ARCH 861: Thesis II**

The final design studios with emphasis on exploration and development of architectural expression through integration of various aspects of architectural design within cultural and site contexts.

**Credits:** 6

**Prerequisites:**

ARCH 860 or ARCH 205; ARCH 701 or ARCH 570.

**ARCH 868: Architecture Thesis I**

Builds on work of the undergraduate design studios and emphasizes exploration and development of architectural expression through integration of various aspects of architectural design within cultural and site contexts.

**Credits:** 6

**Prerequisites:**

ARCH 204 or ARCH 467; ARCH 478 or ARCH 570 or ARCH 701; ARCH 438 or ARCH 891.

**ARCH 869: Architecture Thesis II**

The final design studios with emphasis on exploration and development of architectural expression through integration of various aspects of architectural design within cultural and site contexts.

**Credits:** 6

**Prerequisites:**

ARCH 207 or ARCH 868; ARCH 478 or ARCH 570 or ARCH 701.

**ARCH 882: Professional Practices in Architecture**

Study of standard practices of the architectural profession, including ethics, contracts, performance criteria and fiscal management.

**Credits:** 3

**Prerequisites:**

ARCH 202 or ARCH 365

**ARCH 885: Architecture Graduate Seminar**

Introduces a wide range of perspectives on architecture, urban and community design and planning issues. For current offerings will be available from the Department of Architecture.

**Credits:** 3

**Prerequisites:**

ARCH 720 or ARCH 828; ARCH 868

**ARCH 891: Thesis Preparation**

Research methods, analysis, and program development for thesis project.

**Credits:** 3

**Prerequisites:**

ARCH 204; and within 36 credits of completion of the curriculum.

**ARCH 951: Construction Documents I**

Involves the preparation of technical, professional and legal documentation for building projects.

**Credits:** 3

**Prerequisites:**

ARCH 200; ARCH 202; ARCH 266, ARCH 401; ARCH 502; ARCH 522. ARCHITECTURE PROFESSIONAL ELECTIVES

## Art History-Master Of Arts

**ARHI-267: Black Women in Visual Culture**

This course will explore the relationship between Black women and visual culture, putting particular emphasis on the fine arts, film, the music industry, mass media, and gaming culture. Each of these forms of visual culture depends on the construction of women as visual objects through "the gaze," which contributes to formulations of sexuality, gender, race and nation. We will explore several theories of "the gaze" and its means of producing modern identities. Various critical questions will be raised in the course during the semester: How does the visual differ from other forms of representation when it comes to portraying women and/or gendered "others"? Can women's bodies in visual culture function outside patriarchal discourse? Can "the male gaze" be disrupted or redirected when women themselves are creating their own images?

**Credits:** 3

**ARHI-276: Topics in Art Criticism**

An overview of the description, interpretation, and evaluation of visual art as practiced in the discipline of art criticism. Both traditional and postmodern critical approaches to art will be considered with an emphasis on contemporary art criticism. Students will read a range of past and present art critics and write several examples of art criticism based on direct observation of contemporary art works.

**Credits:** 3

**ARHI-277: Art Historical Studies**

This class is part of a group of courses intended to introduce the major monuments and themes of ancient and medieval art, architecture, and visual culture

**Credits:** 3

**ARHI-278: Trends Ideas African American Art**

This course seeks to introduce students to problems in art historiography and art criticism and to explore the issues of identity and culture through examination of the Harlem Renaissance and contemporary developments in African American Art.

**Credits:** 3

**ARHI-279: Chinese Painting**

Chinese brush painting, with its emphasis on the beauty of simplicity, flowing brush strokes and graceful designs, reflects time-honored principles of Chinese philosophy and culture. Practicing Chinese brush painting helps one quiet the mind and expand creative self-expression and discipline. In class, students will learn to handle Chinese brushes with ink and color, execute brush strokes correctly and artistically, and control the ink flow and load the brush correctly with five shades of inks. Students will learn the method of painting landscape, flower and bird with Chinese brush. The principle of composition in Chinese painting will be introduced through class practice. The class also introduces the basic knowledge of the philosophies and artistic intents associated with Chinese culture. Slide lecture on the development of Chinese art and culture will be provided during the class

**Credits:** 3

**ARHI-280: West African Art**

In-depth history of the traditional arts of West Africa (Guinea, Mali, Togo, Ghana, and Nigeria).

**Credits:** 3

**ARHI-281: African Art History III**

This course introduces the art and architecture of Africa, beginning some 8,000 years ago and continuing into the 1990s. We will begin with an overview of Ancient Peoples and Sacred Sites in Africa (8,000 BCE - 800 CE). We then follow with consideration of African Art and World Religions (450 - 1450). African Art and Global Trade (1450 - 1860) is the third section. Then we will look at Africa, Colonialism and the Modern World (1860 - 1957). Lastly, we will consider The Art of African Nations (1957 - 1994). The first evidence of an aesthetic impulse is about 75,000 years ago at Blombos Cave in South Africa. We will end the course by considering contemporary art coming into the 21st Century. Thus, we will investigate a span of art-making longer than any you have looked at so far. Our exploration will look at art forms that developed on the continent as well as those that were inspired from outside sources.

**Credits:** 3

**ARHI-282: Far Eastern Art**

The course examines the dynamic variety of form and imagery originating from a wide range of locations and ideologies. It identifies distinct stylistic qualities that define the visual idiom of each unique society, while searching for the artistic commonalities between them.

**Credits:** 3

**ARHI-283: Islamic Art**

This course is meant as an introduction to the arts and architecture of the Islamic world, from the time of the Prophet to the present day. The course will concentrate on selected moments and monuments in the central historic regions—the Arab Middle East, North Africa, Spain, Iran, India, and Turkey—and consider the relationship of the visual arts to the history, geography, and traditions of each region. We will also consider contemporary arts, and problems of historic preservation. The Washington, DC area is particularly rich in museum collections of Islamic art, which this course will feature. Students will visit a local museum collection on their own during the semester as part of the course work.

**Credits:** 3

**ARHI-284: Modern Art History I**

Art in the Western world from the late 18th century to the present. Content includes neoclassicism and romanticism, realism, the impressionists, parallel developments in architecture, the new sculptural tradition of Rodin, postimpressionism to fauvism, expressionism, futurism, cubism, geometric abstraction in sculpture and painting, modernism in architecture in the 20th century, and Dadaism and surrealism.

**Credits:** 3

**ARHI-285: Modern Art History II**

Continuation of ARHU-285. Also covers developments since 1945, such as action painting, pop art, minimal art, and postmodernism. Study of the collections of the Metropolitan Museum of Art, the Museum of Modern Art, the Guggenheim Museum, and the Whitney Museum of American Art is included.

**Credits:** 3

**ARHI-286: African American Art I**

This course addresses the distinctive paths taken by artists of African descent in the Americas. Some, like Henry Ossawa Tanner, trained in the Western tradition and others, like the Santeria practitioners of Cuba or the basket makers of the Sea Islands worked with received or reinvented African traditions.

**Credits:** 3

**ARHI-287: African American Art II**

This course addresses the distinctive paths taken by artists of African descent in the Americas. Some, like Henry Ossawa Tanner, trained in the Western tradition and others, like the Santeria practitioners of Cuba or the basket makers of the Sea Islands worked with received or reinvented African traditions.

**Credits:** 3

**ARHI-288: Latin American & Caribbean Art**

An examination of the major aspects of Latin American and Caribbean art from the early 19th through the 20th century. Emphasis is placed on integrating the social and political background of the various cultures with the key artists, artistic issues and movements of particular countries and periods. Topics to be covered include: the influence of the major art academies in Mexico, Brazil and Ecuador, the strong links between art and politics, identity, woman as artist and subject, and the ongoing dialogue with the art of Europe and later the United States

**Credits:** 3

**ARHI-289: Research in African Art**

This course examines the rich heritage of African arts and architecture as they shape and have been shaped by the histories and cultural values (social, political, religious, philosophical, and aesthetic) of African peoples, both past and present, on the continent where humanity — and art — began. Topics include: artists and creative process; an historical overview of five major traditions (26,000 BCE to 1900 CE); textiles, decorative, and body arts; architecture; and contemporary expressions. Museum visits, artists' demonstrations, and films supplement the course.

**Credits:** 3

**ARHI-290: Res in African American Art**

This course surveys the work of African American artists, from the nineteenth century to the present. We will use the artwork as a means of understanding the lived experiences of black Americans - that is Americans of African descent, whose origins are from across the diaspora.

**Credits:** 3

**ARHI-291: Contemporary African Art**

The course will probe the destructive politics behind much of contemporary African Art, and it will include installation art, textile art and hangings. We will discuss whether contemporary African artists work in the Western art world or the African world or both, and which dominates each artist.

**Credits:** 3

**ARHI-292: Topics in Art Criticism**

An overview of the description, interpretation, and evaluation of visual art as practiced in the discipline of art criticism. Both traditional and postmodern critical approaches to art will be considered with an emphasis on contemporary art criticism. Students will read a range of past and present art critics and write several examples of art criticism based on direct observation of contemporary art works.

**Credits:** 3

**ARHI-293: Problems in Contemporary African American Art**

A survey of challenges with African American Art from post-Civil War to present, linking with the Arts of the African continent.

**Credits:** 3

**ARHI-294: Renaissance Art History**

By the end of this course, students gain a thorough knowledge of the Italian and European Renaissance Age, developing practical perception and a confident grasp of the material, understanding the relationship between both historical and artistic events and valuing the importance of patronage

**Credits:** 3

**ARHI-295: Problems in Oriental Art**

Introduces the arts of South, Southeast, and east Asia. Examines aspects of the culture and history of Asia.

**Credits:** 3

**ARHI-296: Sem:Independent Research Art History**

Research in art history under faculty guidance.

**Credits:** 3

**ARHI-297: Death Iconography**

This course is a study of the development of the cult and iconography of death from early Christianity to the beginning of the Renaissance with an emphasis on Byzantine art.

**Credits:** 3

**ARHI-298: The Expressionist Image**

An introduction to the language of visual expression, using studio projects to explore the fundamental principles of visual art. Students acquire a working knowledge of visual syntax applicable to the study of art history and popular culture, as well as art.

**Credits:** 3

**ARHI-299: Field Study Art History**

The major in art history introduces students to a broad range of issues, skills and practices in the field of visual studies with a focus on works of art and architecture. The curriculum is designed to familiarize students with some of the major periods in both Western and Non-Western art history as well as the compelling methodologies and questions of the art historian.

**Credits:** 3

**ARHI-312: Contemporary Art**

In this course, you'll consider this question through more than 70 works of art made between 1980 and the present, with a focus on art from the past decade. You'll hear directly from artists, architects, and designers from around the globe about their creative processes, materials, and inspiration.

**Credits:** 3



# Art- Drawing

## **ARTR-004: Drawing IV**

Linear perspective, compositional structure, figure/ground integration, spatial perception, critical thinking, and analytical skills will all be emphasized extensively. ... The hope is that students will use this global approach to develop a "critical eye" in evaluation of contemporary drawing.

**Credits:** 3

# Art-Graduate MFA

## **ARTG-201: Drawing Workshop I**

This course introduces students to classical and contemporary drawing techniques and concepts, with emphasis on the understanding of their formal language and the fundamentals of artistic expression. Various dry drawing media, such as graphite and charcoal, are the primary tools for this class.

**Credits:** 3

## **ARTG-202: Drawing Workshop II**

Continuation of ARTG-201. This course introduces students to classical and contemporary drawing techniques and concepts, with emphasis on the understanding of their formal language and the fundamentals of artistic expression. Various dry drawing media, such as graphite and charcoal, are the primary tools for this class.

**Credits:** 3

## **ARTG-206: Public Art Intermedia**

Survey of historical precedents in mural painting methods and materials as educational media.

**Credits:** 3

## **ARTG-207: Social Painting II**

A continuation of ARTG-206. Survey of historical precedents in mural painting methods and materials as educational media.

**Credits:** 3

## **ARTG-208: Painting Workshop I**

Exploration in diverse approaches in painting, its forms and its techniques, with pictorial formulation in varied media.

**Credits:** 3

## **ARTG-209: IS: Painting Workshop II**

Presents individual problems in painting, with group and individual criticism

**Credits:** 3

## **ARTG-210: Painting Workshop III**

Independent study in painting, with tutorial and group criticism

**Credits:** 3

## **ARTG-211: Painting Workshop IV**

Self-directed study with periodic meetings with faculty

**Credits:** 3

## **ARTG-212: Painting Workshop V**

Exploration of diverse approaches to painting. Self-directed study

**Credits:** 3

**ARTG-213: Painting Workshop VI**

Exploration of diverse approaches to painting. Self-directed study continued..

**Credits:** 3

**ARTG-214: Painting Workshop VII**

Self-directed study in painting. ARTG-215. Intermediate Rhythm Techniques Workshop. 3 units. Explanation, development, and practice of a rhythmic approach to the design and production of art based on the concepts of traditional African Work Rhythms/Songs.

**Credits:** 3

**ARTG-215: Time as Rhythm of Experience**

Exploration of the analysis of rhythm through readings and analysis projects. Repertoire will include tonal, post-tonal, and popular Western music, as well as music of other traditions

**Credits:** 3

**ARTG-216: Painting Mixed Media**

Exploration of diverse media, with emphasis on development of a personal style.

**Credits:** 3

**ARTG-217: Figure Painting Workshop**

This course is a student exp/oration into the design possibilities and stylistic variances of the human figure in painting.

**Credits:** 3

**ARTG-218: Advanced Figure Painting**

Exploration of the application of design possibilities and stylistic variances of the human figure toward communicating an iconographic image.

**Credits:** 3

**ARTG-220: Social Graphics I**

Study of materials and techniques in graphics as a medium of communication, with a survey of historical precedents.

**Credits:** 3

**ARTG-221: Social Graphics II**

Continuation of ARTG-220. Study of materials and techniques in graphics as a medium of communication, with a survey of historical precedents.

**Credits:** 3

**ARTG-222: Printmaking I**

Exploration of various aspects in the field of visual communication, with diverse approaches in printmaking media and techniques.

**Credits:** 3

**ARTG-223: Printmaking II**

Examines individual problems in graphics, with group and individual criticism.

**Credits:** 3

**ARTG-224: Printmaking III**

Independent study in graphics, with tutorial and group criticism.

**Credits:** 3

**ARTG-225: Printmaking IV**

Self-directed study in graphics, with periodic meetings with faculty.

**Credits:** 3

**ARTG-226: Relief Printmaking**

Exploration of traditional methods as well as experimentation in new and combination techniques.

**Credits:** 3

**ARTG-227: Printmaking Workshop V**

Individual problems in printmaking. Specific printmaking problems assigned by the instructor to individual graduate students. Prob/ems usually fall within the aesthetic and technical parameters of the individual student's graduate work in printmaking.

**Credits:** 3

**ARTG-228: Independent Stu in Printmaking**

After the instructor's approval of a preliminary proposal, the graduate student investigates a technical and/or creative area of printmaking and presents a cohesive body of work at the end of the semester. Periodic meetings with the instructor for evaluation of progress.

**Credits:** 3

**ARTG-229: Independent Wkshp Printmaking**

After the instructor's approval of a preliminary proposal. the graduate student investigates a technical and/or creative area of printmaking and presents a cohesive body of work at the end of the semester. Periodic meetings with the instructor for evaluation of progress.

**Credits:** 3

**ARTG-230: Graduate Photo**

Offered in a studio format, students select an area of study for further investigation. The student will examine the technological, behavioral and theoretical underpinnings of design while exploring various ways of solving problems. Students will make their selection in consultation with their graduate advisor(s).

**Credits:** 3

**ARTG-231: Graduate Photo**

Offered in a studio format, students select an area of study for further investigation. The student will examine the technological, behavioral and theoretical underpinnings of design while exploring various ways of solving problems. Students will make their selection in consultation with their graduate advisor(s).

**Credits:** 3

**ARTG-232: Spec Project in Print & Photo**

Students propose to investigate a technical and/or creative aspect of photography under the supervision of a selected professor

**Credits:** 3

**ARTG-233: Special Project in Photo**

A continuation of ARTG-232. Students propose to investigate a technical and/or creative aspect of photography under the supervision of a selected professor.

**Credits:** 3

**ARTG-234: Workshop in Photo**

Self-directed study in Photography.

**Credits:** 3

**ARTG-235: Workshop in Photography**

Self-directed study in Photography.

**Credits:** 3

**ARTG-236: Non-Silver Photography**

This course is an introduction to non-silver and camera-less images. Through a combination of demonstrations and lectures, students will become self-sufficient in lumen printing, cyanotypes, alcohol transfers, and various experimental techniques. The course will explore methods on how one can create a remote darkroom suitable for these processes. Students will also look at contemporary artists using analog techniques to gain insight into how these processes are still relevant today.

**Credits:** 3

**ARTG-237: Digital Photography I**

An introductory course to the creative and technical opportunities and challenges of digital photography. Through studio assignments, students learn and master basic camera functions and software techniques to produce digital imagery. Shutter speed, aperture, and exposure are a few of the settings that will be introduced along with exposure to Adobe Lightroom, a image management system.

**Credits:** 3

**ARTG-238: Digital Photography II**

Continuation of ARTG-238. An introductory course to the creative and technical opportunities and challenges of digital photography. Through studio assignments, students learn and master basic camera functions and software techniques to produce digital imagery. Shutter speed, aperture, and exposure are a few of the settings that will be introduced along with exposure to Adobe Lightroom, a image management system.

**Credits:** 3

**ARTG-239: Digital Photo Printmaking**

This course introduces students to techniques and challenges of digital printing.

**Credits:** 3

**ARTG-240: IS: Photography**

After the instructor's approval of a preliminary proposal, the graduate student investigates a technical and/or creative area of photography and presents a cohesive body of work at the end of the semester. Periodic meetings with the instructor for evaluation of progress.

**Credits:** 3

**ARTG-245: Social Design Workshop Studio**

Studio investigation on the interior environment via unique or prototypical projects, of varying scales and typologies, and in response to considerations of social context, site, and program. Emphasizing a holistic, threedimensional approach to problem-solving, including spatial manipulations and integrated investigations of materials, structures, light, and color.

**Credits:** 3

**ARTG-249: Advanced Typography**

Typography I. 3 units. History, design, and execution of fundamental style, compiling and copyfitting

**Credits:** 3

**ARTG-251: Workshop: Advertising I**

Treats the aesthetics and techniques of advertising design in an agency situation. The student explores advertising layout, advanced problems in illustration, advertising art, magazine covers, and display. Students carry problems from concept to conclusion.

**Credits:** 3

**ARTG-252: Workshop: Advertising II**

Involves studio design problems with emphasis on the development of ideas and the ability to communicate them effectively. Color, form, theory, inter-related with the psychology of visual perception. The grid system, figure and ground relationship, typography and symbolism.

**Credits:** 3

**ARTG-253: Design Workshop**

Through workshop format the student presents independent problem/project in design with tutorial and group criticism

**Credits:** 3

**ARTG-255: Workshop: Problems in Illustration**

Investigation of artistic problems in illustration with exploration leading to concrete resolutions. Problems of increased complexity and greater depth of practical problem solving required in the sequence of coursework

**Credits:** 3

**ARTG-256: Design Seminar**

Students will explore the importance of clothing, all elements of the fashion industry, fashion evolution, elements and principles of design, figure analysis, wardrobe planning and principles of clothing construction

**Credits:** 3

**ARTG-257: Graduate Internship/Apprenticeship in Design**

An individualized contracted field experience within the fashion industry. This contractual arrangement involves a student learning plan, cooperating employer supervision, and faculty coordination.

**Credits:** 3

**ARTG-260: Social Sculpture**

Development of a personal approach to sculpture. Focus on individual, community, political, environmental and social concerns as well as applied color. Course may be repeated for credit up to 6 units. Limited enrollment

**Credits:** 3

**ARTG-261: Public Art Sculpture**

This course focuses on percent for art programs. It will emphasize the stages 6 application and proposal process, preparation of sketches, models, budget breakdown, time management, materials consideration, insurance and documentation. Student will be encouraged to seek percent for art commissions. Course may be repeated for up to 6 hours of credit.

**Credits:** 3

**ARTG-262: Social Sculpture II**

Continuation of ARTG-260. Development of a personal approach to sculpture. Focus on individual, community, political, environmental and social concerns as well as applied color. Course may be repeated for credit up to 6 units. Limited enrollment

**Credits:** 3

**ARTG-263: Sculpture Workshop I**

Advanced sculptural experiments and research in methods and materials applicable to substitution, movement, and sound

**Credits:** 3

**ARTG-264: Sculpture Workshop II**

In-depth individual study in one or more areas of materials and methods.

**Credits:** 3

**ARTG-265: Sculpture Workshop III**

Independent research and experimentation, with group and individual criticism.

**Credits:** 3

**ARTG-266: Sculpture Workshop IV**

Self-directed study in sculpture, with periodic meetings with faculty.

**Credits:** 3

**ARTG-267: Non-Trad Approach in Sculpture**

The environment is explored as a resource for materials, ideas and non-traditional methods of image making in sculpture. Course may be repeated for up to 6 units. Limited enrollment.

**Credits:** 3

**ARTG-268: Non-Permanent Sculpture**

Sculpture of a temporary nature, to include serial as well as conceptual works. Ideas may be presented in a variety of visual media such as film and T.V. Course may be repeated for up to 6 units. Limited enrollment.

**Credits:** 3

**ARTG-269: Installations Environments**

Sculptural concepts as they relate to man-made and other already existing environments (site specific). Scale drawings and models required. Course may be repeated for up to 6 hours of credit. Limited enrollment

**Credits:** 3

**ARTG-270: Ceramic Sculpture I**

Technical development of sculptural forms.

**Credits:** 3

**ARTG-271: Ceramic Sculpture II**

Further exploration of ARTG-270, with emphasis on surface treatment.

**Credits:** 3

**ARTG-272: Glaze Calculation & Formation**

Presents basic elements in making glazes and understanding how glazes function.

**Credits:** 3

**ARTG-273: Ceramic Workshop I**

Concentration on technical wheel formation, clays, slips and glazes.

**Credits:** 3

**ARTG-274: Ceramic Workshop II**

Concentration on wheel production techniques and glazes.

**Credits:** 3

**ARTG-275: Ceramic Workshop III**

Independent study in the ceramic medium.

**Credits:** 3

**ARTG-276: Public Art/Ceramics**

The creation of ceramic art work for public places. The creation of ceramic work especially designed for public installation. such as, but not limited to, murals, fountains and ceramic sculpture.

**Credits:** 3

**ARTG-277: Commercial Clay**

Hands-on investigation of clay in commercial applications.

**Credits:** 3

**ARTG-278: Traditions in Clay**

Hands-on investigation of ceramic in other cultures and traditions.

**Credits:** 3

**ARTG-279: New Directions in Clay**

An investigation of the contemporary trends in ceramic art.

**Credits:** 3

**ARTG-280: Studio Internship**

Pre-approved internship in a professional ceramics studio. Designed to allow students to gain practical experience of setting and running a private ceramics studio.

**Credits:** 3

**ARTG-281: Practicum: MFA Exhibit**

Studio and research work in preparation for required MFA exhibition and thesis.

**Credits:** 3

**ARTG-288: 3D Animation**

3D Animation teaches students how to create their own animated 3D movie while also learning the fundamentals of animation. Students will use the same industry-standard techniques and workflows as animators in leading animation studios. By the end of the course, students will complete an incredible 3D Animation that they created from scratch.

**Credits:** 3

**ARTG-291: Multi Media I**

This course covers multimedia concepts and applications utilizing text, graphics, animation, sound, video, Web, and various multimedia applications in the design, development, and creation of multimedia presentation.

**Credits:** 3

**ARTG-292: Multi Media II**

Continuation of ARTG-291. This course covers multimedia concepts and applications utilizing text, graphics, animation, sound, video, Web, and various multimedia applications in the design, development, and creation of multimedia presentation.

**Credits:** 3

**ARTG-293: Independent Study I - Electronic Studio**

Independent study in the electronic studio medium.

**Credits:** 3

**ARTG-294: Workshop Computer Graphics Design**

Workshop that explores graphic communication through the understanding of the elements and principles of design; as well as, the design process, from idea development through the final execution of a document.

**Credits:** 3

**ARTG-296: Independent Study II - Electronic Studio**

Independent study in the electronic studio medium.

**Credits:** 3

**ARTG-300: Thesis I**

This is a process-oriented writing course that integrates reading, research, writing, and oral presentations. You will carry out a research project on a legal topic of your interest.

**Credits:** 3

**ARTG-301: Thesis II**

This is a process-oriented writing course that integrates reading, research, writing, and oral presentations. You will carry out a research project on a legal topic of your interest. This is a process-oriented writing course that integrates reading, research, writing, and oral presentations. You will carry out a research project on a legal topic of your interest.

**Credits:** 3

**ARTG-302: Thesis III**

This is a process-oriented writing course that integrates reading, research, writing, and oral presentations. You will carry out a research project on a legal topic of your interest.

**Credits:** 3

**ARTG-303: Thesis IV**

This is a process-oriented writing course that integrates reading, research, writing, and oral presentations. You will carry out a research project on a legal topic of your interest.

**Credits:** 3

**ARTG-306: Workshop: Publication/Magazine & News Design I**

The course will include the theory and practice of newspaper, magazine, and interactive web layout and design with an emphasis on publication design, corporate identity and advertising layout. The emphasis in the course is on graphic design products such as corporate identity, advertising layout, ad design, logo design, and other related products.

**Credits:** 3

**ARTG-307: 3D Modeling & Animation I**

Provides an introduction to creating, editing, and analyzing 3D models. Develops foundational skills to work with, and navigate the digital 3D modeling workspace to create 3D objects. Examines basic elements of the 3D development of modeling, texturing, lighting, animating, and rendering.

**Credits:** 3

**ARTG-308: 3D Modeling & Animation II**

Continuation of ARTG-307. Provides an introduction to creating, editing, and analyzing 3D models. Develops foundational skills to work with, and navigate the digital 3D modeling workspace to create 3D objects. Examines basic elements of the 3D development of modeling, texturing, lighting, animating, and rendering.

**Credits:** 3

**ARTG-309: Digital Media & Multi Media App II**

This course is designed to educate students on the ever-changing digital world, as well as to provide hands-on experience with industry standard software and equipment. Topics covered include graphic design, animation, audio production, video production, and web design.

**Credits:** 3

**ARTG-311: Design Workshop: Publication/Mag & News Design II**

Continuation of ARTG-306. The course will include the theory and practice of newspaper, magazine, and interactive web layout and design with an emphasis on publication design, corporate identity and advertising layout. The emphasis in the course is on graphic design products such as corporate identity, advertising layout, ad design, logo design, and other related products

**Credits:** 3

**ARTG-314: Web Development & Interactive Media**

Provides students with development and design skills for creating user centered, interactive content for all types of web and mobile devices. These courses are primarily introductory classes that provide students with the basic information needed to succeed in the graphic communications industry.

**Credits:** 3

**ARTG-400: Graduate Fashion Studio I: Advanced Construction**

This course provides an introduction to advanced sewing techniques for the experienced sewer with specific emphasis on construction details, unique fabrications, & specialized equipment.

**Credits:** 3

**Prerequisites:**

Studio I & Studio II.



**ARTG-401: Graduate Fashion Studio II: Advanced Illustration**

This course expands on the basic principles of drawing for the fashion industry with a focus on collection presentation utilizing both hand and computer techniques.

**Credits:** 3

**ARTG-402: Fashion, Art & Media**

This course expands on the basic principles of drawing for the fashion industry with a focus on collection presentation utilizing both hand and computer techniques.

**Credits:** 3

**Prerequisites:**

Fashion Illustration I & II.

**ARTG-403: Graduate Fashion Studio III: Experimental Design**

This course will present and challenge students to explore advanced methods of patternmaking, draping, cutting, and construction to create garments using a variety of materials.

**Credits:** 3

**Prerequisites:**

Studio II, Studio III and Graduate Fashion Studio I.

**ARTG-404: Fashioning the Body**

This course examines how the fashion and the body have historically and contemporaneously been utilized to create and communicate individual and group identities in a variety of settings as well as a host of other messages that the designer and wearer may attempt to send and the viewer may interpret.

**Credits:** 3

**Prerequisites:**

Fashion Illustration I & II.

**ARTG-405: Studio Elective: Fashion Photography**

In this course, students will explore the allure and implementation of fashion photography as it relates to cultural genres and influences. Emphasis will be placed on specific setups and lighting techniques for a desired result as well as creating a studio (or location) production environment to shoot their own work and best practices for creating works that have an editorial appeal.

**Credits:** 3

**ARTG-406: Graduate Fashion Studio IV: Eco Fashion**

This course is an applied design course that offers students an opportunity to explore sustainable processes in the development of fashion goods, their impact on consumers in the global marketplace, and the greening of the fashion industry, as they conceptualize their thesis project

**Credits:** 3

**ARTG-407: Graduate Fashion Studio V: Fashion Design Workshop I**

In this course, students will receive specialized instruction to create their body of work based upon the proposed thesis project

**Credits:** 3

**ARTG-408: Graduate Fashion Studio VIII: Textile Design**

This course examines the structural and decorative design of textile and related items from which fashion goods may be constructed. Laboratory includes such techniques as weaving, knitting, knotting, and crocheting.

**Credits:** 3

**ARTG-409: Fashion History Seminar**

This course provides an exploration of the historical and social significance of dress/appearance, of specific styles, designers, and of the processes associated with the phenomenon to contextualize the nature of creative production.

**Credits:** 3

**ARTG-410: Independent Study I: Fashion Design**

This course allows students to work independently on an approved project or to work individually with an instructor to gain mastery or further information.

**Credits:** 3

**ARTG-411: Graduate Fashion Studio XII: Capstone**

This course will serve as an opportunity for students to encapsulate, synthesize, and demonstrate learning from their curricular experience from which the thesis project will emerge.

**Credits:** 3

## Atmospheric Sciences

**ATMS-300: Intro to Atmospheric Sciences**

An introduction to the current scientific understanding of Earth's climate, climate change and climate variability; factors that determine climate, climate in the past, and Earth system connections; exposition of scientific observation, theory, and modeling that are used to make scientific predictions of climate

**Credits:** 3

**ATMS-301: Current Topics in Atmospheric Sciences**

Addresses current topics in the atmospheric sciences to prepare students for research in these areas. Topics will vary each year depending on developments in the field. See page 577 for additional information related to Special Topics courses.

**Credits:** 1

**ATMS-320: Atmospheric Physics I**

Composition and structure of the earth's atmosphere, atmospheric radiation and thermodynamics, fundamentals of atmospheric dynamics, overview of climatology.

**Credits:** 3

**ATMS-321: Atmospheric Physics II**

Continuation of ATMS-320. Emphasis on aerosol, clouds, radiation, and cloud instrumentation. Overview of cloud systems; theories of phase changes in clouds and micro- physical mechanisms of precipitation formation

**Credits:** 3

**ATMS-330: Atmospheric Chemistry I**

Overview of chemical kinetics and equilibria; sources and sinks of pollutants; photochemistry and smog formation; aqueous-phase chemistry; acid rain. ATMS-330 offered on two-year rotation

**Credits:** 3

**ATMS-331: Atmospheric Chemistry II**

Continuation of ATMS-330. Examines the atmosphere as a chemical system emphasizing physical and chemical processes that give rise to elevated surface ozone, particulate matter, and air toxins

**Credits:** 3

**ATMS-340: Atmospheric Dynamics I**

Aims at understanding the underlying mechanisms of atmospheric and oceanic motion over a vast range of spatial and temporal scales. ATMS-340 offered on two-year rotation

**Credits:** 3

**ATMS-341: Atmospheric Dynamics II**

Continuation of ATMS-340. Sound waves, gravity waves, Rossby waves; numerical weather prediction; baroclinic instability; general circulation; tropical dynamics.

**Credits:** 3

**ATMS-520: Climatology**

This course involves the study of the Earth's climate. Climate elements and atmospheric heat transfer processes will be studied and applied to climate classification schemes. The effects of climate on human activities will be considered

**Credits:** 3

**ATMS-523: Synoptic Meteorology**

This course examines important phenomena such as jet streaks, fronts, and vorticity maxima that govern the weather over thousands of square kilometers during the course of a few days.

**Credits:** 3

**ATMS-530: Air Pollution Meteorology**

This course is designed for engineers and professional personnel responsible for measuring air pollution levels or for measuring and evaluating meteorological parameters which affect the diffusion and concentration of pollutants in the atmosphere.

**Credits:** 3

**ATMS-537: Advanced Laboratory and Instrumentation**

Focuses on the instrumentation involved in measuring basic atmospheric parameters and data collection techniques.

**Credits:** 3

**ATMS-550: Atmospheric Radiation**

Focuses on terrestrial, solar radiation propagation in the atmosphere; radiative components in energy budgets, weather systems, climate studies; remote sensing.

**Credits:** 3

**ATMS-551: Atmospheric Radiation II**

Continuation of ATMS-550. Focuses on terrestrial, solar radiation propagation in the atmosphere; radiative components in energy budgets, weather systems, climate studies; remote sensing.

**Credits:** 3

**ATMS-570: Remote Sensing I**

Addresses concepts of electromagnetic and acoustic wave propagation; active and passive remote sensing techniques including radar, lidar, thermal emission systems.

**Credits:** 3

**ATMS-571: Numerical Weather Prediction I**

Covers numerical methods used in weather prediction models and examines how those models are applied for use in forecasting and research.

**Credits:** 3

**ATMS-572: Numerical Weather Prediction II**

Continuation of ATMS-571. Covers numerical methods used in weather prediction models and examines how those models are applied for use in forecasting and research.

**Credits:** 3

**ATMS-600: PhD Dissertation Research**

The purpose of this course is for the design and performance of research leading to a Ph.D.

**Credits:** 6

**ATMS-670: Remote Sensing II**

Continuation of ATMS-570. Addresses concepts of electromagnetic and acoustic wave propagation; active and passive remote sensing techniques including radar, lidar, thermal emission systems.

**Credits:** 3

**ATMS-795: Ph D Res in Atmos Chemistry**

This course will; expose PhD candidates to research on the chemistry of the stratosphere and utilize concepts of kinetics, photolysis, and catalytic cycles that are broadly important in atmospheric chemistry.

**Credits:** 5

## Bassoon

**MUTT-100: Bassoon Instruction**

Private lessons to non-music major. Course can be repeated.

**Credits:** 1

**Prerequisites:**

Permission of coordinator/instructor required.

**MUTT-111: Bassoon Minor**

Consists of major and minor scales and arpeggios, tone production, and etudes and solos in all styles.

**Credits:** 2

**MUTT-112: Bassoon Minor**

Consists of major and minor scales and arpeggios, tone production, and etudes and solos in all styles.

**Credits:** 2

**MUTT-121: Bassoon Minor**

Continuation of MUTT-111, 112.

**Credits:** 2

**Prerequisites:**

MUTT-111, 112, or consent of instructor.

**MUTT-122: Bassoon Minor**

Continuation of MUTT-111, 112.

**Credits:** 2

**Prerequisites:**

MUTT-111, 112, or consent of instructor.

**MUTT-131: Bassoon Minor**

Continuation of MUTT-121, 122.

**Credits:** 2

**Prerequisites:**

MUTT-121, 122, or consent of instructor.

**MUTT-132: Bassoon Minor**

Continuation of MUTT-121, 122.

**Credits:** 2

**Prerequisites:**

MUTT-121, 122, or consent of instructor.

**MUTT-141: Bassoon Minor**

Continuation of MUTT-131, 132, with preparation for senior recital.

**Credits:** 2

**Prerequisites:**

MUTT-131, 132, or consent of instructor.

**MUTT-142: Bassoon Minor**

Continuation of MUTT-131, 132, with preparation for senior recital.

**Credits:** 2

**Prerequisites:**

MUTT-131, 132, or consent of instructor.

**MUTT-211: Bassoon Major**

Instruction in major and minor scales and arpeggi, along with etudes and solos in all styles.

**Credits:** 4

**MUTT-212: Bassoon Major**

Instruction in major and minor scales and arpeggi, along with etudes and solos in all styles.

**Credits:** 4

**MUTT-221: Bassoon Major**

Continuation of MUTT-211, 212, with preparation for qualifying recital.

**Credits:** 4

**Prerequisites:**

MUTT-211, 212, or consent of instructor.

**MUTT-222: Bassoon Major**

Continuation of MUTT-211, 212, with preparation for qualifying recital.

**Credits:** 4

**Prerequisites:**

MUTT-211, 212, or consent of instructor.

**MUTT-231: Bassoon Major**

Continuation of MUTT-221, 222.

**Credits:** 4

**Prerequisites:**

MUTT-221, 222, or consent of instructor.

**MUTT-232: Bassoon Major**

Continuation of MUTT-221, 222.

**Credits:** 4

**Prerequisites:**

MUTT-221, 222, or consent of instructor.

**MUTT-241: Bassoon Major**

Continuation of MUTT-231, 232, with preparation for senior recital.

**Credits:** 4

**Prerequisites:**

MUTT-231, 232, or consent of instructor.

**MUTT-242: Bassoon Major**

Continuation of MUTT-231, 232, with preparation for senior recital.

**Credits:** 4

**Prerequisites:**

MUTT-231, 232, or consent of instructor.

**MUTT-301: Graduate Bassoon Minor I**

This course is designed to help you develop comprehensive practice strategies as well as how to develop your dexterity and playing abilities.

**Credits:** 3

**MUTT-302: Graduate Bassoon Minor II**

A continuation of MUTT-301. This course builds upon Bassoon performance techniques.

**Credits:** 3

**MUTT-303: Graduate Bassoon Minor III**

A continuation of MUTT-302. This course builds upon Bassoon performance techniques.

**Credits:** 3

**MUTT-304: Graduate Bassoon Minor IV**

A continuation of MUTT-303. This course builds upon Bassoon performance techniques.

**Credits:** 3

**MUTT-311: Graduate Bassoon Major I**

Private instruction in performance for graduate students.

**Credits:** 5

**MUTT-312: Graduate Bassoon Major II**

Private instruction in performance for graduate students.

**Credits:** 5

**MUTT-321: Graduate Bassoon Major III**

Private instruction in performance for graduate students.

**Credits:** 5

**MUTT-322: Graduate Bassoon Major IV**

Private instruction in performance for graduate students.

**Credits:** 5

## Biblical Studies New Testament

**BSNT-230: New Testament Critical Introduction**

"New Testament: A Critical Introduction" (NTCI) attempts to orient you to the critical (i.e. academic rather than devotional) study of the NT (i.e. those 27 books that comprise the second and last major section of the Protestant Christian Bible). The course's overall aim is to equip you to plumb the depths of the NT for the tasks of Christian ministry (e.g. preaching, teaching, counseling, administration).

**Credits:** 3

**BSNT-412: Sacred Text and Hermeneutics**

This Sacred Texts and Traditions course explores theological writings from Christians, Muslims, and Jews in the Middle Ages. We will explore moments of both inter-religious conflict and peaceful co-existence, and we'll interrogate what this complex, distant history can teach us about possibilities of mutual understanding among members of Christian, Islamic, and Jewish faiths today.

**Credits:** 3

**BSNT-515: BSNT D.Min. Biblical Studies Seminar**

With attention to the synoptic gospels, the thirteen Pauline epistles and the Catholic epistles, this course will focus on the interpretive meaning of selected texts as they bear upon the issues of race/ethnicity, class and family. The students will conduct detailed analyses on passages in order to discern their implications for ministry in global contexts today. Each student will be expected to make a seminar presentation and then refine the work into a final research paper for the seminar. Each student will be further expected to maintain a course notebook on assigned readings.

**Credits:** 3

## Biblical Studies Old Testament

**BSOT-205: OT/Hebrew Bible I**

This is the first half of a two-semester course intended to enable students to engage in critical (that is, analytical) reading, thinking, writing, and speaking about the contents of the Hebrew Bible/Old Testament and the history and religion of Israel. The first semester course focuses on Genesis-1 Kings 11 and the sources that make up this material. The purpose is for students to discover the original cultural setting insofar as this is possible (historical-critical method). In addition, class participants will have the opportunity to evaluate newer approaches to biblical interpretation, especially African American and feminist/womanist biblical interpretation.

**Credits:** 3

**BSOT-210: OT/Hebrew Bible II**

This is the second half of a two-semester course intended to introduce students to a critical (that is, analytical) way of reading, thinking, writing, and speaking about the contents of the Hebrew Bible/Old Testament and the history and religion of Israel. The second semester course focuses on the historical period beginning with the divided kingdom and the prophetic and wisdom literature of the HB/OT. The purpose is to understand the material in its original cultural setting insofar as this is possible (historical-critical method). In addition, newer approaches to biblical interpretation will be considered. Special attention will be paid to African American and feminist/womanist biblical interpretation.

**Credits:** 3

**BSOT-221: Language (Hebrew or Greek)**

This is the first half of a full year introduction to Biblical Hebrew Language and Grammar. Students will master the writing system, basic grammar, and essential vocabulary necessary for reading the prose sections of the Hebrew Bible (Old Testament) in Hebrew. This is an online class taught with a combination of video-taped lectures and three virtual F2F sessions each week at lunch on M-W-F from 12-1 using Zoom video-conference software, during which time students go over homework and practice pronunciation.

**Credits:** 3

**BSOT-222: Language (Hebrew or Greek)**

This is the second half of a full year introduction to Biblical Hebrew Language and Grammar. Using Logos software, students will read the books of Jonah, Ruth, and as much of the first twelve chapters of Genesis as we can get through. They fill out Excel spreadsheets, one worksheet each for verbs, nouns, and other parts of speech, to consolidate their knowledge of vocabulary and grammar, then in class pronounce and translate the material, answering questions about unusual forms.

**Credits:** 3

**BSOT-224: Language (Hebrew or Greek)**

This course introduces students to the alphabets, overall structure of the languages, basic vocabulary of Hebrew and Greek, and how to use Logos software to decipher biblical Hebrew and Greek texts so that they may understand the more technical commentaries. Depending on the ability and diligence of the students, which varies from class to class, the class may read several chapters of Genesis together as well as the prologue to the Gospel of John and other NT texts chosen by the students. This class does not substitute for a full year long course in Hebrew and Greek, but it does provide minimal tools for students who would like to be able to understand what the commentators are talking about when they begin to use Hebrew and Greek terms..

**Credits:** 3

**BSOT-225: Women in the Hebrew Bible and the Quran**

This course is unique in its nature and structure. It is a team-taught course on a timely topic, women in the two sacred texts. Students will compare and contrast theological debate amongst feminists, womanists, and general theologians. The students discern how the stories of the women in the two sacred text connect with contemporary issues in the lives of men and women. They discover ways of communicating the messages coming from these stories in faith communities today. This course is also considered the cornerstone of the field of interreligious studies and dialogue.

**Credits:** 3

**BSOT-515: Biblical Studies Seminar**

This course is designed to give the student who is familiar with the content of the books of the Old Testament the opportunity for advanced study of the Old Testament. This is not an Old Testament Survey. Rather, the course is an analytical study of the Old Testament and its themes and the theology that can be derived from these. The goal is to obtain a better understanding of the whole of the Old Testament, particularly of the God of the Old Testament and His working through history and the nation of Israel, in order to better understand the fulfillment of the Old Testament in Jesus Christ.

**Credits:** 3

**BSOT-535: Management Control Nonprofit**

The coursework focuses on building the specific analytical and management skills needed by those assuming leadership roles as executive staff or board members in a variety of nonprofit fields. All the courses feature a global perspective for relevance in today's world of interconnected economies and communication.

**Credits:** 3



# Biblical Studies Religion

## **BSRL-410: Course Sacred Text and Hermeneutics**

This course is unique in its nature and structure. This is the team-taught course about Sacred Texts and Hermeneutics offered at the School of Divinity, which will be led by two professors in Biblical and Qur'anic Studies. The course will introduce different hermeneutical theories, exegetical methods, and theological perspectives. Each class session will include a lecture on particular sacred texts and methods, to provide an opportunity for students to engage the professors and each other on the hermeneutical insights and other implications of the material. This provides a context for recognition of interconnections between texts that might not be immediately identifiable. The course surveys the development of theories of interpretation and exegesis from classical to contemporary time and shows the relation between the theory of interpretation and the understanding of theology. The course will especially attend to the influence of nineteenth- and twentieth-century theories of interpretation upon sacred texts, with an explicit focus on engaging twenty-first century approaches and debates about the importance of interpretation for religious and theological studies. This course fulfills the M.Div. New Testament exegesis requirement and is also required for the M.A. concentrations in Biblical and Islamic Studies.

**Credits:** 3

# Biochemistry

## **BIOC-101: General Biochemistry**

The structure, function, and metabolism of the important classes of biochemicals are discussed. This includes a discussion of the biochemistry of carbohydrates, lipids, proteins, nucleic acids, vitamins, hormones and coenzymes.

**Credits:** 4

## **BIOC-170: General Biochemistry**

The structure, function, and metabolism of the important classes of biochemicals are discussed. This includes a discussion of the biochemistry of carbohydrates, lipids, proteins, nucleic acids, vitamins, hormones and coenzymes.

**Credits:** 7

## **BIOC-182: Clinical Biochemistry**

This course involves the study of basic human biochemistry, with an emphasis on biomolecular structure, metabolic pathways and their relationship to human health and disease.

**Credits:** 3

## **BIOC-201: Seminar in Biochemistry**

Students are required to present a seminar on a current topic in biochemical research which is of interest to them.

**Credits:** 1-5

## **BIOC-203: Biochemistry Laboratory**

Instruction in biochemical techniques and instrumentation.

**Credits:** 3

## **BIOC-205: Directed Research**

The purpose of this course is for the design and performance of research leading to a Ph.D. Enrollment limited to advanced biochemistry and molecular biology graduate students, who have completed the core course work. See note on page 577 related to research and dissertation hours.

**Credits:** 1-9

**BIOC-208: Protein Structure and Function**

Correlation of the three-dimensional structure of proteins with biological functions is intensively studied.

**Credits:** 3

**BIOC-211: Orientation to Research**

The purpose of Orientation to Research is to allow the student to become familiar with the research projects of faculty members in the Department of Biochemistry and Molecular Biology. The student also is given the opportunity to learn some of the research techniques used in these research projects. Students register for course BIOC-211-01 in the Spring Semester of their first year of study. The student works in the laboratories of three faculty members during Orientation to Research

**Credits:** 3

**BIOC-240: Enzymology**

The kinetic and mechanistic theory of enzyme action will be discussed with emphasis on the experimental approach used to interpret kinetic data and determine the kinetic parameters of classical enzymes and well-defined regulatory and transport systems. The steady-state rate equations for a number of unireactant and multi-reactant mechanisms will be developed. Reversible inhibition, isotope exchange, binding phenomenon, activation, environmental effects, and physiological regulation of enzyme activity will be considered separately.

**Credits:** 3

**Prerequisites:**

Calculus; physical chemistry (thermodynamics, chemical kinetics, catalysis) or permission of the instructor.

**BIOC-270: Molecular Biology**

Topics vary somewhat each time the course is taught to include topics of current interest in nucleic acid-protein interaction. See note on page 577 related to Special Topics courses.

**Credits:** 3

**BIOC-272: Metabolic Regulation**

This course covers the control of rate-limiting steps in intermediary metabolism by covalent modification of enzymes, metabolic disorders, and chemical messengers.

**Credits:** 3

**BIOC-300: Research for PhD Candidates**

The purpose of this course is for the design and performance of research leading to a Ph.D. See note on page 577 related to research and dissertation hours.

**Credits:** 1-9

**BIOC-532: Molecular Biology of the Cell**

This course will provide a full overview of the world of cell and microbiology. We will first provide the basic components comprised within all living things before moving onto to how organisms' internal systems work and how they coexist and contend with external elements.

**Credits:** 3

## Biology

**BIOG-200: Biological Writing Course**

Emphasis on integration of genetic concepts with ecology, evolution, and biodiversity. Includes DNA replication, gene expression, viruses, phylogeny, animal behavior, and population dynamics.

**Credits:** 1

**BIOL-424: Environmental Microbiology**

An Integrated approach to studying the role of microorganism in environmental waste management . The microbiology of air, water, soil and sewers are addressed. Emphases are placed on the public health implications of microbes and their products in the environment, and the role of microbes in bioremediation of hazardous chemical wastes.

**Credits:** 3

**BIOL-430: Biostatics**

Provides an understanding of the basic methods and underlying concepts of statistics that are used in public health decision-making. Among topics explored are descriptive statistics, probability, sampling, hypothesis testing and non-parametric statistics.

**Credits:** 4

## Biology (Grad)

**BIOG-415: Molecular Genetics**

Lecture-laboratory course in which studies of plant and microbial genomes are conducted through nucleic acid analysis and applications of recombinant-DNA'c2 technology and environmental mutagenesis.

**Credits:** 3

**BIOG-420: Cancer Biology**

This course provides students with a basic understanding of the molecular and cellular mechanisms that lead to cancer. Lectures primarily focus on the role of growth factors, oncogenes, tumor suppressor genes, angiogenesis, and signal transduction mechanisms in tumor formation.

**Credits:** 3

**BIOG-421: Virology**

An in-depth discussion of the principles of modern virology. Major topics of discussion will include: virus replication strategies, virus structure, virus infection and disease, and host resistance to disease.

**Credits:** 3

**BIOG-426: Food Microbiology Lec/Lab**

This course is designed to give students an understanding of the role of microorganisms in food processing and preservation; the relation of microorganisms to food spoilage, foodborne illness, and intoxication; general food processing and quality control; the role of microorganisms in health promotion; and federal food-processing regulations.

**Credits:** 3

**BIOG-430: Biostatistics Lec/Lab**

This course provides an overview of statistical methods for analyzing correlated data produced by longitudinal measurements taken over time. Topics include study design, exploratory data analysis techniques and linear mixed effects regression models.

**Credits:** 4

**BIOG-500: Graduate Seminar I**

This one credit course is meant to give students practice speaking in front of a scientific audience and to explore topics in detail. Students will research topics and organize presentations for faculty and other students. The topics may be any aspect of the biological sciences and must be approved by the instructor in advance (see schedule for deadline).

**Credits:** 1

**BIOG-501: Graduate Seminar II**

This one credit course is meant to give students practice speaking in front of a scientific audience and to explore topics in detail. Students will research topics and organize presentations for faculty and other students. The topics may be any aspect of the biological sciences and must be approved by the instructor in advance (see schedule for deadline).

**Credits:** 1

**BIOG-532: Molecular Biology of the Cell**

This course discusses the relationship of structure and functions of the different components of the cell at the molecular level. It also takes up the complex interactions among cells and the different techniques used in the study of the cell.

**Credits:** 4

**BIOG-533: Ecological and Environmental Biology**

This course provides an introduction to the basic principles of environmental biology, ecology, and the relationship between humans and the natural world. Conservation, pollution, energy and other contemporary ecological problems are just some of the topics which will be addressed.

**Credits:** 4

**BIOG-534: Evolutionary and Systematic Biology**

This course provides an overview of the mechanisms and processes of change at the population, organismal, cellular, and molecular levels. It also provides an overview of the history of Earth and its biota including geological time, fossils, and man.

**Credits:** 4

**BIOG-549: Biochemistry**

This course explores the basic principles of biochemistry and develops the student's appreciation and understanding of biological networks.

**Credits:** 3

**BIOG-599: MS Research**

The purpose of this course is for the design and performance of research leading to a Masters. See note on page 577 related to thesis hours.

**Credits:** 1-6

**BIOG-600: MS Thesis**

The purpose of this course is for the design and performance of research leading to a Masters. See note on page 577 related to thesis hours.

**Credits:** 1-6

**BIOG-699: PhD Research**

The purpose of this course is for the design and performance of research leading to a Ph.D. This 6 credit hour course can be taken multiple times, but only once per semester. Additional information about the limitation of the use of these courses can be found in individual schemes. See note on page 577 related to research and dissertation hours.

**Credits:** 6

**BIOG-700: PhD Dissertation**

The purpose of this course is for the design and performance of research leading to a Ph.D. See note on page 577 related to research and dissertation hours.

**Credits:** 1-12

# Brass Ensemble

## **MUTE-131: Brass Ensemble V**

Students will be assigned with trumpet, French horn, trombone and tuba ensemble works with musical partners at their level and/ or assigned with accompany in vocal and instrumental. Students will practice assigned works regularly with their partners and perform together in front of the class.

**Credits:** 1

## **MUTE-132: Brass Ensemble VI**

A continuation of MUTE-131. Weekly coaching and rehearsals in brass ensembles.

**Credits:** 1

## **MUTE-141: Brass Ensemble VII**

A continuation of MUTE-132. Weekly coaching and rehearsals in brass ensembles.

**Credits:** 1

## **MUTE-142: Brass Ensemble VIII**

A continuation of MUTE-141. Weekly coaching and rehearsals in brass ensembles.

**Credits:** 1

# Chemical Engineering

## **CHEG-228: Advanced Spectroscopy**

The chief aim of this course is to provide an understanding of how the tools of modern spectroscopy can be applied to unravel the structural and dynamical properties of molecular systems, with a focus on optical techniques. The course will cover the theoretical basis of light-matter interactions and factors governing the rotational, vibrational and electronic spectra of diatomic and polyatomic molecules. It will conclude with a consideration of what can be learned when cutting-edge spectroscopic techniques are applied to large, complex systems.

**Credits:** 3

## **CHEG-232: Environmental Chemistry**

Environmental chemistry is an introduction to chemical processes that regulate the composition of air, water, and soil. Attention is paid to understanding chemical equilibrium and kinetics of natural systems and how they are influenced by human actions.

**Credits:** 3

## **CHEG-291: Advanced Kinetics**

This course is an introduction to advanced thermodynamic and kinetic analysis of chemical processes. We build on your introduction to thermodynamics by studying solutions, multiphase systems, and equilibrium. We will cover thermodynamic aspects of phase diagrams, partial molar quantities, thermodynamics of mixing, chemical potential, liquid mixtures, colligative properties, vapour pressure diagrams, liquid-liquid phase diagrams, solid-liquid phase diagrams, activity coefficients, spontaneous chemical change, gas equilibrium, response of equilibrium to external conditions, and extent of chemical reaction

**Credits:** 3

## **CHEG-412: Transport Phenomena**

Introduction to the treatment of the mechanisms of heat, mass, and momentum transport on a continuum basis. Methods of solution to transport problems are introduced with emphasis on coupled systems where two or more transport processes interact. Introduction to boundary layer and turbulent systems.

**Credits:** 3

**CHEG-425: Intro to Biomedical Engineering**

This course teaches students to understand the application of engineering principles to the study of various functions of the human body, including breathing, muscle movement and blood circulation.

**Credits:** 3

**CHEG-430: Nanomaterials**

This course covers the basic principles associated with nanoscience and nanotechnology including the fabrication and synthesis, size dependent properties, characterization, and applications of materials at nanometer length scales with an emphasis on recent technological breakthroughs in the field.

**Credits:** 3

**CHEG-501: Advanced Transport**

Advanced treatment of the mechanisms of heat, mass, and momentum transport on a continuum basis. Methods of solution to transport problems are looked at in depth with emphasis on coupled systems where two or more transport processes interact. Introduction to boundary layer and turbulent systems.

**Credits:** 3

**CHEG-502: Advanced Thermodynamics**

Advanced treatment of the fundamentals of thermodynamics; Energy; Reversibility, concepts and consequences. Thermodynamics of mixtures; phase equilibria; and chemical equilibria.

**Credits:** 3

**CHEG-504: Advanced Mathematics**

Use of the basic laws of conservation of momentum, mass and energy to formulate partial differential equations describing chemical engineering processes. Analytical and numerical solution of partial differential equations. Matrices, vector analysis, and selected topics.

**Credits:** 3

**CHEG-505: Advanced Chemical Eng. Reactions**

Advanced treatment of chemical reaction engineering including effects of non-ideal flow and fluid mixing on reactor design. Multi-phase reaction systems of non-heterogeneous catalysis and catalytic kinetics.

**Credits:** 3

**CHEG-601: Graduate Research**

Supervised research course reserved for working to fulfil the requirement for milestone projects (thesis equivalency, dissertation proposal, etc.).

**Credits:** 1

**CHEG-602: Graduate Research**

Supervised research course reserved for working to fulfil the requirement for milestone projects (thesis equivalency, dissertation proposal, etc.).

**Credits:** 2

**CHEG-701: MS Thesis I**

The purpose of this course is for the design and performance of research leading to a Masters. See note on page 577 related to thesis hours.

**Credits:** 1-3

**CHEG-702: MS Thesis II**

The purpose of this course is for the design and performance of research leading to a Masters. See note on page 577 related to thesis hours.

**Credits:** 1-3

### **CHEG-801: Graduate Seminar I**

Students are expected to register for Graduate Seminar each semester during their tenure in our program.

**Credits:** 1

## Chemistry

### **CHEM-122: Analytical Chemistry**

The course gives an introduction to inorganic and organic analytical chemistry, including basic analytical methods

**Credits:** 3

### **CHEM-201: Inorganic Chemistry**

This course provides an overview of fundamental topics in inorganic chemistry. Bond theory: Atomic orbitals importance for chemical bonding, covalent bonding, ionic and lattice enthalpy, metal bonding, metals, semiconductors and insulators, forces between molecules, the structure of molecules, liquids and solids.

**Credits:** 3

### **CHEM-231: Advanced Analytical Chemistry**

Course Description: This course is designed to provide graduate students an advanced, cohesive understanding of analytical chemistry methods and instrumentation to promote success in their graduate careers. The student is expected to dedicate significant effort both in and out of lectures to be successful.

**Credits:** 3

### **CHEM-243: Advanced Organic Chemistry**

This course deals with the application of structure and theory to the study of organic reaction mechanisms: stereochemical features including conformation and stereo electronic effects; reaction dynamics, isotope effects and molecular orbital theory applied to pericyclic and photochemical reactions; and special reactive intermediates including carbenes, carbanions, and free radicals.

**Credits:** 3

### **CHEM-243: Advanced Organic Chemistry**

This course deals with the application of structure and theory to the study of organic reaction mechanisms: stereochemical features including conformation and stereo electronic effects; reaction dynamics, isotope effects and molecular orbital theory applied to pericyclic and photochemical reactions; and special reactive intermediates including carbenes, carbanions, and free radicals.

**Credits:** 3

### **CHEM-244: Physical Organic Chemistry**

The course covers selected special topics pertinent to current research in physical organic chemistry with an emphasis on bonding and reactivity. Topics include molecular structure and thermodynamics, intermolecular forces, reactivity and mechanisms, stereochemistry and electronic structure. See page 577 for additional information related to Special Topics courses.

**Credits:** 3

### **CHEM-246: Organic Spectroscopy**

Graduate course in organic spectroscopy. Modern methods used in structure determination of organic molecules. Topics include mass spectrometry; ultraviolet, chiroptical, infrared, and nuclear magnetic resonance spectroscopy.

**Credits:** 3

**CHEM-251: General Biochemistry**

A comprehensive survey of the chemistry and metabolism of biological compounds, including proteins, polysaccharides, lipids, and nucleic acids. Enzyme kinetics, bioenergetics, organelles, and cellular organization. Expression and processing of biological information, including DNA replication; transcription into RNA; translation into protein, regulation, and recombinant DNA techniques. A detailed computer laboratory study of structural biology, including protein and nucleic acid threedimensional structures and the interactions between these and ligands.

**Credits:** 3

**CHEM-258: Biophysical Chemistry**

This course will introduce measurement and analysis of physical phenomena as they pertain to biological macromolecules including structure and energetics. Discussions of physical phenomena will be used to introduce techniques in physical biochemistry, the equations derived to describe the phenomena, and the analysis and interpretation of data

**Credits:** 3

**CHEM-275: Quantum Chemistry**

The course is dedicated to learning practical aspects of advanced quantum chemistry. The students are expected to have good understanding of Quantum Mechanics and knowledge of Molecular Orbital Theory and basic Quantum Chemistry tools.

**Credits:** 3

**CHEM-278: Advanced Physical Chemistry I**

Advanced Physical Chemistry focuses on topics in modern experimental physical chemistry including nanoscience, laser spectroscopy and chemical dynamics, optical and scanning probe microscopy, non-linear optics, and plasmonics.

**Credits:** 3

**CHEM-279: Advanced Physical Chemistry II**

A continuation of CHEM-278. Advanced Physical Chemistry focuses on topics in modern experimental physical chemistry including nanoscience, laser spectroscopy and chemical dynamics, optical and scanning probe microscopy, non-linear optics, and plasmonics.

**Credits:** 3

**CHEM-284: Computational Methods**

The course is an introduction to the properties and computational implementations of basic methods of scientific computing. The main thrust is intelligent use of mathematical software, although important theoretical results are explained.

**Credits:** 3

**CHEM-297: Planetary Atmospheres**

This course covers topics include atmospheric structure & composition, remote sensing methods, atmospheric circulation, atmospheric chemistry, origin & evolution of atmospheres, jovian planet atmospheres & interiors, atmosphere-magnetosphere interaction, cometary activity, habitable zones around stars.

**Credits:** 3

**CHEM-341: Organic Chemistry**

Organic chemistry provides the student with the necessary background to understand the chemistry of carbon-containing compounds. Topics will include structure, stereochemistry, nomenclature, synthesis, properties, and reactions of the major classes of organic compounds

**Credits:** 3



**CHEM-411: Research in Inorganic Chemistry**

This course focuses on the nature and practice of inorganic chemistry. Students will conduct research into a particular chemical problem with a faculty research advisor and will discuss their research at a weekly seminar. A report on their research will be written.

**Credits:** 1

**CHEM-421: Research in Analytical Chemistry**

This course focuses on the nature and practice of analytical chemistry. Students will conduct research into a particular chemical problem with a faculty research advisor and will discuss their research at a weekly seminar. A report on their research will be written.

**Credits:** 1

**CHEM-441: Research in Organic Chemistry**

This course focuses on the nature and practice of organic chemistry. Students will conduct research into a particular chemical problem with a faculty research advisor and will discuss their research at a weekly seminar. A report on their research will be written.

**Credits:** 1

**CHEM-451: Research in Biochemistry**

This course focuses on the nature and practice of biochemistry. Students will conduct research into a particular chemical problem with a faculty research advisor and will discuss their research at a weekly seminar. A report on their research will be written.

**Credits:** 1

**CHEM-471: Research in Physical Chemistry**

This course focuses on the nature and practice of physical chemistry. Students will conduct research into a particular chemical problem with a faculty research advisor and will discuss their research at a weekly seminar. A report on their research will be written.

**Credits:** 1

**CHEM-600: PhD Dissertation**

The purpose of this course is for the design and performance of research leading to a Ph.D. See note on page 577 related to research and dissertation hours

**Credits:** 1-9

## Civil Engineering

**CEIE-634: (GMU) Geoenvironmental Design**

Principles of waste geotechnics, including the design of landfill liners/covers, fate of pollutant transport in groundwater, transport processes, modeling techniques for flow and transport, waste settlement, and groundwater remediation technologies such as the biodegradation of waste. Prerequisites: CIEG-434.

**Credits:** 3

**CIEG-466: Traffic Engineering II**

Involves the introduction to traffic impact analysis, and use of traffic simulation models for evaluating traffic operation on highway networks, including traffic impact studies and signal warrant analyses. This course provides theoretical and practical applications of traffic operations and analysis. Prerequisites: CIEG-351; CIEG-416; CIEG-465.

**Credits:** 3

**CIEG-500: Special Topics in Structures**

Material is not ordinarily available in regular structural engineering course offerings or new courses on a trial basis. Prerequisites: CIEG-314.

**Credits:** 3

**CIEG-501: Environmental Biological Processes**

Combines fundamental microbiology into engineered systems; includes design of wastewater treatment systems and modeling of biological reactions.

**Credits:** 3

**CIEG-502: Physical/Chemical Process for Water Treatment**

Theory, analysis and engineering design of physical and chemical systems in environmental pollution control. Topics include mechanisms involved in physical/chemical destruction of pollutants, clarification, softening, coagulation and others.

**Credits:** 3

**CIEG-503: Adv Design of Steel Structure**

Covers the fundamental physical and chemical concepts necessary to design environmental systems; focus is on the design of water treatment systems and recent advances in water treatment plant design.

**Credits:** 3

**CIEG-504: Intelligent Transportation Systems**

Command, controls and communications in modern multimodal transportation; infrastructure/highway and vehicle automation, advanced traffic management, vehicle control and safety systems; information data, and sensory requirements; practical application. Prerequisites: CIEG-351; CIEG-416; CIEG-465.

**Credits:** 3

**CIEG-507: Traffic Flow Theory**

This course is mainly oriented towards transportation engineering students interested in learning the fundamentals traffic engineering studies. The course is structured on the basic objective for students to be able to understand Traffic Flow Modeling, Transportation Networks Modeling and Traffic Assignment, Detection and Forecasting, Traffic Control and Optimization. This course includes details of macroscopic and microscopic models. Prerequisites: CIEG-351; CIEG-416; CIEG-465.

**Credits:** 3

**CIEG-509: Structures Research Project II**

An investigation conducted independently by a student and guided by the instructor that makes an original and creative contribution to the structural engineering discipline. Prerequisites: CIEG 555

**Credits:** 3

**CIEG-511: Environmental Chemistry**

Application of chemical equilibrium and kinetics to aquatic systems. Focus is on chemical principles as applied to natural systems, water treatment and wastewater treatment processes. Topics include thermodynamics, kinetics, redox reactions, acid/base chemistry, titrations and buffers, adsorption and complexation.

**Credits:** 3

**CIEG-513: Matrix Structural Analysis**

This course covers the theory and application of traditional structural analysis for trusses, beams, frames, cables, and arches as either determinate or indeterminate systems. Topics covered will include matrix methods including the direct stiffness method, and flexibility and stiffness method with introduction to computer-based techniques.

**Credits:** 3

**CIEG-514: Finite Element Analysis**

An introduction to the Finite Element method in the study of the static response of structures and of continua. This course also provides hands on experience using finite element software. It includes applications to field problems; analytical methods emphasized, and digital computer application

**Credits:** 3

**CIEG-520: Adv Mechanics of Materials**

This course teaches the fundamentals for the analysis of materials and structures in engineering with a specific focus on aircraft and space structures. ... The Solid Mechanics module covers general material relating to the analysis of stresses, strains, deformation, and strength in solid materials and simple components.

**Credits:** 3

**CIEG-524: Anal Plate & Shell Structure**

This course deals with the theory and design of thin shell structures, using the membrane and bending theories for of shells of revolution and translation, and their application to analysis of domes, hyperbolic, paraboloid, elliptic and cylindrical shells. The course also introduces the finite element method for plate bending.

**Credits:** 3

**CIEG-529: Introduction to Structural Protective Systems**

An introductory course about the application of emerging technologies for the protection of civil engineering structures and fundamental concepts for analysis and design. Prerequisites: CIEG-314

**Credits:** 3

**CIEG-535: Elastic Inelastic of Structure**

Solution of linear elastostatic problems using special techniques. Field equations of linear elastostatics; uniqueness of solution; Betti/Rayleigh reciprocity relation; solution of two-dimensional problems using stress functions; stress concentration at holes and inclusions; complex variables and transform methods in elasticity; stress singularity at cracks and corners; stresses and strains in composites; three-dimensional problems.

**Credits:** 3

**CIEG-536: Dynamics of Structures**

This course will cover the theory of structural response to dynamic loads. Students will learn to compute the dynamic response of structural components (like beams, walls, and columns) and structural systems under dynamic loads such as blast and earthquake excitations.

**Credits:** 3

**CIEG-544: Transportation Engineering Research**

Introduction to research conducted independently by a student and supervised by the instructor that makes a fundamental contribution to the transportation engineering discipline. Students are required to prepare reports. Prerequisites: Graduate status or approval of instructor.

**Credits:** 3

**CIEG-553: Environmental Engineering Project Research**

Independent research on advanced topics in environmental engineering. Student must prepare literature review of topic. Focus is on reviewing, analyzing and presenting research.

**Credits:** 3

**CIEG-555: Structures Project Research**

Introduction of an investigation conducted independently by a student and guided by the instructor that makes an original and creative contribution to the structural engineering discipline

**Credits:** 3

**CIEG-555: Structures Research Project**

**Credits:** 3

**CIEG-556: Hydraulic Project Research**

Course is designed for individual students who seek deeper knowledge of hydrology and hydraulics, through research, the use of software, and publication of research in journals

**Credits:** 3

**CIEG-557: Advanced Hydrology**

An introduction to physical and applied hydrology and explores the components of the hydrologic cycle including processes of precipitation, evaporation, transpiration, infiltration, ground-water flow, surface runoff and streamflow.

**Credits:** 3

**CIEG-561: Master Thesis**

All Master candidates must complete an approved research project that demonstrates his or her ability to conduct original, independent research that constitutes a distinct contribution to knowledge in the principal field of study.

**Credits:** 3

**CIEG-567: Construction Project Management**

This course covers elements of management related to construction projects; responsibilities of construction managers, on-site representatives, engineers and inspectors; concept of developing the project team approach. The student will gain knowledge of the roles and responsibilities of a project manager, including technical and management skills and an overview of the phases in a construction project. The student will develop knowledge and skills in safety, interpersonal communication, negotiation and conflict resolution, construction documents, construction planning, estimating and cost control, scheduling, resource control, quality control and continuous improvement. Students will also be introduced to construction project management software program(s) used in the industry. Prerequisites: CIEG-354, CIEG 351 or approval of instructor.

**Credits:** 3

**CIEG-579: Advanced Traffic Engineering**

An introduction to advanced traffic and transportation engineering. It involves the collection and use of traffic engineering data and introduces students to traffic operations and safety. Students use software for capacity analysis and signal optimization. Students are required to prepare reports. Prerequisites: CIEG-351; CIEG-416; CIEG-465.

**Credits:** 3

**CIEG-600: Advanced Soil Mechanics**

This course covers: 1) the elastoplastic response of soils highlighting issues such as the influence of structure, time, environment, drainage, and stress history on their anisotropic behavior, 2) critical state soil mechanics, 3) stress-dilatancy, stress paths, 4) 2D water flow, 5) 2D consolidation, and 6) slope stability. Prerequisites: CIEG-434.

**Credits:** 3

**CIEG-603: Advanced Foundation Engineering**

This course covers: 1) geotechnical site investigation methods and in-situ tests to estimate soil engineering properties, 2) discussion on concepts of factors of safety, margin of safety, reliability, and load and resistance factor design, 3) parameter selection, analysis, and design of shallow and deep foundations, and 4) analysis and design of earth retaining structures. Prerequisites: CIEG-433.

**Credits:** 3

**CIEG-605: Research Methods**

The aim of this course is to develop students' knowledge and understanding of the role and conduct of quantitative and qualitative research methods in planning [and urban design]. Intellectual and methodological debates will be discussed in order to assist students to develop informed opinions and a critical appreciation for other's research. The imperative for ethical research practice will be presented. The course equips students with the skills to review and conduct methodologically sound research as a part of their professional work.

**Credits:** 3

**CIEG-608: Civil & Environmental Engineering Dissertation Research**

The purpose of this course is for the design and performance of research leading to a Ph.D. See note on page 577 related to dissertation hours.

**Credits:** 9

**CIEG-614: Special Topics in Geotechnical Engineering I**

Involves an individually-supervised study or independent design or research in specialized topics not covered in regular geotechnical engineering courses or of particular interest to the student. The student must review pertinent literature, prepare a project outline, carry out an approved plan, and submit a research paper/formal final report. Prerequisites: CIEG-434.

**Credits:** 3

**CIEG-615: Special Topics in Geotechnical Engineering II**

A continuation of CIEG 614. Involves an individually-supervised study or independent design or research in specialized topics not covered in regular geotechnical engineering courses or of particular interest to the student. The student must review pertinent literature, prepare a project outline, carry out an approved plan, and submit a research paper/formal final report. Prerequisites: CIEG-434.

**Credits:** 3

**CIEG-616: Advanced Optimization**

Principles of linear and nonlinear programming and metaheuristic algorithms. Fundamentals of machine learning-assisted optimum design considering uncertainty.

**Credits:** 3

**CIEG-618: Transportation Engineering Project**

Introduction to research conducted independently by a student and supervised by the instructor that makes a fundamental contribution to the transportation engineering discipline. Students are required to prepare reports. Prerequisites: Graduate status or approval of instructor.

**Credits:** 3

**CIEG-619: Urban Transit Planning**

An introduction to urban transit operations and planning. This course includes transit operations, service scheduling and capacity analysis. This also includes Transit systems planning and modeling. This course includes best-practice of urban transit systems and planning. Prerequisites: Graduate status or approval of instructor

**Credits:** 3

**CIEG-620: Transportation Systems Modeling and Analysis**

This course is mainly oriented towards transportation engineering students interested in learning the fundamentals of econometric and machine learning studies. The course is structured on the basic objective for students to be able to conduct several literature reviews, data collection, analysis, modeling, forecasting, and report writing. To facilitate this, the course will introduce students to count data modeling, econometric modeling, machine learning modeling, and coding in Gauss and Python. Prerequisites: Graduate status or approval of instructor.

**Credits:** 3

**CIEG-622: Earthquake Engineering Research I**

Introduction to an investigation conducted independently by a student and guided by the instructor that makes an original and creative contribution to the earthquake engineering discipline. Prerequisites: CIEG-314

**Credits:** 3

**CIEG-626: Advanced Research in Environmental Engineering**

This course provides in-depth coverage of the physical, chemical, and biological processes used for pollution control. Specific topics included in this course are as follows: unit analysis of physical, chemical, and biological processes, environmental hydraulics, water quality modeling, and water and waste treatment theory, analysis, and design.

**Credits:** 3

**CUGW CE-6301: Advanced Reinforced Concrete Design**

Reinforced concrete structures design, framing system, preliminary/final design, load estimate, one-way slabs, beams, axially loaded columns and isolated foundation, reinforcement details, CAD drawings, and final report. Restricted to undergraduate students in civil and environmental engineering.

**Credits:** 3

**CUGW CE-6302: Pre-stressed Concrete Structures**

Structural behavior and failure modes of prestressed concrete structures; design in prestressed concrete, including long-span structures, bridges, and precast systems

**Credits:** 3

**CUGW CE-6320: Design of Metal Structures**

Structural behavior of metal structures and composite girders. Conception, analysis, and design of low-rise and high-rise buildings by elastic and inelastic methods. Earthquake considerations and special topics.

**Credits:** 3

**CUGW CE-6340: Structural Dynamics**

Vibration of continuous systems: membranes, beam plates, and shells; approximate methods of vibration analysis; methods of integral transform; analysis of nonlinear systems; wave propagation.

**Credits:** 3

**ENCE-647: (UMD) Slope Stability and Seepage**

Theoretical and practical aspects of seepage effects, and groundwater flow, review of shear strength principles, flow through porous media, hydraulic conductivity, flow nets, determination of water pressure, seepage forces and quantity of seepage, laboratory and field tests for shear strength, infinite slopes, block analysis, method of slices, seismic analysis of slopes, effective and total stress analysis, computer programs for slope stability analysis, slope stability problems in waste disposal, construction excavations, reinforced embankments, embankments on soft ground. Prerequisites: CIEG-434

**Credits:** 3

**ENCE-741: (UMD) Earth Retaining Structures**

Types and uses of earth retaining structures and lateral earth pressure concepts and theories; analysis and design of retaining walls and shoring structures and their bracing systems, including conventional retaining walls, mechanically stabilized earth walls, cantilever and anchored sheet piling, cellular cofferdams, braced cuts, soil nailing, and the design of tiebacks and anchors; load and resistance factor design concept.

Prerequisites: CIEG-434.

**Credits:** 3

### **ENCE-743: (UMD) Soil Dynamics and Earthquake Engineering**

Theory of vibration and wave propagation in elastic media. Field and laboratory methods for determining dynamic soil properties. Analysis and design of soil-foundation systems subjected to machinery-generated vibrations and methods of foundation isolation. Earthquake causes, magnitude and intensity, seismic hazard evaluation, NEHRP site classification, site response analyses and ground motion amplification, liquefaction, and response of earth structures. Prerequisites: CIEG-434

**Credits:** 3

## Clarinet

### **MUTS-231: Clarinet Major**

Continuation of MUTS-221, 222.

**Credits:** 4

**Prerequisites:**

MUTS-221, 222 or consent of instructor.

### **MUTS-232: Clarinet Major**

Continuation of MUTS-221, 222.

**Credits:** 4

**Prerequisites:**

MUTS-221, 222 or consent of instructor.

### **MUTS-241: Clarinet Major**

Continuation of MUTS-231, 232, with preparation for senior recital.

**Credits:** 4

**Prerequisites:**

MUTS-231, 232.

### **MUTS-242: Clarinet Major**

Continuation of MUTS-231, 232, with preparation for senior recital.

**Credits:** 4

**Prerequisites:**

MUTS-231, 232.

### **MUTS-301: Graduate Clarinet Minor I**

This course is designed to help you develop comprehensive practice strategies as well as how to develop your dexterity and playing abilities.

**Credits:** 3

### **MUTS-302: Graduate Clarinet Minor II**

A continuation of MUTS-301. This course builds upon Clarinet performance techniques.

**Credits:** 3

### **MUTS-303: Graduate Clarinet Minor III**

A continuation of MUTS-302. This course builds upon Clarinet performance techniques.

**Credits:** 3

### **MUTS-304: Graduate Clarinet Minor IV**

A continuation of MUTS-303. This course builds upon Clarinet performance techniques.

**Credits:** 3

**MUTS-311: Graduate Clarinet Major I**

Private instruction in performance for graduate students.

**Credits:** 5

**MUTS-312: Graduate Clarinet Major II**

Private instruction in performance for graduate students.

**Credits:** 5

**MUTS-321: Graduate Clarinet Major III**

Private instruction in performance for graduate students.

**Credits:** 5

**MUTS-322: Graduate Clarinet Major IV**

Private instruction in performance for graduate students.

**Credits:** 5

## Clinical & Pharmacy Science

**CLPS-021: IPPE I**

The primary goal of Introductory Pharmacy Practice Experiences (IPPEs) is to provide the student with an opportunity to experience a broad range of pharmacy practice experiences early in the student's academic career. IPPEs are characterized by various assignments provided to students from their P1 through P3 including actual practice experiences in community and institutional settings. IPPE provides an introduction to the profession and continue in a progressive manner leading to entry into Advanced Pharmacy Practice Experiences (APPEs) that they will complete during the fourth professional year.

**Credits:** 4

**Prerequisites:**

Successful completion of all courses in the first professional year, the IPPE I Rotation, and Co-curricular Requirements.

**CLPS-022: IPPE II**

The primary goal of Introductory Pharmacy Practice Experiences (IPPEs) is to provide the student with an opportunity to experience a broad range of pharmacy practice experiences early in the student's academic career. IPPEs are characterized by various assignments provided to students from their P1 through P3 including actual practice experiences in community and institutional settings. IPPE provides an introduction to the profession and continue in a progressive manner leading to entry into Advanced Pharmacy Practice Experiences (APPEs) that they will complete during the fourth professional year.

**Credits:** 4

**Prerequisites:**

Successful completion of all courses in the first professional year, the IPPE II Rotation, and Co-curricular Requirements.

**CLPS-220: Drugs & Elderly**

This course is an interdisciplinary course designed to sensitize the student to the special physiological, psychological, sociological, and economic aspects of aging. In addition, special attention will be given to specific drug problems and solutions to these problems.

**Credits:** 3

**Prerequisites:**

Pharmacological Therapeutics I and Biopharmaceutics.



**CLPS-235: Health Care Ethics**

This course introduces students to ethical and to bioethical issues confronting healthcare providers within the practice setting. The course introduces students to how ethical theory and principles work to critically analyze and construct well concerned responses to ethical dilemmas. By utilizing the Beaubeu Grid method to collect and analyze case information students will refine their critical thinking skills (both verbal and written) as they read, write, discuss, and resolve the case material presented in class. Emphasis on collaborative dialogue between and among the disciplines represents the hallmark of this course. Finally, the course will familiarize students with ethical and legal considerations, patient-provider relationships, professionalism, and the concepts of moral reasoning.

**Credits:** 2

**CLPS-242: Herbal and Complementary Therapy**

Herbal and Complementary Medicines, including phytomedicine, are becoming an integral part of our society and the growing self-medicating trend among consumers. This course is designed to provide students with the background that they need to advise patients on the sensible use of herbs and to promote public health and safety. Emphases will be placed on the need for phytomedicinals as alternative therapies, the safety and efficacy of herbal preparations, and the role of pharmacists in helping consumers select useful and safe herbal products. The regulatory and legislative aspects of marketing and selling phytomedicinals in the U.S. will also be discussed. Readings will include relevant articles and publications.

**Credits:** 3

**Prerequisites:**

Pharmaceutical Chemistry I & II.

**CLPS-301: Emergency Preparedness for Healthcare Providers**

The purpose of this course is to train health care professional students on their role in preparing citizens to be better prepared to respond to emergencies in their communities. This course will train students to provide critical support to first responders, immediate assistance to victims and help organize spontaneous volunteers at a disaster site. Lastly students will learn how to coordinate outreach efforts to improve community resilience. Completion of this course will help meet the training requirements to be a volunteer for the Capitol City Pharmacy MRC.

**Credits:** 3

**CLPS-302: Research in Clinical Administrative Pharmacy Sciences**

The course deals with an introduction to techniques and methodologies in clinical pharmacy research. Emphasis on literature retrieval, design/conduct of experiments on a specific problem, drug therapy clinical studies or pharmacy administration topics, and analysis and interpretation of data for a written report.

**Credits:** 3

**Prerequisites:**

Minimum cumulative GPA of 2.75 and permission of the instructor.

### **CLPS-304: Global Leadership in Interprofessional Research (IPE)**

This course was developed as a partnership between the Howard University College of Nursing and Allied Health Sciences, the Howard University College of Pharmacy, and the University of the West Indies in Mona, Jamaica. Through a series of online lectures, interdisciplinary learning exercises, and scholarly writing activities, students will learn about their role in public health research. They will develop a report and have open dialogue across professions to enhance baseline knowledge and skills in health sciences research, with a focus on public health. Special emphasis will be placed on cultivating a deeper understanding of the United States' (US) healthcare system compared to that of a different country. Students will use research principles to explore how these systems affect various health care professions, as well as the global patient communities that they serve. Salient themes of interprofessional collaboration, leadership, public health research, global health, and cultural awareness will be covered throughout the course content. The course will include a 7-day trip to Jamaica. Here, students will implement team-based research projects at local health centers, participate in guided tours of health care facilities as well as cultural landmarks that teach about the evolution of healthcare in Jamaica. Finally, students will participate in a service-learning activity (a community health fair) in collaboration with health science students at University of West Indies in Jamaica. \*This hybrid course will be taught online with three inclass meetings.

**Credits:** 3

**Prerequisites:**

None

### **CLPS-306: Drug Informatics**

This course refers to the application of technology in the delivery of drug information services. Drug information services, in turn, include responding to drug information inquiries, conducting medication use evaluations and participating in medication quality assurance programs, such as; monitoring adverse drug reactions, drug and herbal product interactions, and medications errors. This course is intended to introduce students to drug information skills required to deliver pharmaceutical care. Students will be trained to develop the skills to obtain information from various literature and reference sources to answer drug information questions efficiently. Techniques for researching and evaluating drug literature will be covered. Emphasis will be placed on systemic approaches to formulation of responses utilizing both verbal and written communication skills.

**Credits:** 2

### **CLPS-311: Pharmaceutical Care**

This course is an introductory development course. Quantitative skills necessary for an understanding of the 37 basic and clinical pharmaceutical sciences will be explored. Various techniques necessary in pharmaceutical calculations employed by the pharmacist in formulation, compounding, manufacturing and dispensing of medications will be discussed. The course will also provide the student with the development of skills to recognize errors in prescribing in both oral and written medication orders, basic patient and professional staff communication and basic patient data collection skill. Commonly used equipment and pharmaceutical dosing devices available in a variety of simulated practice settings will be introduced.

**Credits:** 3

### **CLPS-316: Biostatistics/Res Methods**

This course serves as an introduction to the principles of biostatistics, study design and analysis. Students will learn basic statistical methods using contemporary computer-based statistical packages, and the application of statistics to pharmacy-based research. The course will introduce students to the elements of scientific research, the scientific process, and the role of research in clinical practice and pharmaceutical care. After this course, students should be able to understand the key elements of the scientific process and study design, and the application of statistical analysis to this process.

**Credits:** 4

**Prerequisites:**

None

**CLPS-318: Pharmaceutical Law and Policy**

The Pharmaceutical Law and Policy course is designed to provide students with an understanding of key legal and policy issues (past and present) associated with and that shape the practice of pharmacy.

**Credits:** 3

**Prerequisites:**

None

**CLPS-319: Professional Practice Readiness I**

This course utilizes principles of team-building and case-based learning to develop student understanding of the practical aspects of contemporary pharmacy practice. Instructors will introduce students to the Pharmacist's Patient Care Process (PPCP), covering the first three steps in the five-step process. Emphasis will be placed on both the verbal and written communication skills needed to interact with a variety of patients and across health care disciplines. Heavy focus will be placed on navigating the outpatient pharmacy setting, which involves acquiring preliminary knowledge about prescription handling and inventory management, as well as applied knowledge of OTC products and the most utilized prescription drugs. In addition, students will learn patient-counseling techniques, and develop basic physical assessment and clinical writing skills.

**Credits:** 3

**CLPS-320: Professional Practice Readiness II**

This course is designed to assess the skills of 3rd-year pharmacy students using an active learning format. All five steps of the Pharmacist's Patient Care Process (PPCP) will be covered, and students must demonstrate, through fulfillment of the ACPE-derived core competencies, mastery of the pre-APPE domains. As an addendum to the course, students are expected to complete structured patient care activities (MTM) at designated sites that will enhance knowledge and skills in care delivery. Students will also be required to complete at least 1 encounter related to inter-professional education (IPE).

**Credits:** 3

**CLPS-323: Pharmacoepidemiology & Outcome Res**

The Pharmacoepidemiology and Outcomes Research section is an introduction to the evaluation of the scientific studies that supports the rational use of medication use in humans. The goals of this block is to provide opportunities for students to understand the concepts, methods, and applications of epidemiology, pharmacoconomics, and outcomes studies utilized in clinical settings as well as with to provide tools to critically assess the clinical literature. In addition, the methods for the interpretational and generalization of findings from these studies relevant to medical and pharmaceutical care practice will be introduced by utilizing knowledge developed from the Research Methods/Biostatistics block. Students will be also prepared for problem-based critique sessions in the Integrative Therapeutics blocks.

**Credits:** 3

**Prerequisites:**

Biostatistics/ Research Methods.

**CLPS-340: Pharm Jurisprudence**

The course involves an examination of the laws and regulatory issues pertaining to the practice of pharmacy. Specifically, the course will focus on pertinent sections of the Federal Controlled Substances Act, Food Drug and Cosmetic Act, as well as an overview of the state board of pharmacy acts and rules governing Virginia, Maryland, and the District of Columbia.

**Credits:** 3

**Prerequisites:**

None

**CLPS-353: IT Lab 4**

The Integrative Therapeutics (IT) Lab 7 and 8 are modular formatted courses which are organized by organ systems. The IT Lab 4 courses are intended to provide the student with a review of prescription and non-prescription (OTC) medications and medical devices and health care products commonly encountered in pharmacy practice. The appropriate selection, rational use, therapeutic efficacy and issues, warnings, precautions, contraindications, drug interactions, use in pregnancy and lactation of prescription and non-prescription medications will be studied. In addition, an emphasis will be placed on counseling patients on the selection and proper use of non-prescription (OTC) medications and devices. The course will provide students with opportunities for increasing their problem-solving skills through the use of a modified problem-based learning approach. Students are scheduled to attend two large group sessions each week.

**Credits:** 2

**Prerequisites:**

None

**CLPS-363: IT 5 - Oncology/Hem/Pain Palliative**

Module Content: Neoplastic Disorder: General Principles and Pathophysiology, Principles of Drug Therapy, Acute Myelogenous Leukemia & Acute Lymphocytic Leukemia, Chronic Myelogenous Leukemia & Chronic Lymphocytic Leukemia, Breast Cancer, Lung Cancer, Ovarian and Cervical Cancer, Bone Marrow Transplantation, Prostate Cancer, Acute and Chronic Pain Therapeutics, Lymphomas, Colorectal Cancer, Anemias, Hemoglobinopathies, Renal Cancer, Supportive Care, Death and Dying.

**Credits:** 3

**CLPS-364: IT 6 - Endocrine/GI/Renal**

Module Content: Diabetes Mellitus, Thyroid Diseases, Adrenal Diseases, Pituitary Gland Disorders, Acute and Chronic Renal Failure, Dialysis and Drug Loss Issues, Alcoholic Cirrhosis, Portal Hypertension, Drug-Induced Liver Disease, Hepatitis, Peptic Ulcer Disease / Zollinger-Ellison Syndrome, Gastroesophageal Reflux Disease, Stress-Related Gastrointestinal; Bleeding, Infectious Gastritis / Pancreatitis, Disorders of the GI Systems: Cholecystitis, Appendicitis, Diverticulitis, Hemorrhoids, Peritonitis, Nausea and Vomiting, Constipation and Diarrhea, Irritable Bowel Syndrome, Inflammatory Bowel Diseases (Ulcerative Colitis and Crohn's Disease), and Nutrition (parenteral / Enteral/ Pediatric).

**Credits:** 3

**CLPS-365: IT Lab 3**

The Integrative Therapeutics (IT) Lab III modular formatted courses which are organized by organ systems. The IT Lab 5 and 6 courses are intended to provide the student with a review of prescription and non-prescription (OTC) medications and medical devices and health care products commonly encountered in pharmacy practice. The appropriate selection, rational use, therapeutic efficacy and issues, warnings, precautions, contraindications, drug interactions, use in pregnancy and lactation of prescription and non-prescription medications will be studied. In addition, an emphasis will be placed on counseling patients on the selection and proper use of non-prescription (OTC) medications and devices. The course will provide students with opportunities for increasing their problem-solving skills through the use of a modified problem-based learning approach. Students are scheduled to attend two large group sessions each week.

**Credits:** 2

**Prerequisites:**

None

**CLPS-366: Applications for Pharmacy Practice 5**

This is a continuation of Application in Pharmacy Practice 4 course. The course will be co-coordinated by clinical and basic science faculty, who will provide instruction utilizing both didactic and practical teaching modalities. The applications for pharmacy practice 5 course is the fifth in a longitudinal series of courses meant to fully integrate knowledge and skills acquired from each course running during the same semester. It aims to incorporate the entrustable professional activities (EPAs), which emphasize practical applications for being a clinical pharmacist, using interactive and case-based learning activities during scheduled 3-hour sessions. Students will learn the purpose of the material taught in each course as well as how that material may be applied in practice-based real-world scenarios.

**Credits:** 1

**CLPS-370: IT 3 Infectious Disease/Antimicrobials**

Module Content: Structure- Activity Relationship, Application of Pharmacokinetic - Pharmacodynamic (PK/PD) Principles, and Mechanisms of Action and Resistance for Each Class of Antimicrobial Agents. Appropriate Therapy for Community Acquired Infections Versus Hospital Acquired Infections, Recent Epidemiological Data from the Center for Disease Control and Prevention and Their Guidelines for Treatment, Preventive and Infection Control Measures, Defining the Goals of Infectious Disease Therapy, Selecting Appropriate Infectious Diseases Therapy from Among Available Choices, and Evaluating and Documenting Outcomes.

**Credits:** 4

**CLPS-371: IT 4 Bone, Joint and Immunology**

Module Content: Connective Tissue Disorders, Osteoporosis, Gout / Hyperuricemia, Rheumatic disorders, Osteomyelitis/Septic Arthritis, Skin / Dermatotherapy, Drug Induced skin disorders, Acne/Psoriasis, Solid Organ Transplant -Heart, Solid Organ Transplant -Lung, Solid Organ Transplant -Liver, and Solid Organ Transplant -Kidney.

**Credits:** 2

**CLPS-372: IT Lab 2**

The Integrative Therapeutics (IT) Lab II modular formatted courses which are organized by organ systems. The IT Lab 3 and 4 courses are intended to provide the student with a review of prescription and non-prescription (OTC) medications and medical devices and health care products commonly encountered in pharmacy practice. The appropriate selection, rational use, therapeutic efficacy and issues, warnings, precautions, contraindications, drug interactions, use in pregnancy and lactation of prescription and non-prescription medications will be studied. In addition, an emphasis will be placed on counseling patients on the selection and proper use of non-prescription (OTC) medications and devices. The course will provide students with opportunities for increasing their problem-solving skills through the use of a modified problem-based learning approach. Students are scheduled to attend two large group sessions each week.

**Credits:** 2

**Prerequisites:**

None

**CLPS-420: APPE I**

The pharmacy practice clerkships are college-coordinated experience-based integrated problem-solving courses designed to help the student become an active participant in providing pharmacy services. The student, under the direction of different preceptors will learn to provide pharmaceutical care in cooperation with patients, prescribers and other members of an interprofessional health care team based on sound therapeutic principles and evidence-based data. This will take into account all relevant legal, ethical, social, economic and professional issues, emerging technologies and evolving pharmaceutical, biomedical, sociobehavioral and clinical sciences that may impact therapeutic outcomes.

**Credits:** 10

**Prerequisites:**

Successful completion of all courses up to, and including, the third year; attaining a minimum cumulative GPA of 2.50; co-curricular requirements, and the successful completion of PCOA.

**CLPS-421: Advanced Pharm Practice Exp. II**

The pharmacy practice clerkships are college-coordinated experience-based integrated problem-solving courses designed to help the student become an active participant in providing pharmacy services. The student, under the direction of different preceptors will learn to provide pharmaceutical care in cooperation with patients, prescribers and other members of an inter-professional health care team based on sound therapeutic principles and evidence-based data. This will take into account all relevant legal, ethical, social, economic and professional issues, emerging technologies and evolving pharmaceutical, biomedical, socio-behavioral and clinical sciences that may impact therapeutic outcomes.

**Credits:** 15

**Prerequisites:**

Successful completion of all courses up to, and including, the third year; attaining a minimum cumulative GPA of 2.50.

**CLPS-422: Advanced Professional Practice Experience III**

The pharmacy practice clerkships are college-coordinated experiencebased integrated problem-solving courses designed to help the student become an active participant in providing pharmacy services. The student, under the direction of different preceptors will learn to provide pharmaceutical care in cooperation with patients, prescribers and other members of an inter-professional health care team based on sound therapeutic principles and evidence-based data. This will take into account all relevant legal, ethical, social, economic and professional issues, emerging technologies and evolving pharmaceutical, biomedical, socio-behavioral and clinical sciences that may impact therapeutic outcomes.

**Credits:** 15

**Prerequisites:**

Successful completion of all courses up to, and including, the third year; and attaining a minimum cumulative GPA of 2.50.

**CLPS-425: IT 1 - Foundations of IT**

Module Content: Assessment of Therapy and Pharmaceutical Care, Interpretation of Clinical Laboratory Tests, Herbs and Nutritional Supplements, Anaphylaxis and Drug Allergies, Managing Acute Drug Toxicity & Clinical Toxicology, Delivering Culturally Competent Care, Acid-Base Disorders, Fluid and Electrolyte Disorders, Drug Interactions, Pharmacogenetics, Geriatrics, Obesity, and Pediatrics. The course will be taught by the clinical faculty to provide instruction utilizing both didactic and practical experience sessions. The course is organized by organ systems of the human body and various diseases associated with them. Students will learn about the pathophysiology and pharmacotherapy of various disease states that health care practitioners (pharmacists) may encounter in their practice settings. Students will learn to make appropriate therapy choices, define goals of therapy, and learn to assess whether these goals are being achieved. Students will learn to create, implement and monitor pharmaceutical care plans. A goal of this course is to prepare students with the ability to render pharmaceutical care and participate successfully for the experiential program. The course is structured in a modular format and complemented with Integrated Therapeutics Laboratory. In order for students to achieve the course goals and objectives, a variety of teaching methods will be applied. Students will participate in traditional lectures, small group discussions, and practical laboratories to reinforce didactic teachings and other learning accesses.

**Credits:** 3

**Prerequisites:**

All courses prior to IT1

**CLPS-426: IT 2 - Cardiology/Critical Care**

Module Content: Hypertension, Heart Failure, Venous Thromboembolism, Hyperlipidemias, Ischemic Heart Disease, Arrhythmias, Pulmonary Arterial Hypertension, Myocardial Infarction, Shock, and Peripheral Vascular Disease. The course is structured in a modular format and complemented with Integrative Therapeutics Laboratory with lectures, labs and onsite practice activities led by clinical faculty. In order for students to achieve the course goals and objectives, a variety of teaching methods will be applied. Students participate in traditional lectures, small group discussions, practical laboratory exercises, onsite senior shadowing with direct patient care activities, SOAP case write-ups, SOAP presentations and Oral exam to reinforce didactic teachings and overall student learning; however, the primary focus of the module is provided by traditional lectures. The Cardiovascular Module engage students in learning about the pathophysiology and pharmacotherapy of various disease states that affect the heart and vasculature with an emphasis on addressing practical information relevant to the practice of pharmacy. Students will learn to make appropriate therapy choices, define goals of therapy, and learn to assess whether these goals are being achieved. Students will learn to create, implement and monitor pharmaceutical care plans. A goal of this course is to introduce students to patient-specific cardiovascular disease state management and enhance their clinical skills. Integrative Therapeutics Lab I complements the didactic Integrative Therapeutics I Cardiovascular Module course and facilitates the process of team building by making the basic knowledge taught in the didactic course "come alive" in structured case studies lab exercises. Thus, the didactic lecture material will be expanded, reinforced and made practical by the case-based learning method. Cases will cover material taught in prior semesters to ensure adequate understanding of both the basic sciences and clinical application of therapeutics. Practice skills on the key assessment parameters required for optimal pharmaceutical care of a patient will be enforced. Assessment skills covered in the lab are those needed to make effective drug therapy decisions or recommendations and monitor the patient's response to drug therapy. These include interpretation of laboratory information, physical assessment, disease and drug monitoring, and case evaluation.

**Credits:** 3

**CLPS-427: IT Lab 1**

Group facilitated discussion has been proven to be an aid in learning for students in health professions. Integrative Therapeutics Lab I is a separate course from the didactic Integrative Therapeutics I course and is not designed to prepare students to pass exams given as a requirement of Integrative Therapeutics I. The Lab is designed to facilitate the process of team building by making the basic knowledge taught in the didactic course "come alive" in structured case studies lab exercises. Thus, the didactic lecture material will be expanded, reinforced and made practical by the case-based learning method. Cases will cover material taught in prior semesters to ensure adequate understanding of both the basic sciences and clinical application of therapeutics. Practice skills on the key assessment parameters required for optimal pharmaceutical care of a patient will be enforced. Assessment skills covered in the lab are those needed to make effective drug therapy decisions or recommendations and monitor the patient's response to drug therapy. These include interpretation of laboratory information, physical assessment, disease and drug monitoring, and case evaluation.

**Credits:** 2

**Prerequisites:**

None

**CLPS-428: Principles of Pharm Adm I**

This course is an expansive and in-depth Introduction to Pharmacy Administration. It facilitates the student's management and leadership training by introducing them to a comprehensive overview of management and leadership principles, concepts and practices in pharmacy-based environments. The course further addresses the economic, administrative, entrepreneurial, innovative and human resource aspects of pharmacy practice while furthering students' knowledge on details about the US Health Care System.

**Credits:** 2

**CLPS-450: IT 7 - Neuro/Psych**

Module Content: Substance Abuse Disorders, Anxiety Disorders, Dementia - Alzheimer's Disease / Vascular Dementias, Parkinson's Disease, major Depressive Disorders / Bipolar Disorders, Seizure Disorders, Withdrawal Syndromes, Headache, Schizophrenia and Psychotic Disorders, Neuropathic Pain, Fibromyalgia, Ischemic Stroke, ADHD / Tourette's Syndrome/ Enuresis, Sleep Disorders, and Multiple Sclerosis.

**Credits:** 3

**CLPS-451: IT 8 - Special Populations**

Module Content: Review of Pulmonary System / Drug Induced Pulmonary Disease, Respiratory Distress Syndromes / Ventilator Functions, Asthma, COPD, Cystic Fibrosis, Review of ENT System: Allergic Rhinitis / Sinusitis, Acute Bronchitis, and Common Cold, Urinary Incontinence, Women's Health - Hormone Therapy, Women's Health - Contraception, Women's Health - Infertility & Endometriosis, Women's Health - Pregnancy and Lactation, Men's Health - Erectile Dysfunction, and Ear and Eye Disorders.

**Credits:** 3

**CLPS-452: Principles of Pharm Admin II**

This course is an expansive and in-depth application of the materials taught in Principles of Pharmacy Administration 1. It facilitates the student's application of management and leadership training using case-based approaches and projects to develop and master techniques learned in Principles of Pharmacy Administration 1. The course further addresses the economic, administrative, entrepreneurial, innovative and human resource aspects of pharmacy practice in the context of the US Health Care System from a pharmacist perspective.

**Credits:** 2

**Prerequisites:**

Principles of Pharmacy Administration 1.

**CLPS-453: Applications for Pharmacy Practice 6**

This is a continuation of Application in Pharmacy Practice 5 course. The course will be co-coordinated by clinical and basic science faculty, who will provide instruction utilizing both didactic and practical teaching modalities. The applications for pharmacy practice 6 course is the sixth in a longitudinal series of courses meant to fully integrate knowledge and skills acquired from each course running during the same semester. It aims to incorporate the entrustable professional activities (EPAs), which emphasize practical applications for being a clinical pharmacist, using interactive and case-based learning activities during scheduled 3-hour sessions. Students will learn the purpose of the material taught in each course as well as how that material may be applied in practice-based real-world scenarios.

**Credits:** 1

## Clinical Dentistry

**CLDE-209: Operative Dentistry Lab**

The summer semester curriculum of the Operative Lab is designed to teach students how to prepare teeth to be restored with direct restorative materials. This pre-clinical exposure to Operative Dentistry is performed on a dentoform, and procedures simulate the clinical experience. Ergonomics, infection control, selection of armamentarium, preparation of treatment area, principles of cavity preparation, selection of restorative material, proper treatment planning, integration of the basic sciences relative to dental caries, and other conditions requiring restoration are all incorporated in the student's overall learning experience. See note on page 577 related to courses with a range of credit hours.

**Credits:** 2



**CLDE-236: Comprehensive Treatment Planning Lecture**

Comprehensive Treatment Planning Lecture.1cr. A post-preclinical course, Comprehensive Treatment Planning Lecture provides a transition for the dental student entering the clinic. Course work, lecture, and online activities will provide students with opportunities to engage in the process of data collection, analysis, evaluation, and synthesis involved in the planning of treatment and the maintenance of oral health rehabilitation. This course will build upon information learned in Operative, Operative Restorative, and Treatment Planning lectures. Through the review of the patient history, collection of clinical and radiographic data, the student will complete hard and soft tissue charting of existing conditions and application of the principles of risk assessment and management. Students will be assessed on development, sequencing, and presentation of treatment plan and technique for obtaining informed consent.

**Credits:** 1

**CLDE-239: Clinical Rotation (D2)**

This course is a three-semester course given over the Summer, Fall, and Spring semesters, with the final grade being calculated and credit submitted in the Spring. It is designed for students to gain clinical experience in their progression toward clinical competence in various clinical disciplines, in the treatment of the adult, child, geriatric and special needs patient population in a diverse, multicultural, humanistic environment. Students are assigned rotation groups of 3 to 4 students each. They are assigned to the various clinical areas by groups. There are a number of components of the Clinical Rotation course for both D3 and D4 students. The students have daily assignments. D3 and D4 students are assigned on according to a predetermined schedule at the commencement of each semester. The rotation clinics are Community Dentistry and the Chronically Ill and Aged Program for D4 students; then for both D3 and D4 students Oral and Maxillofacial Surgery, Oral Diagnosis, Radiology, Emergency Services, Orthodontics, and Pediatric Dentistry. Students are also assigned to the general clinic which is indicated on the schedule by the letter "C" for their rotation groups. The general clinic consists of Endodontics, Periodontics, Prosthodontics, and Restorative Dentistry. The Clinical rotations are a major component of the Clinical curriculum of the College of Dentistry. In each of the clinical rotations listed, patients are scheduled by the department for the rotating student to treat, aside from the student's family of assigned patients, all with a patient centered comprehensive care approach. When the students are scheduled to the general clinic, they are required to appoint their assigned patients, directed by the faculty, to the appropriate discipline in their patients' proper sequence of comprehensive treatment. In addition to these rotations there is a Clinical Dentistry component to ensure that the students have a variety of experiences to enhance their knowledge of practice management and dental education.

**Credits:** 0

**CLDE-241: Clinical Restorative (D2)**

This course is a three-semester course given over the Summer, Fall, and Spring semesters, with the final grade being calculated and credit submitted in the Spring. Department of Restorative Dentistry clinical rotation serves to provide maximum and efficient instruction in all phases of restorative dentistry. Our goal is to enable the student to demonstrate excellence in comprehensive patient care, to render the highest level of clinical restorative therapy to all patients, and to constantly upgrade procedures and treatment to keep abreast with modern procedures of therapy in Restorative Dentistry. For all clinical work to be approved, it must meet a quality standard determined by the department to be functional, properly contoured, promote health of the periodontium, be esthetically acceptable, and show promise of a reasonable length of service. Emphasis will be placed on the quality of service being rendered by the student. This department is responsible for the clinical disciplines of Fixed Prosthodontics and Operative Dentistry.

**Credits:** 0

**CLDE-242: Clinical Periodontics (D2)**

This course is a three-semester course given over the Summer, Fall, and Spring semesters, with the final grade being calculated and credit submitted in the Spring. This rotation serves to familiarize the student with the Periodontal clinical examination, diagnosis and treatment planning format. The third student will have an introduction to the clinic floor in the Fall semester. This introduction will acclimate the students to the staff that will be assisting them with supplies and sterilization of the instruments on the clinic floor. The senior students will treat patients in the Summer, Fall and Spring Semester. The third and fourth-year competency goals are described in their respective clinical competency outlines.

**Credits:** 0

**CLDE-243: Clinical Endodontics (D2)**

This course is a three-semester course given over the Summer, Fall, and Spring semesters, with the final grade being calculated and credit submitted in the Spring. department expects that each student completing the didactic and clinical training in Endodontics will meet the established goals as described in the clinical syllabus.

**Credits:** 0

**CLDE-244: Clinical Prosthodontics (D2)**

This course is a three-semester course given over the Summer, Fall, and Spring semesters, with the final grade being calculated and credit submitted in the Spring. D-3 and D-4 students will be paired by the department. D-3 students will be required to observe each appointment with the D-4 student during the fabrication of a complete denture. The D-3 student must document each appointment on the appointed blackboard site (more information to come) and submit reflections on the appointment that they observed.

**Credits:** 0

**CLDE-300: General Dentistry II**

This course will continue where the D2 Evidence-Based Decision Making II and D2 Treatment Planning courses left off. The student will utilize the components of Evidence Based Decision-making in patient care and treatment planning. The purpose of this course is to apply the skills of critical thinking and appraisal of the scientific evidence to treatment decisions in an effort to enhance personal and professional satisfaction that you are doing the best for your patients and improve the quality of dental care. The evaluation of the data along with the clinical judgment and values of the clinician help the patient to make decisions about his/her individualized treatment. Clinical cases will be presented to the class by faculty in various disciplines in seminar style where they will discuss the evidence-based decision-making process to determine the treatment plan or completed treatment and/or treatment options. Basic concepts of treatment planning procedures will be presented to the students. Students will be divided into groups of 7- 8, select one case from their collective patient pool and present proposed treatment plan and decisions supported by evidence.

**Credits:** 2

**CLDE-325: General Dentistry I**

Information presented in this course is designed to introduce the second year Dental Student to clinic operations and policies at the College of Dentistry. Faculty members will present lectures uniquely designed to transition students from the preclinical setting to the clinic environment. Additionally, selected staff and invited guests will present information relevant to clinical success.

**Credits:** 1

**CLDE-343: Clinical Rotation (D3)**

This course is a three-semester course given over the Summer, Fall, and Spring semesters, with the final grade being calculated and credit submitted in the Spring. This course is designed for students to gain clinical experience in their progression toward clinical competence in various clinical disciplines, in the treatment of the adult, child, geriatric and special needs patient population in a diverse, multicultural, humanistic environment. Students are assigned rotation groups of 3 to 4 students each. They are assigned to the various clinical areas by groups. There are a number of components of the Clinical Rotation course for both D3 and D4 students. The students have daily assignments. D3 and D4 students are assigned on according to a predetermined schedule at the commencement of each semester. The rotation clinics are Community Dentistry and the Chronically Ill and Aged Program for D4 students; then for both D3 and D4 students Oral and Maxillofacial Surgery, Oral Diagnosis, Radiology, Emergency Services, Orthodontics, and Pediatric Dentistry. Students are also assigned to the general clinic which is indicated on the schedule by the letter "C" for their rotation groups. The general clinic consists of Endodontics, Periodontics, Prosthodontics, and Restorative Dentistry. The Clinical rotations are a major component of the Clinical curriculum of the College of Dentistry. In each of the clinical rotations listed, patients are scheduled by the department for the rotating student to treat, aside from the student's family of assigned patients, all with a patient centered comprehensive care approach. When the students are scheduled to the general clinic, they are required to appoint their assigned patients, directed by the faculty, to the appropriate discipline in their patients' proper sequence of comprehensive treatment. In addition to these rotations there is a Clinical Dentistry component to ensure that the students have a variety of experiences to enhance their knowledge of practice management and dental education.

**Credits:** 4

**CLDE-344: Clinical Prosthodontics (D3)**

This course is a three-semester course given over the Summer, Fall, and Spring semesters, with the final grade being calculated and credit submitted in the Spring. D-3 and D-4 students will be paired by the department. D-3 students will be required to observe each appointment with the D-4 student during the fabrication of a complete denture. The D-3 student must document each appointment on the appointed blackboard site (more information to come) and submit reflections on the appointment that they observed.

**Credits:** 3

**CLDE-345: Clinical Periodontics (D3)**

This course is a three-semester course given over the Summer, Fall, and Spring semesters, with the final grade being calculated and credit submitted in the Spring. This rotation serves to familiarize the student with the Periodontal clinical examination, diagnosis, and treatment planning format. The third student will have an introduction to the clinic floor in the Fall semester. This introduction will acclimate the students to the staff that will be assisting them with supplies and sterilization of the instruments on the clinic floor. The senior students will treat patients in the Summer, Fall and Spring Semester. The third and fourth-year competency goals are described in their respective clinical competency outlines.

**Credits:** 2

**CLDE-346: Clinical Endodontics (D3)**

This course is a three-semester course given over the Summer, Fall, and Spring semesters, with the final grade being calculated and credit submitted in the Spring. The department expects that each student completing the didactic and clinical training in Endodontics will meet the established goals as described in the clinical syllabus.

**Credits:** 2

**CLDE-348: Clinical Restorative (D3)**

This course is a three-semester course given over the Summer, Fall, and Spring semesters, with the final grade being calculated and credit submitted in the Spring. Department of Restorative Dentistry clinical rotation serves to provide maximum and efficient instruction in all phases of restorative dentistry. Our goal is to enable the student to demonstrate excellence in comprehensive patient care, to render the highest level of clinical restorative therapy to all patients, and to constantly upgrade procedures and treatment to keep abreast with modern procedures of therapy in Restorative Dentistry. For all clinical work to be approved, it must meet a quality standard determined by the department to be functional, properly contoured, promote health of the periodontium, be esthetically acceptable, and show promise of a reasonable length of service. Emphasis will be placed on the quality of service being rendered by the student. This department is responsible for the clinical disciplines of Fixed Prosthodontics and Operative Dentistry.

**Credits:** 2

**CLDE-360: Clinical Rotation (D3)**

This course is a three-semester course given over the Summer, Fall, and Spring semesters, with the final grade being calculated and credit submitted in the Spring of the next year. This course is designed for students to gain clinical experience in their progression toward clinical competence in various clinical disciplines, in the treatment of the adult, child, geriatric and special needs patient population in a diverse, multicultural, humanistic environment. Students are assigned rotation groups of 3 to 4 students each. They are assigned to the various clinical areas by groups. There are 7 components of the Clinical Rotation course for both D3 and D4 students. The students have daily assignments. D3 students are assigned on according to a predetermined schedule at the commencement of each semester. The rotation clinics are Community Dentistry and the Chronically Ill and Aged Program for D4 students; then for both D3 and D4 students Oral and Maxillofacial Surgery, Oral Diagnosis, Radiology, Emergency Services, Orthodontics, and Pediatric Dentistry. Students are also assigned to the general clinic which is indicated on the schedule by the letter "C" for their rotation groups. The general clinic consists of Endodontics, Periodontics, Prosthodontics, and Restorative Dentistry. The Clinical rotations are a major component of the Clinical curriculum of the College of Dentistry. In each of the clinical rotations listed, patients are scheduled by the department for the rotating student to treat, aside from the student's family of assigned patients, all with a patient centered comprehensive care approach. When the students are scheduled to the general clinic, they are required to appoint their assigned patients, directed by the faculty, to the appropriate discipline in their patients' proper sequence of comprehensive treatment. In addition to these rotations there is a Clinical Dentistry component to ensure that the students have a variety of experiences to enhance their knowledge of practice management and dental education.

**Credits:** 0

**CLDE-361: Clinical Restorative (D3)**

This course is a three-semester course given over the Summer, Fall, and Spring semesters, with the final grade being calculated and credit submitted in the Spring of the next year. Department of Restorative Dentistry clinical rotation serves to provide maximum and efficient instruction in all phases of restorative dentistry. Our goal is to enable the student to demonstrate excellence in comprehensive patient care, to render the highest level of clinical restorative therapy to all patients, and to constantly upgrade procedures and treatment to keep abreast with modern procedures of therapy in Restorative Dentistry. For all clinical work to be approved, it must meet a quality standard determined by the department to be functional, properly contoured, promote health of the periodontium, be esthetically acceptable, and show promise of a reasonable length of service. Emphasis will be placed on the quality of service being rendered by the student. This department is responsible for the clinical disciplines of Fixed Prosthodontics and Operative Dentistry.

**Credits:** 0

**CLDE-362: Clinical Endodontics (D3)**

This course is a three-semester course given over the Summer, Fall, and Spring semesters, with the final grade being calculated and credit submitted in the Spring of the next year. The department expects that each student completing the didactic and clinical training in Endodontics will meet the established goals as described in the clinical syllabus.

**Credits:** 0

**CLDE-363: Clinical Periodontics (D3)**

This course is a three-semester course given over the Summer, Fall, and Spring semesters, with the final grade being calculated and credit submitted in the Spring of the next year. This rotation serves to familiarize the student with the Periodontal clinical examination, diagnosis and treatment planning format. The third student will have an introduction to the clinic floor in the Fall semester. This introduction will acclimate the students to the staff that will be assisting them with supplies and sterilization of the instruments on the clinic floor. The senior students will treat patients in the Summer, Fall and Spring Semester. The third and fourth year competency goals are described in their respective clinical competency outlines.

**Credits:** 0

**CLDE-364: Clinical Prosthodontics (D3)**

This course is a three-semester course given over the Summer, Fall, and Spring semesters, with the final grade being calculated and credit submitted in the Spring of the next year. D-3 and D-4 students will be paired by the department. D-3 students will be required to observe each appointment with the D-4 student during the fabrication of a complete denture. The D-3 student must document each appointment on the appointed blackboard site (more information to come) and submit reflections on the appointment that they observed.

**Credits:** 0

**CLDE-367: Clinical Rotation (D3)**

The curriculum for Clinical Implant Lecture and Laboratory is a continuation of the Pre-Clinical Implant Laboratory and Lecture courses. This series of lectures and pre-doctoral clinical laboratory simulation procedures prepares students for the clinical practice in Implant prosthodontics. The course will continue the application and mastery clinical, and laboratory competencies in overdenture implant dentistry

**Credits:** 0

**CLDE-368: Clinical Restorative (D3)**

This course is a three-semester course given over the Summer, Fall, and Spring semesters, with the final grade being calculated and credit submitted in the Spring. Our goal is to enable the student to demonstrate excellence in comprehensive patient care, to render the highest level of clinical restorative therapy to all patients, and to constantly upgrade procedures and treatment to keep abreast with modern procedures of therapy in Restorative Dentistry. For all clinical work to be approved, it must meet a quality standard determined by the department to be functional, properly contoured, promote health of the periodontium, be esthetically acceptable, and show promise of a reasonable length of service. Emphasis will be placed on the quality of service being rendered by the student. This department is responsible for the clinical disciplines of Fixed Prosthodontics and Operative Dentistry

**Credits:** 0

**CLDE-369: Clinical Periodontics (D3)**

This course is a three-semester course given over the Summer, Fall, and Spring semesters, with the final grade being calculated and credit submitted in the Spring. This rotation serves to familiarize the student with the Periodontal clinical examination, diagnosis, and treatment planning format. The third student will have an introduction to the clinic floor in the Fall semester. This introduction will acclimate the students to the staff that will be assisting them with supplies and sterilization of the instruments on the clinic floor. The senior students will treat patients in the Summer, Fall and Spring Semester. The third and fourth-year competency goals are described in their respective clinical competency outlines.

**Credits:** 0

**CLDE-370: Clinical Endodontics (D3)**

This course is a three-semester course given over the Summer, Fall, and Spring semesters, with the final grade being calculated and credit submitted in the Spring. The department expects that each student completing the didactic and clinical training in Endodontics will meet the established goals as described in the clinical syllabus.

**Credits:** 0

**CLDE-371: Clinical Prosthodontics (D3)**

This course is a three-semester course given over the Summer, Fall, and Spring semesters, with the final grade being calculated and credit submitted in the Spring. D-3 and D-4 students will be paired by the department. D-3 students will be required to observe each appointment with the D-4 student during the fabrication of a complete denture. The D-3 student must document each appointment on the appointed blackboard site (more information to come) and submit reflections on the appointment that they observed.

**Credits:** 0

**CLDE-446: Clinical Rotation (D4)**

This course is a three-semester course given over the Summer, Fall, and Spring semesters, with the final grade being calculated and credit submitted in the Spring. This course is designed for students to gain clinical experience in their progression toward clinical competence in various clinical disciplines, in the treatment of the adult, child, geriatric and special needs patient population in a diverse, multicultural, humanistic environment. Students are assigned rotation groups of 3 to 4 students each. They are assigned to the various clinical areas by groups. There are a number of components of the Clinical Rotation course for both D3 and D4 students. The students have daily assignments. D3 and D4 students are assigned on according to a predetermined schedule at the commencement of each semester. The rotation clinics are Community Dentistry and the Chronically Ill and Aged Program for D4 students; then for both D3 and D4 students Oral and Maxillofacial Surgery, Oral Diagnosis, Radiology, Emergency Services, Orthodontics, and Pediatric Dentistry. Students are also assigned to the general clinic which is indicated on the schedule by the letter "C" for their rotation groups. The general clinic consists of Endodontics, Periodontics, Prosthodontics, and Restorative Dentistry. The Clinical rotations are a major component of the Clinical curriculum of the College of Dentistry. In each of the clinical rotations listed, patients are scheduled by the department for the rotating student to treat, aside from the student's family of assigned patients, all with a patient centered comprehensive care approach. When the students are scheduled to the general clinic, they are required to appoint their assigned patients, directed by the faculty, to the appropriate discipline in their patients' proper sequence of comprehensive treatment. In addition to these rotations there is a Clinical Dentistry component to ensure that the students have a variety of experiences to enhance their knowledge of practice management and dental education.

**Credits:** 4

**CLDE-460: Clinical Restorative (D4)**

This course is a three-semester course given over the Summer, Fall, and Spring semesters, with the final grade being calculated and credit submitted in the Spring. Department of Restorative Dentistry clinical rotation serves to provide maximum and efficient instruction in all phases of restorative dentistry. Our goal is to enable the student to demonstrate excellence in comprehensive patient care, to render the highest level of clinical restorative therapy to all patients, and to constantly upgrade procedures and treatment to keep abreast with modern procedures of therapy in Restorative Dentistry. For all clinical work to be approved, it must meet a quality standard determined by the department to be functional, properly contoured, promote health of the periodontium, be esthetically acceptable, and show promise of a reasonable length of service. Emphasis will be placed on the quality of service being rendered by the student. This department is responsible for the clinical disciplines of Fixed Prosthodontics and Operative Dentistry.

**Credits:** 2

**CLDE-461: Clinical Prosthodontics (D4)**

This course is a three-semester course given over the Summer, Fall, and Spring semesters, with the final grade being calculated and credit submitted in the Spring. D-3 and D-4 students will be paired by the department. D-3 students will be required to observe each appointment with the D-4 student during the fabrication of a complete denture. The D-3 student must document each appointment on the appointed blackboard site (more information to come) and submit reflections on the appointment that they observed.

**Credits:** 2

**CLDE-462: Clinical Periodontics (D4)**

This course is a three-semester course given over the Summer, Fall, and Spring semesters, with the final grade being calculated and credit submitted in the Spring. This rotation serves to familiarize the student with the Periodontal clinical examination, diagnosis and treatment planning format. The third student will have an introduction to the clinic floor in the Fall semester. This introduction will acclimate the students to the staff that will be assisting them with supplies and sterilization of the instruments on the clinic floor. The senior students will treat patients in the Summer, Fall and Spring Semester. The third and fourth year competency goals are described in their respective clinical competency outlines.

**Credits:** 2

**CLDE-463: Clinical Endodontics (D4)**

This course is a three-semester course given over the Summer, Fall, and Spring semesters, with the final grade being calculated and credit submitted in the Spring. The department expects that each student completing the didactic and clinical training in Endodontics will meet the established goals as described in the clinical syllabus.

**Credits:** 2

**CLDE-464: CDCA Review**

This course is designed to help prepare the D-4 Dental Student to take the (ADEX) American Dental Examination administered by The Commission on Dental Competency Assessments. After reading the complete manual provided by CDCA Faculty members that participate in the administration of the examination will present lectures based on the stated criteria for successfully passing the examination. The information given will also be based on their personal experiences and observations of candidates during the examination. Each session will have time available for questions related to the manual.

**Credits:** 0

**CLDE-475: Clinical Rotation (D4)**

This course is a three-semester course given over the Summer, Fall, and Spring semesters, with the final grade being calculated and credit submitted in the Spring. This course is designed for students to gain clinical experience in their progression toward clinical competence in various clinical disciplines, in the treatment of the adult, child, geriatric and special needs patient population in a diverse, multicultural, humanistic environment. Students are assigned rotation groups of 3 to 4 students each. They are assigned to the various clinical areas by groups. There are a number of components of the Clinical Rotation course for both D3 and D4 students. The students have daily assignments. D3 and D4 students are assigned on according to a predetermined schedule at the commencement of each semester. The rotation clinics are Community Dentistry and the Chronically Ill and Aged Program for D4 students; then for both D3 and D4 students Oral and Maxillofacial Surgery, Oral Diagnosis, Radiology, Emergency Services, Orthodontics, and Pediatric Dentistry. Students are also assigned to the general clinic which is indicated on the schedule by the letter "C" for their rotation groups. The general clinic consists of Endodontics, Periodontics, Prosthodontics, and Restorative Dentistry. The Clinical rotations are a major component of the Clinical curriculum of the College of Dentistry. In each of the clinical rotations listed, patients are scheduled by the department for the rotating student to treat, aside from the student's family of assigned patients, all with a patient centered comprehensive care approach. When the students are scheduled to the general clinic, they are required to appoint their assigned patients, directed by the faculty, to the appropriate discipline in their patients' proper sequence of comprehensive treatment. In addition to these rotations there is a Clinical Dentistry component to ensure that the students have a variety of experiences to enhance their knowledge of practice management and dental education.

**Credits:** 0

**CLDE-477: Clinical Restorative (D4)**

This course is a three-semester course given over the Summer, Fall, and Spring semesters, with the final grade being calculated and credit submitted in the Spring. Department of Restorative Dentistry clinical rotation serves to provide maximum and efficient instruction in all phases of restorative dentistry. Our goal is to enable the student to demonstrate excellence in comprehensive patient care, to render the highest level of clinical restorative therapy to all patients, and to constantly upgrade procedures and treatment to keep abreast with modern procedures of therapy in Restorative Dentistry. For all clinical work to be approved, it must meet a quality standard determined by the department to be functional, properly contoured, promote health of the periodontium, be esthetically acceptable, and show promise of a reasonable length of service. Emphasis will be placed on the quality of service being rendered by the student. This department is responsible for the clinical disciplines of Fixed Prosthodontics and Operative Dentistry.

**Credits:** 0

**CLDE-478: Clinical Periodontics (D4)**

This course is a three-semester course given over the Summer, Fall, and Spring semesters, with the final grade being calculated and credit submitted in the Spring. This rotation serves to familiarize the student with the Periodontal clinical examination, diagnosis and treatment planning format. The third student will have an introduction to the clinic floor in the Fall semester. This introduction will acclimate the students to the staff that will be assisting them with supplies and sterilization of the instruments on the clinic floor. The senior students will treat patients in the Summer, Fall and Spring Semester. The third and fourth year competency goals are described in their respective clinical competency outlines.

**Credits:** 0

**CLDE-479: Clinical Endodontics (D4)**

This course is a three-semester course given over the Summer, Fall, and Spring semesters, with the final grade being calculated and credit submitted in the Spring. The department expects that each student completing the didactic and clinical training in Endodontics will meet the established goals as described in the clinical syllabus.

**Credits:** 0



**CLDE-480: Clinical Prosthodontics (D4)**

This course is a three-semester course given over the Summer, Fall, and Spring semesters, with the final grade being calculated and credit submitted in the Spring. D-3 and D-4 students will be paired by the department. D-3 students will be required to observe each appointment with the D-4 student during the fabrication of a complete denture. The D-3 student must document each appointment on the appointed blackboard site (more information to come) and submit reflections on the appointment that they observed.

**Credits:** 0

## Comm Science and Disorders

**COSD-262: Speech & Hearing Science**

Treats acoustic phonetics and the relation of acoustics to articulatory description of sounds; also introduction to psychophysics.

**Credits:** 3

**COSD-362: Intro to Fluency & Voice**

Introduction of disorders of voice and stuttering with an overview of diagnosis and therapeutic management.

**Credits:** 3

**COSD-468: Aural Rehabilitation**

Analyzes the impact of hearing loss on communication and its effect on speech perception training.

**Credits:** 3

**Prerequisites:**

COSD 361 and COSD 367.

**COSD-469: Teaching Methods**

Presents clinical methodologies of speech and language problems with emphasis on public schools.

**Credits:** 3

**COSD-531: Clinical Practicum I**

Supervised participation in therapeutic and diagnostic methodology.

**Credits:** 3

**Prerequisites:**

COSD 465.

**COSD-532: Clinical Practicum II**

Supervised participation in therapeutic and diagnostic methodology.

**Credits:** 3

**Prerequisites:**

COSD 465.

**COSD-533: Clinical Practicum III**

Supervised participation in therapeutic and diagnostic methodology.

**Credits:** 4

**Prerequisites:**

COSD 465.

**COSD-534: Clinical Practicum IV**

Supervised participation in therapeutic and diagnostic methodology.

**Credits:** 3

**Prerequisites:**

COSD 465.

**COSD-535: Clinical Practicum V**

Supervised participation in therapeutic and diagnostic methodology.

**Credits:** 3

**Prerequisites:**

COSD 465.

**COSD-559: School Age Language Disorders**

Traces the theory, assessment and management of language disorders in school aged children

**Credits:** 3

**COSD-560: Early Intervention**

Examines the nature, assessment, and management of language disorders from infancy through preschool.

**Credits:** 2

**COSD-561: Neurogenic Language Disorders**

Examination of the structures and functions of the nervous system, including the normal and abnormal processes.

**Credits:** 3

**COSD-563: Phonological Disturbances**

Includes the theory, assessment, and management of articulation/and phonological disorders.

**Credits:** 3

**Prerequisites:**

COSD 362.

**COSD-564: Introduction to Augmentative and Alternative Communication (AAC)**

Basic theory and use of technology of alternative communication systems for non-speaking populations.

**Credits:** 2

**COSD-566: Language & Literacy**

Theoretical issues and research in language and literacy acquisition and impact on reading disabilities.

**Credits:** 2

**COSD-567: Neurogenic Speech Disorders**

Analysis of speech and language problems resulting from neuropathology, with emphasis on examination and management.

**Credits:** 3

**Prerequisites:**

COSD 263 and COSD 561.

**COSD-570: Dysphagia**

General overview of the assessment and treatment of swallowing disorders with procedures for diagnosis and treatment in adults and children.

**Credits:** 2

**COSD-571: Voice Disorders**

Analysis of the theoretical framework undergirding normal and pathological vocal behavior, with emphasis on examination and management.

**Credits:** 2

**COSD-573: Stuttering**

Includes the theories, assessment, and management of stuttering and related disorders.

**Credits:** 3

**COSD-577: Differential Diagnosis**

Theoretical and practical application of diagnostic procedures for assessment of communication disorders.

**Credits:** 3

**Prerequisites:**

COSD 467.

**COSD-586: Private Practice & Admin**

Administration of the private practice in audiology and speech pathology.

**Credits:** 3

**COSD-594: Research II**

Preparation of a written paper utilizing journalistic style.

**Credits:** 3

**Prerequisites:**

COSD 591.

**COSD-608: Applied Sociolinguistics**

Application of sociolinguistic data and theory to the resolution of practical problems and issues.

**Credits:** 3

**COSD-611: Praxis Review**

Provides the necessary skills and attitudes needed for successful performance on the Praxis certification examination.

**Credits:** 1

**COSD-691: Research I**

Introduction to research methodologies regarding communication problems.

**Credits:** 3

**COSD-701: Experimental Research**

Involves basic research methods and procedures and critical analysis of selected research documents.

**Credits:** 3

**Prerequisites:**

COSD 590.

**COSD-702: Research Design**

Presents basic research designs in communications, including statistical and computer procedures for analyzing data.

**Credits:** 3

**Prerequisites:**

COSD 701.

**COSD-703: Advanced Seminar in Research**

Examines experimental research paradigms currently used in Speech Pathology and Audiology.

**Credits:** 3

**COSD-708: Topical Seminar in Child Language**

Review and analysis of issues and research on language acquisition in children.

**Credits:** 3

**Prerequisites:**

HUCO 609 or equivalent.

**COSD-709: Contemporary Issues & Policies**

Examines new legislation and policies, the expanding scope of the field, as well as changing practices and new innovations in service delivery.

**Credits:** 3

**COSD-710: Topical Sem in Lang Disabilities**

Analysis of contemporary data and theories relative to etiology, examination, and management of learning disabilities.

**Credits:** 3

**COSD-718: Grant Writing**

Prepares students to submit research and training grants to federal government and other funding agencies.

**Credits:** 1

**COSD-723: Topical Readings in Comm Disorders Scientific Writing**

Issues and research on cultural/linguistic variation with emphasis on identifying and treating communication disorders.

**Credits:** 1

**COSD-756: Neuro & Cognitive Foundations**

Examination of the neurological bases of communication, with special reference to auditory, proprioceptive, symbolic, and cognitive functions.

**Credits:** 3

**COSD-781: Social and Professional Ethics**

Provides the moral reasoning and foundation for ethical behavior in personal and professional practice.

**Credits:** 1

**COSD-783: Dissertation Writing**

Supervised execution of the doctoral dissertation.

**Credits:** 1

**Prerequisites:**

Successful completion of doctoral qualifying examination and admission to candidacy.

**COSD-794: Research Practicum**

Activities related to active research under supervision by a faculty member. Two 1-credit courses are required for the doctoral qualifying examination.

**Credits:** 1

**COSD-795: Research Practicum**

Continuation of COSD-794. Activities related to active research under supervision by a faculty member. Two 1-credit courses are required for the doctoral qualifying examination.

**Credits:** 1

**COSD-796: Dissertation**

Supervised execution of the doctoral dissertation, taken only as needed.

**Credits:** 12

**Prerequisites:**

COSD 795, COSD 796, COSD 797, and COSD 798. Please see the note on p. 577 for additional information.

# Communications (EMBA)

## **XCOM-500: Strategic Communications**

This course focuses on the relationship between communication, management, and the traditional functions of business report writing. It examines the theoretical and practical business aspects of oral and written communication. Management communication incorporates integrative applications of written communication and oral presentation skills, report-research design, data collection and analysis, and computer technology.

**Credits:** 3

# Communication Culture And Media Studies

## **CCMS-700: Pro Seminar in Communication Theory and Research**

Descriptive and critical overview of the field of communication. Orients doctoral students to the nature, resources, challenges, expectations and procedural aspects of graduate study. Opportunity to frame higher education experience to project success.

**Credits:** 3

## **CCMS-701: Quantitative Research Methodology**

Quantitative research methods and design in communication. Includes the use of statistics in experiments, surveys, and content analysis. Relationship between theory and research will be examined. Assumes knowledge of intermediate statistics.

**Credits:** 3

## **CCMS-702: Qualitative Research Methodology**

Qualitative research methods and design in communication. Includes the treatment of historical-critical, interpretive, ethnographic, and textual data. Relationship between theory and research will be examined.

**Credits:** 3

## **CCMS-703: Critical Studies Research Methodology**

Develops skills in conducting inquiry using social critique, political economy and other procedures associated with the critical research tradition, which has the goal of enabling social change.

**Credits:** 3

## **CCMS-705: African-American Issues in Communication**

Examines historical and contemporary issues, relating to mass communication studies.

**Credits:** 3

## **CCMS-706: Field Research in Communication**

Develops skill in researching, analyzing and solving a current issue/problem in communication research related to the student's dissertation. May involve fieldwork in the communications industry.

**Credits:** 3

## **CCMS-707: Seminar in Gender Issues in Media Management and Ownership**

Covers gender concerns in media organizations, the ways these emerged in response to social movements, changes in discrimination laws and practices, theories of gender in organizational leadership.

**Credits:** 3

## **CCMS-708: Race, Culture and Social Justice**

This course examines the complex inter-relationships among race, culture and the society within America's political and social context. Students will build the critical analytical skills to pursue inquiry within the course's framework.

**Credits:** 3

**CCMS-709: Community and Public Health**

An interdisciplinary course addressing the role of communication in population-based approaches to community health improvement. Features problem-based learning.

**Credits:** 3

**CCMS-710 (advanced): Communication Theory**

Review and critical analysis of major theories and theoretical perspectives in communication. Metatheoretical issues will be examined.

**Credits:** 3

**CCMS-712: Seminar in Social Media, Culture and Communication**

Explores the history, practices, tools, legal and ethical issues related to social media. Emphasis on students' exploration of theories - public relations, communication and business - to help better understand and develop social media.

**Credits:** 3

**CCMS-713: Critical Discourse Analysis**

Critical review and analysis of language and discourse dynamics as factors in power and the abuse of power.

**Credits:** 3

**CCMS-714: Communication & the Black Diaspora**

This course takes a historical approach to studying how various communities of the African Diaspora communicate and define identity, culture and social position. Communication will include language, music, the arts, mediated communication, and other cultural forms. Attention will be paid to gender, nationality, sexuality and social class as they construct and are constructed around the world.

**Credits:** 3

**CCMS-716: Advanced Quantitative Design**

class provides hands-on experience organizing and planning studies that involve statistical methods, particularly those with large data sets. Covers content analysis as well as research involving survey research and other field work.

**Credits:** 3

**CCMS-718: Health Communication & Culture**

Focus on the social, economic, and political factors influencing African, Latino, Asian, and Native Americans' beliefs and attitudes related to health and illness.

**Credits:** 3

**CCMS-719: Advanced Qualitative Communication Design and Analysis**

Advanced qualitative-interpretive design and analysis for communication research.

**Credits:** 3

**Prerequisites:**

CCMS 702 or permission of instructor.

**CCMS-722: Political Communication & Public Opinion**

Emphasis on persuasive and propaganda devices used in political power and office seeking as well as the formulation and management of public policy.

**Credits:** 3

**CCMS-724: Communication Leadership & Diversity**

Examines communication leadership scholarship within a context of diversity that includes culture, gender, race, ethnic, as well as additional diversity indices.

**Credits:** 3

**CCMS-725: Historical Methods in Communication**

This hands-on methods class covers ways of approaching communication studies, beginning with identifying historical problems in communication, locating documents, records and texts through archival and other research; authenticating sources, determining the originality, author(s), and learning the genealogy of a document; interpreting documents' meanings; and other issues.

**Credits:** 3

**CCMS-726: Intercultural Communication**

Considers rules, meaning, uncertainty reduction, development communication, and comparative approaches to intercultural communication. Examines methodological issues.

**Credits:** 3

**CCMS-727: Technology in Health Communication**

The seminar examines the uses of technology in health communication with an emphasis on technology in both patient-provider relationships and health campaigns. This course provides an overview of theory and research related to the role of new media in promoting advances in public health.

**Credits:** 3

**CCMS-728: Health Communication in the African American Community**

Health Communication in the African American Community. 3crs. This course examines health and the role of health communication in the African American community. Focus will be on theories and strategies in the prevention and elimination of health disparities.

**Credits:** 3

**CCMS-730 (advanced): Health Communication**

Focuses on the social, economic and political factors influencing African, Latino, Asian, and Native Americans' beliefs and attitudes related to health and illness. Explores how topics such as folk illness, "personalismo", face maintenance, home remedies and alternative medicine are related to health communication.

**Credits:** 3

**CCMS-731: Inequality in the Information Society**

The seminar examines information inequality in contemporary global societies in relation to advances in technology, and to concerns about race, gender, sexuality, social class, and multiculturalism. The class considers history, theories and practices related to various facets of inequalities, with a critical eye on the roles of media and technologies, and with questions about whether and how governments exacerbate or remediate information inequality.

**Credits:** 3

**CCMS-740: Global Health Communication**

Interdisciplinary seminar emphasizes transnational health communication issues, determinants, and solutions. Includes individual-level health care communication as well as societal and global level.

**Credits:** 3

**CCMS-750: Theory & Research Foundations**

Explores major scholars whose work defined the field.

**Credits:** 3

**CCMS-752: Mass Communication Effects**

Studies the significance and impact of mass communication in contemporary society; critical review of the models and paradigms of media influence and influence processes.

**Credits:** 3

**CCMS-753: Mass Communication Policy & Administration**

Explores governmental, legal, regulatory and administrative policies, rules and procedures as they pertain to mass communication and public policy-making.

**Credits:** 3

**CCMS-755: Communication & Popular Culture**

Studies mass media as popular cultural institutions. Emphasis on communication as a system of public language or symbols, its relationship to the information society and to changes in folk and elite culture genres.

**Credits:** 3

**CCMS-757: International Communication**

Reviews international interactions, information flows, and perceptions. Emphasis on the role of media and factors affecting that role.

**Credits:** 3

**CCMS-759: Internet & Society**

Places new communication technology into historical, cultural, and theoretical perspective. Intended primarily to study the "people" side of electronic communication in general and the Internet in particular.

**Credits:** 3

**CCMS-770: Dissertation Proposal Writing**

The purpose of this course is for the design and performance of research leading to a Ph.D. A Maximum of 9 credits for this course may be counted toward the 72 needed for program completion See note on page 577 related to research and dissertation hours.

**Credits:** 3

**CCMS-771: Dissertation Proposal Writing**

The purpose of this course is for the design and performance of research leading to a Ph.D. A Maximum of 9 credits for this course may be counted toward the 72 needed for program completion

**Credits:** 3

**CCMS-772: Dissertation Proposal Writing**

The purpose of this course is for the design and performance of research leading to a Ph.D. A Maximum of 9 credits for this course may be counted toward the 72 needed for program completion

**Credits:** 3

**CCMS-773: Gender & Media**

Explores gender and communication issues through a range of feminist and cultural perspectives in U.S. and global contexts. Considers how the academic study of gender relates to real-life situations going on in the nation and world.

**Credits:** 3

**CCMS-787: Topical Seminar**

Comprehensive study of the literature on selected topics of contemporary interest and importance in communication studies. See note on page 577 related to Special Topics courses.

**Credits:** 3

**CCMS-790: Independent Study**

Requires faculty sponsor, written plan and a specific project with a work product at the end.

**Credits:** 3

**Prerequisites:**

Approval of study outline by faculty sponsor and department chair.



**CCMS-791: Independent Study**

Requires faculty sponsor, written plan and a specific project with a work product at the end.

**Credits:** 3

**Prerequisites:**

Approval of study outline by faculty sponsor and department chair.

**CCMS-792: Independent Study**

Requires faculty sponsor, written plan and a specific project with a work product at the end.

**Credits:** 3

**Prerequisites:**

Approval of study outline by faculty sponsor and department chair.

**CCMS-795: Dissertation**

Supervised execution of the doctoral dissertation. A maximum of 12 dissertation credits may be counted toward the 72 required for program completion

**Credits:** 3

**Prerequisites:**

Successful completion of doctoral qualifying examination and admission to candidacy. See note on page 577 related to research and dissertation hours.

**CCMS-796: Dissertation**

Supervised execution of the doctoral dissertation. A maximum of 12 dissertation credits may be counted toward the 72 required for program completion

**Credits:** 3

**Prerequisites:**

Successful completion of doctoral qualifying examination and admission to candidacy. See note on page 577 related to research and dissertation hours.

**CCMS-797: Dissertation**

Supervised execution of the doctoral dissertation. A maximum of 12 dissertation credits may be counted toward the 72 required for program completion

**Credits:** 3

**Prerequisites:**

Successful completion of doctoral qualifying examination and admission to candidacy. See note on page 577 related to research and dissertation hours.

**CCMS-798: Dissertation**

Supervised execution of the doctoral dissertation. A maximum of 12 dissertation credits may be counted toward the 72 required for program completion

**Credits:** 3

**Prerequisites:**

Successful completion of doctoral qualifying examination and admission to candidacy. See note on page 577 related to research and dissertation hours.

**CCMS-799: Dissertation**

Supervised execution of the doctoral dissertation. A maximum of 12 dissertation credits may be counted toward the 72 required for program completion

**Credits:** 1

**Prerequisites:**

Successful completion of doctoral qualifying examination and admission to candidacy. See note on page 577 related to research and dissertation hours.

**CCMS 717: Seminar in Media Psychology**

Provides an overview of major research on media psychology and explores current debates about the psychological significance of media. Both traditional and new media genres are covered with respect to the ways that media shape cognitive processing, engagement, and behavior. Some attention will also be given to media and the shaping of social reality.

**Credits:** 3

**COSD-467: Test and Measurements**

Introduces the basics of psychometric aspects of standardized testing and methods of collecting parametric and nonparametric data to measure aspects of speech, language, swallowing, and cognitive communication for diagnostic purposes in the profession of speech language pathology.

**Credits:** 3

## Community Dentistry

**CODE-313: Public Health**

Public Health Dentistry will provide a framework to train third year dental students on the basic concepts of dental public health and to better prepare students to meet the oral health needs of the US population as dental providers. This course aims to increase the public health knowledge and competencies of students through the eight dental public health competency areas outlined by the American Association of Public Health Dentistry (AAPHD).

**Credits:** 3

**CODE-315: Health Care Ethics**

This course is available for credit in the Spring and Fall semesters for the third-year dental student. The class is split into 2 sections, with one half taking the course in each semester. The interdisciplinary Health Care Ethics course introduces students to ethical and bioethical issues confronting healthcare providers in the context of health care delivery and research. Through a series of interdisciplinary lectures, the course introduces students to theories and principles of bioethics and familiarizes them with the moral foundations of patient-provider relationships, professionalism, relevant ethical and legal considerations, and the concepts of moral reasoning. The course enables students to develop the critical thinking skills necessary to identify and analyze ethical dilemmas and to construct well-reasoned responses to the dilemmas. By utilizing the Bebeau Grid method to collect and analyze case information, students will refine their critical thinking skills through reading, writing, discussing, and resolving the case material presented in the small group class sessions. Emphasis on collaborative dialogue between and among student participants in the various health disciplines represents the hallmark of this course.

**Credits:** 2

## Computer Science

**CSCI-460: Wireless Communications**

The purpose of the course is to provide a comprehensive and up-to-date review of wireless communication for engineering professionals, instructors and students. The course covers wireless transmission and reception principles, electromagnetic propagation, antenna characteristics, and wireless network access methods.

**Credits:** 3

**CSCI-487: Telecommunications**

In this course, students learn about radio frequencies, antenna function, satellite applications, cellular transmissions, wireless local area networks and design.

**Credits:** 3

**CSCI-500: Socially Relevant Computing**

This course emphasizes the use of computation for solving problems of personal and societal interest to students. Courses in this new framework help students identify and model tasks, and design and implement computational solutions that show deep understanding of their embedding in the world.

**Credits:** 2

**CSCI-510: Computer Architecture**

This course aims to build on a prior knowledge of computer organization by exploring more advanced concepts related to the design of computer systems and components. Topics include processor design, instruction set design, and addressing; control structures and microprogramming; memory management, caches, and memory hierarchies; and interrupts and I/O structures.

**Credits:** 3

**CSCI-532: Advanced Operations Research**

This course will acquaint students with the formulation, solution, and implementation of operations research models for analyzing complex systems in industry or government, also familiarizing students with special techniques of the field such as linear programming and network analysis. Topics include Simplex Method, Duality Theory, and Network Analysis.

**Credits:** 3

**CSCI-540: Object-Oriented Development**

This course will provide a fundamental understanding of the object-oriented paradigm, and how it is used in analysis, requirement specification, design, and programming. Emphasis is on object-oriented design. Covers different specification techniques with a focus on the unified modeling language. Object-oriented databases, object-oriented user interfaces and object-oriented business processes, as well as standards in object orientation will be introduced.

**Credits:** 3

**CSCI-548: Data Communications I**

Includes data communications media, the ISO network model, network systems elements, local and large-scale networks, and line protocols. Students will monitor performance of local area networks using appropriate hardware and will simulate some of the problems of network noise, excess traffic, performance of bridges and gateways, etc. in software. Requires the completion of a group or individual project involving the design, development and demonstration of a communication system and its protocols.

**Credits:** 3

**CSCI-549: Data Communications II**

This course is a continuation of Data Communications I. It introduces further networking topics by discussing wireless networking, and the components of network management - fault management, performance, configuration, security and accounting.

**Credits:** 3

**CSCI-550: Network Modeling and Analysis**

This course presents various topics related to the design, modeling, and analysis of telecommunication networks, including queuing models, loss systems, overflow systems, simulations, and routing strategies. Emphasis will be placed on exact and approximate methods for measuring the performance of such networks. Upon completion of this course, students will be able to apply modeling techniques to telecommunication networks, based on specific characteristics, and measure the performance of each using both exact and approximate methods.

**Credits:** 3

**CSCI-551: Advanced Software Engineering I**

This course aims to develop the broad understanding of the discipline of software engineering (gained in the earlier Software Engineering course) by considering the wider systems engineering context in which software plays a role. It aims to examine the concepts and techniques associated with a number of advanced and industrially relevant topics, relating to both the product and processes of software engineering.

**Credits:** 3

**CSCI-552: Advanced Software Engineering II**

This course is a continuation of the course CSCI-551 (Software Engineering I). The emphasis of the course is on software engineering. Topics covered include verification, metrics, software fault tolerance, maintainability and reliability. Extensive use of the formal properties of algorithms is made.

**Credits:** 3

**Prerequisites:**

CSCI-551 (Software Engineering I).

**CSCI-560: Performance Modeling**

This course teaches various aspects of computer-aided modelling for performance evaluation of (stochastic) dynamic systems. The emphasis is on stochastic modelling of computer systems and communication networks; however other dynamic systems such as manufacturing systems will also be considered.

**Credits:** 3

**CSCI-570: Advanced Algorithms**

This is a theoretical and advanced course in algorithms; it will present useful techniques for solving challenging programming problems, using efficient algorithms and data structures. It will also provide advanced techniques in the analysis of algorithms and the fine-tuning of algorithms to particular systems to improve performance.

**Credits:** 3

**CSCI-572: Computability and Complexity**

This course explores the relationship between problems, algorithms, and languages. Computability: finite automata, rewriting systems, Turing machines (linear speedup, robustness, and the Universal Turing machine). It presents recursive and recursively enumerable languages, the Church-Turing thesis, and complexity classes defined in terms of time, space, and circuits.

**Credits:** 3

**CSCI-574: Computational Biology**

Introduces computational methods for understanding biological systems at the molecular level. Problem areas such as mapping and sequencing, sequence analysis, structure prediction, phylogenetic inference, regulatory analysis. Techniques such as dynamic programming, Markov models, expectation-maximization, local search.

**Credits:** 3

**CSCI-599: MS Project**

This is the terminal work for the non-thesis option of the master's degree program. It affords the opportunity to conduct applied research, design, implement, setup and configure a realistic enterprise computing application and its environment. Candidates who select the Master's Project must choose a major professor to direct their project. The advisor and the student may identify other resource persons to serve in an advisory capacity for the project. Before beginning the project, student must present a project concept proposal to the major professor. The Director of Graduate Studies must approve this project. Student will write a project report and present the study at an announced open forum similar to the thesis defense. This report will not be on file in the Howard University library.

**Credits:** 3

**CSCI-600: Research Methods**

The course introduces the language of research, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches.

**Credits:** 1

**CSCI-632: Advanced Database Systems**

This course presents advanced database system design and implementation. It will start with the basic relational databases and then cover advanced topics in modern database systems, including object-oriented databases, XML databases, distributed databases, and on-line analytical processing. It will also present various data description and query languages, database design, and query processing and optimization, and also look at distributed object model, and data mining and data warehouses.

**Credits:** 3

**CSCI-634: Advanced Modeling and Simulation**

This course will provide students with the ability to model, simulate and analyze complex systems in a reasonable time. This course is divided into three parts and covers advanced techniques in simulation model design, model execution and model analysis. A selection of model design techniques such as conceptual models, declarative models, functional models, constraint models, and multi-models will be introduced.

**Credits:** 3

**CSCI-652: Special Topics in Cybersecurity**

Courses on specialized or emerging cybersecurity topics offered on a timely or as-needed basis. This course can be repeated for credit. The description of the actual topic is listed in the "note section" in the Schedule of Classes. See page 577 for additional information related to Special Topics courses.

**Credits:** 3

**CSCI-653: Cybersecurity I**

This course will provide an intensive overview of the field of cryptography, providing a historical perspective on early systems, building to the number theoretic foundations of modern day cryptosystems. Students will study how cryptosystems are designed, to match cryptosystems to the needs of an application, and basic cryptanalysis. Real life breaches of common cryptosystems will be presented to better convey the dangers that lurk in cryptosystem design and in the design of systems that rely on cryptography.

**Credits:** 3

**CSCI-654: Cybersecurity II**

This course is a continuation of Computer Security I. It will present security policies, models, and mechanisms for secrecy, integrity, and availability. Topics include operating system models and mechanisms for mandatory and discretionary controls; data models, concepts, and mechanisms for database security; basic cryptography and its applications; security in computer networks and distributed systems; and control and prevention of viruses and other rogue programs.

**Credits:** 3

**CSCI-659: Capstone in Security**

This course is the terminal project for the Information Security Certificate program. It requires the design, implementation, setup and configuration of realistic enterprise computing applications and environments. Securing the infrastructure and integration of different services and technology in efficient, secured and redundant manners, and utilizing opensource and commercial security products.

**Credits:** 3

**CSCI-660: Artificial Intelligence**

This course presents an overview of artificial intelligence and a survey of the major areas of the field. Course objectives are to study the various knowledge representation methods and techniques in solving AI problems in the literature, gain a level of proficiency in LISP that will enable the student to program an AI problem; design a solution to an AI problem using LISP or a specialized AI language.

**Credits:** 3

**CSCI-672: Intro to Machine Learning**

Techniques for learning from data and applying these algorithms to application settings. Topics covered include Bayesian methods, linear classifiers such as the perceptron, regression, and nonparametric methods such as k-nearest neighbors.

**Credits:** 3

**CSCI-673: Knowledge Engineering and Management**

Knowledge Engineering is the process of building and maintaining Knowledge structures, particularly intelligent problem-solving systems. Knowledge management is concerned with collecting and making accessible the knowledge structures most relevant to a particular set of stakeholders. This course covers selected methods from different areas of Knowledge Engineering and knowledge management. Topics include knowledge representation and reasoning, knowledge acquisition, knowledge synthesis and knowledge evolution.

**Credits:** 3

**CSCI-674: Advanced Systems Management and Analysis**

The general aim of this course is to examine the design and application of systems in business for routine data processing, management reporting, and decision support at various levels within the organization. The main focus of the course will be on the non-programming components of the systems development process.

**Credits:** 3

**CSCI-680: Advanced Operating Systems**

This course presents an exciting range of materials from the broad field of operating systems, including basic operating system structure, file systems and storage servers, memory management techniques, process scheduling and resource management, threads, distributed systems, security and a few other advanced topics. It will also examine influential historical systems, important current efforts, extracting lessons both on how to build systems as well as how to evaluate them.

**Credits:** 3

**CSCI-682: Parallel Computing**

This course aims at exploring several alternative programming models and contrasting their suitability for different architectures and applications. The material covered will encompass topics in parallel computer architectures, parallel programming models, and languages. Appropriate examples for existing or proposed parallel architectures will be surveyed. Alongside, students will have the opportunity to gain hands-on experience with MPI and PVM.

**Credits:** 3

**CSCI-683: Special Topics in Software Engineering**

The course consists of a series of lectures and/or practical work in an area of advanced software engineering of contemporary interest. See page 577 for additional information related to Special Topics courses.

**Credits:** 3

**CSCI-685: Special Topics in Artificial Intelligence**

This course will present special research projects in Artificial Intelligence for students who wish to independently pursue reading and study in a topic mutually agreed upon by a member of the faculty and the student.

**Credits:** 3

**Prerequisites:**

permission of the director of the Computer Science program. See page 577 for additional information related to Special Topics courses.

**CSCI-686: Special Topics in Data Communications**

This course will present special research projects in Data Communications for students who wish to independently pursue reading and study in a topic mutually agreed upon by a member of the faculty and the student.

**Credits:** 3

**Prerequisites:**

permission of the director of the Computer Science program. See page 577 for additional information related to Special Topics courses.

**CSCI-687: Special Topics in Computing Systems**

This course will present special research projects for students who wish to independently pursue reading and study in a topic mutually agreed upon by a member of the faculty and the student.

**Credits:** 3

**Prerequisites:**

permission of the director of the Computer Science program. See page 577 for additional information related to Special Topics courses.

**CSCI-688: Special Topics in Computational Systems**

This course will focus on fundamental theory and algorithms for working with Big Data and networks. Topics covered will include graph embedding, spanning trees, network flow, random graph models, network formation and evolution, structure and attribute-based search, clustering, partitioning, and distributed dynamical systems. See page 577 for additional information related to Special Topics courses.

**Credits:** 3

**CSCI-699: Thesis**

The thesis option provides the student the opportunity to conduct original research and to report this in a scholarly manuscript. This option is especially well suited to a student who plans on pursuing a PhD degree. Students who select this option must choose a major professor to act as the chair of their thesis committee and two additional committee members. Before beginning work on a thesis, a student must present a proposal to their committee for approval. The committee will direct and supervise the work carried out by the student. The student is bound by the Graduate School rules and regulations for thesis defense.

**Credits:** 3

**CSCI-783: Advanced Topics in Software Engineering**

Seminar on current research and developments in software engineering. Students develop a software package with the aid of available software tools such as requirement tool, design tool, code generators, testing tools, measurement tools, cost estimation tools.

**Credits:** 3

**CSCI-785: Advanced Topics in Artificial Intelligence**

This course will cover selected topics from: advanced pattern recognition, neural networks, expert systems and fuzzy systems, evolutionary computing, learning theory, constraint processing, logic programming, probabilistic reasoning, computer vision, speech processing, and natural language processing.

**Credits:** 3

**CSCI-786: Advanced Topics in Computer Networks**

The goal of this course is to expose students to recent advances in wired and wireless networks, with focus on the architectural and protocol aspects underlying the design and operation of such networks. ... They will also use simulations to evaluate the performance of various design concepts.

**Credits:** 3

**CSCI-787: Advanced Topics in Computing Systems**

It provides a PhD-level study of groundbreaking and influential research across the spectrum of operating systems, parallel and distributed systems, networked systems, storage systems, and security across the tiers from global scale, cloud, institutional, personal, mobile, and embedded.

**Credits:** 3

**CSCI-788: Advanced Topics in Computational Systems**

Continued graduate survey of large-scale systems for managing information and computation. Topics include basic performance measurement; extensibility, with attention to protection, security, and management of abstract data types; index structures, including support for concurrency and recovery; parallelism, including parallel architectures, query processing and scheduling; distributed data management, including distributed and mobile file systems and databases; distributed caching; large-scale data analysis and search. Homework assignments, exam, and term paper or project required.

**Credits:** 3

**CSCI-799: Dissertation**

The dissertation option provides the student the opportunity to conduct original research and to report this in a scholarly manuscript. Students must choose a major professor to act as the chair of their dissertation committee and two additional committee members. Before beginning work on a dissertation, a student must present a proposal to their committee for approval. The committee will direct and supervise the work carried out by the student. The student is bound by the Graduate School rules and regulations for dissertation defense. See note on page 577 related to dissertation hours.

**Credits:** 12

**CUGW CE-6505: Environmental Impact Assessment**

This course introduces the methodology of environmental impact assessment (EIA) as a vital tool for sound environmental management and decision-making. The course provides an overview of the concepts, methods, issues and various forms and stages of the EIA process.

**Credits:** 3

**CUGW CE-6509: Introduction to Hazardous Waste**

This course covers practical, hands-on guidance on hazardous waste management practices and compliance.

**Credits:** 3

**CUGW CE-6601: Open Channel Flow**

A rigorous mathematical study of one-dimensional flow in open channels, including uniform, gradually varied, rapidly varied, tidal, and flood flows. Analytical and finite difference solutions to the governing conservation equations developed with aid of the computer, and stable channel design addressed.

**Credits:** 3



# Curriculum & Instruction

## **EDUC-210: Foundations & Urban Education**

The purpose of the course is to analyze and study the philosophical and historical foundations that underline leadership concepts and practices in contemporary urban schools. Students explore the political, social, and economic context in which urban schools operate. Students also examine effective leadership and management strategies for urban schools in eight key policy/management areas: finance, personnel/employee relations, students' performance, program definition (curriculum and student services), facilities and security, media (communications and community relations), and education law

**Credits:** 3

## **EDUC-216: Instructional and Assistive Technology**

Provides an understanding of assistive technology and application in instructional programs, career tasks, and life skills for individuals with disabilities. Presentation and exploration experiences enable students to better use assistive technology in education, work, community, and home environments.

**Credits:** 3

## **EDUC-222: Engaging Families, Communities, and School Personnel**

The purpose of this course is to examine issues related to family engagement within the context of classroom, school and community settings. The service-learning requirement will assist students in advancing their awareness of family involvement frameworks and strategies for effective partnership development and facilitation involving families, schools and communities. Students will engage in research that will assist them in developing engaged relationships with youth and families while learning how to facilitate partnerships with critical inquiry, reflection, and reciprocity.

**Credits:** 3

## **EDUC-260: Introduction to Special Education**

This course provides an introduction to the terminology, identification, and issues commonly encountered when addressing the needs of diverse students with disabilities.

**Credits:** 3

## **EDUC-312: Teacher-made Classroom Assessments / Assessment & Measurement**

This course is aligned with the School of Education's conceptual framework to develop reflective educators, competent researchers, educational leaders, and change agents to serve in urban educational and human service environments. This course is designed to provide future educators with the theoretical bases necessary to obtain the goals of effective teaching and learning. This course will examine many questions and answers involving education in today's urban society. This course will incorporate not only vital facts but also future teaching suggestions that initiate change in our society.

**Credits:** 3

## **EDUC-435: Human Resources Management**

This course examines the policies and practices used by human resource management staff to build and maintain an effective work force. Topics include human resource planning, job analysis, recruitment, selection, performance appraisal, manpower development, compensation, and labor relations.

**Credits:** 3

**EDUC-500: Foundation of Education and Urban Schooling**

Issues confronting K-12 urban schools are bound to the social, economic, and political conditions of the urban environments in which schools reside. This course is designed to enhance students' knowledge of urban schooling through an examination of historical, social, economic, political and socio-cultural frameworks that emphasize how issues of race, class, gender, and immigration status have affected the distribution of equal educational opportunities in urban schools in the U.S. Connected to the historical and cultural analysis of urban schools, this course also examines teaching practices and programs that have demonstrated success with urban students. In this sense students not only have an opportunity to engage with the research literature on inequities in urban schools but also investigate the complexity and challenges of providing excellent education in K-12 urban school contexts.

**Credits:** 3

**EDUC-501: Diversity in American Schools**

This course explores the intersections between education, democracy and diversity in American schooling. Students will develop an awareness of race, ethnicity, class, gender and other lines of difference, and explore how schooling might be structured in ways that build equity and justice.

**Credits:** 3

**EDUC-530: Foundations and Processes of Reading / Literacy**

This course synchronizes and scaffolds each of the major components of the reading process. It focuses on the psychological, physiological and sociological factors affecting the developmental reading process and identification of the components of reading and familiarization with the trends and issues in reading education. Upon completion of this course, students will understand the principles of scientifically based reading research as the foundation of comprehensive instruction.

**Credits:** 3

**EDUC-532: Literature for Children and Adolescents**

In this course you will interpret and evaluate literature written for children and adolescents in various genres, including myths and legends, fantasy, realism, biography, poetry, and picture storybooks.

**Credits:** 3

**EDUC-550: Survey of Exceptional Populations**

This course will provide a survey of populations with exceptionalities. Attention will be given to the cause of these deviations and their effect upon the individual's development. Professional roles of the special education team members as well as the policies and regulations applicable to special education programs in general will be covered.

**Credits:** 3

**EDUC-633: Diagnostic and Remedial Techniques in Reading**

The course focuses on evidence-based reading interventions for struggling readers and is a required course in the Reading Specialist certificate program. The essential components of effective reading instruction, scientifically-based reading strategies, interventions for students with learning or language needs, and appropriate literacy assessments are addressed.

**Credits:** 3

**EDUC-653: Behavior and Classroom Management**

This course presents best practices in classroom and behavior management - from organizing time, materials, and classroom space to strategies for managing individual and large group student behaviors, transitions, lab activities, and other arrangements for classrooms in general and special education.

**Credits:** 3

**EDUC-654: Diagnosis and Evaluation of Exceptional Populations**

The course will cover the following: basic concepts, ethical concerns, legal issues, and typical procedures related to the assessment and monitoring of exceptional individuals, appropriate application and interpretation of testing results, appropriate use of widely accepted assessment instruments, strategies that consider the influence of diversity on assessment, eligibility, programming, and placement of students with exceptional learning needs.

**Credits:** 3

**EDUC-671: Educational Psychology**

This course introduces the student to the psychological foundations of educational theory, research, and practice. Topics include learning theory, learner characteristics, intelligence, creativity, motivation, measurement and evaluation, and models of teaching for all learners.

**Credits:** 3

**EDUC-672: Teaching Exceptional Children**

Focuses on the characteristics, identification, assessment, and instruction of students with exceptionalities. Explores special education children's syndromes and their learning environments. Includes the theories, laws, and procedures surrounding special education.

**Credits:** 3

**EDUC-673: Methods in Curriculum and Teaching**

Through the study of the basic principles of curriculum development, educators and curriculum leaders are provided with knowledge, skills, and experiences to be actively involved in multiple facets of curriculum development, including planning, design, developmental processes and approaches, implementation, evaluation, and improvement/change. Development of curriculum will systemically address technology integration, evidenced-based practices, innovative and collaborative learning experiences, and the impact of social, political, psychological, and economic factors.

**Credits:** 3

**EDUC-690: Methods for Teaching**

This course is aligned with the School of Education's conceptual framework to develop reflective educators, competent researchers, educational leaders, and change agents to serve in urban educational and human service environments. This course is designed to provide the current educator of exceptional students with knowledge of methodologies, strategies, and techniques useful in providing effective classroom instruction in the context of inclusive environments, while maintaining a focus on other placement options. Students will utilize their personal classroom experience to examine issues of inclusion, collaboration, programming, teaching strategies, classroom management, professional standards and problem solving, and other issues important to the development of students with exceptionalities in order to further advance their development in the mainstream society of America

**Credits:** 3

**EDUC-691: Integrated Methods**

This course is designed to help future teachers put instructional theory into practice. It will provide an integrated coverage of methods of classroom instruction, management and assessment. The methodology of the course will include practicum, lesson construction, practice teaching, in class exercises, discussion of readings, and exams. Students should leave feeling well prepared in the art and science of teaching, and be competent in several critical teaching practices.

**Credits:** 3

**EDUC-692: Integrated Methods II**

Continuation of EDUC-691. This course is designed to help future teachers put instructional theory into practice. It will provide an integrated coverage of methods of classroom instruction, management and assessment. The methodology of the course will include practicum, lesson construction, practice teaching, in class exercises, discussion of readings, and exams. Students should leave feeling well prepared in the art and science of teaching, and be competent in several critical teaching practices.

**Credits:** 3

**EDUC-695: Teaching Exceptional Children**

Focuses on the characteristics, identification, assessment, and instruction of students with exceptionalities. Explores special education children's syndromes and their learning environments. Includes the theories, laws, and procedures surrounding special education.

**Credits:** 3

**EDUC-699: Internship**

Intensive field experience in a supervised setting, emphasizing research, clinical practice, or college teaching.

**Credits:** 3

## Dental Hygiene

**DHYG-302: Dental Materials Lecture / Laboratory**

Dental materials science is the study of materials used in dentistry and medicine to restore or replace any structure(s) within the oral cavity. The course will discuss the chemical composition, mechanical, physical properties and biological characteristics of metals, ceramics, polymers of composites and natural materials. The main goal of this course is to provide the essential information required to assist the dental hygienist with the selection, manipulation, placement and care of those materials used in their specialty. It will also expand their skills and knowledge in a variety of clinical applications of other materials used in general and restorative dentistry.

**Credits:** 1.5

**DHYG-304: Histology and Embryology Lecture /Laboratory**

This course has been designed to provide the students with knowledge of the histology and embryological development of oral and para-oral structures. Special emphasis is placed on the growth, development, histology and functions of the enamel, dentin, periodontal ligament, cementum, bone, oral mucous membrane, salivary glands, and Temporomandibular joint.

**Credits:** 2.5

**DHYG-305: Preclinical Dental Hygiene Theory I**

This course will provide the student with the basic concepts and theories related to the performance of clinical dental hygiene. The course will provide an introduction to the Howard University College of Dentistry patient care system. Emphasis is placed on didactic knowledge of clinical protocol, patient assessment and treatment interventions. Opportunities will be provided for the student to identify his/her role as a dental hygienist with an emphasis on personal and professional development.

**Credits:** 2

**DHYG-306: Introduction to Periodontics**

The intent of this course is to acquaint the first-year dental hygiene student with the fundamentals of Periodontics. Students will explore the basics of anatomy, physiology, neurology, lymphatics and hematology of the periodontium, epidemiology will be discussed. Students will be able to discuss in detail the classification and etiology of periodontal and gingival diseases.

**Credits:** 2

### **DHYG-307: General Oral Pathology and Therapeutics**

This course is an extension of and is based on the course entitled, "Oral Histology". It is designed to correlate (as applicable) clinical appearance and symptomatic expression of disease with laboratory findings, radiographic appearance and microscopic features. As appropriate, emphasis will be placed on logical methodology and procedures for determining the correct diagnosis. Etiologic factors and therapeutic measures also discussed in this course is designed to provide the student with the currently accepted therapeutic modalities for the management of the medically compromised patients for the more common normal oral and abnormal oral conditions.

**Credits:** 2

### **DHYG-309: Preclinical Dental Hygiene Techniques Lecture / Laboratory**

This course is designed to introduce the student to the use and care of dental hygiene armamentarium, to enable the student to develop skills and techniques necessary to perform practices and procedures of the dental hygiene appointment. The student will use the experiences to foster the patient care competencies for entry into the profession of dental hygiene. Laboratory sessions will allow for the development of competency in technical and judgmental skills necessary for clinical procedures. Peer patient experience will provide an introduction to the patient care system. Opportunities will be provided for the student to identify his or her role as a dental hygienist with an emphasis on personal and professional development.

**Credits:** 4

### **DHYG-310: Radiology Lecture / Laboratory**

This course is designed to provide the student with a basic understanding of theories and principles in dental radiography. Lectures, seminars and laboratories will be used to prepare the student on the use of ionizing radiation in dentistry. Also, this course is designed to provide the student with an understanding of theories and principles used in the systematic analysis of dental radiographic images. Lectures and self-instructional resources will be used to expose the student to a variety of diagnostic images representing normal anatomic appearances.

**Credits:** 1

### **DHYG-313: Anatomy of Orofacial Lecture / Laboratory**

The course covers anatomical structures and their relationships on structures of the head and neck. Students will leave this course not only with knowledge of the structure and relationships among the head and neck, but will also be conversant with anatomical terminology that will be used in other basic science courses and in their clinical practice. Also, this course is designed to provide opportunities for the student to learn the structure, morphology and function of the teeth and their supporting structures. Lectures, labs and identification exercises are incorporated. These will emphasize normal clinical appearance of the teeth and oral tissues as they apply to clinical dental hygiene.

**Credits:** 3

### **DHYG-316: Community Dental Health and Statistics I**

This Community Dental Health hybrid course is designed to introduce the dental hygiene students to the dental public health delivery system in the United States and abroad, with emphasis on the governmental structures affecting dental hygiene care delivery. The historical development of the profession of dental hygiene, focusing on its inception as the true public health profession, will be presented. The prevention modalities encompassing public health dental hygiene will be discussed, including water fluoridation, dental sealants, fluoride mouth rinse programs, dental screening, dental health promotion and education activities, tobacco cessation programs and other oral health interventions. Emphasis will be placed on the collaboration and partnership with a variety of health care professionals outside of the private dental practice delivery system as the student assesses, plans, implements and evaluates a public oral health program. A sociological approach include issues surrounding race, class, gender, the economy and legislation will also be introduced.

**Credits:** 3

**DHYG-320: Clinical Dental Hygiene I**

This course is designed to provide the student with continued experience in and knowledge of clinical dental hygiene. Also, this course is designed to enable the first-year dental hygiene students to evaluate the systemic and oral health of their patients. Clinical experiences will provide the opportunity to employ basic preventive skills, therapeutic care, and professional behavior.

**Credits:** 3

**DHYG-321: Clinical Dental Hygiene Theory I**

This course presents a continued didactic approach to studying the fundamentals of dental hygiene. A continuation of infection control protocol and patient assessment will be emphasized. Dental hygiene theory, treatment planning, implementation, and evaluation will be reinforced along with special consideration when treating the medically compromised patient. Upon successful completion of this course, the student will demonstrate minimal competency in all aspects of dental hygiene care.

**Credits:** 2

**DHYG-322: Clinical Dental Hygiene II**

This course is designed to provide the student with more continued experience in and knowledge of clinical dental hygiene. This course continues pediatric, adolescent, adult and geriatric treatment with an emphasis on oral care, probing questions, medical consultations and human needs theory deficits and interventions for patients across the lifecourse, including special needs.

**Credits:** 2

**DHYG-342: Pain Control and Therapeutics**

This course is designed to enable first year dental hygiene students to perform the procedures presented in the Pain Control course and enhance clinical experiences from Clinical Dental Hygiene II. Students will utilize patient partner clinic experiences and laboratory simulation in the delivery of local anesthesia and nitrous oxide sedation.

**Credits:** 2

**DHYG-406: Dental Health Education Methods (hybrid)**

This course is designed to emphasize the role of the dental hygienist in health communication, health promotion and health marketing as oral health educator, advocate and resource person for the community. As a hybrid course, self-directed learning will be fostered with online collaboration, school based health center participation at local DC public schools and full student participation in all aspects of this course for a successful final grade. Upon successful completion of lectures, tests, online assignments, reports and school based health center participation, the student will gain knowledge and experiences that will aid the student in the development and enhancement of interpersonal communication skills. These skills will cultivate an understanding of issues that impact the lives and oral health of consumers of all ages. This course will provide knowledge and experiences in utilizing available resources to reinforce the connection between lifestyle influences, learning behaviors, systemic health and oral health.

**Credits:** 2

**DHYG-414: Clinical Dental Hygiene Practicum**

This course is designed to provide the dental hygiene student with clinical experiences in professionally relevant settings. Each student will prepare written reports (journal entries) that will be shared during the semester. Learning opportunities will vary from site to site. Using educational methods skills, the student will develop learning objectives for each selected site with guidance from the facilitator at each site. These learning objectives will support the learning contract. The student will prepare a Learning Contract for each practicum site. A written copy must be submitted to the course coordinator and be approved prior to the first visit. At the end of each site experience the student will evaluate the experience with the facilitator based on the established objectives. The student will submit a portfolio of their work over the two years in the dental hygiene program.

**Credits:** 2

### **DHYG-420: Clinical Dental Hygiene III**

The purpose of this course is to provide continued clinical experiences for the second-year dental hygiene student in the practical application of educational, preventive and therapeutic dental hygiene services. Students will begin to prepare for the transition from dental hygiene student to registered dental hygienist. Students will be provided guidance in increasing clinical competency in basic dental hygiene skills and problem solving. Emphasis will be placed on comprehensive patient care that uses the dental hygiene process of care, patient assessment, dental hygiene diagnosis and treatment planning, implementation and evaluation of dental hygiene care to include: patient education, instrumentation, application of preventive therapies, radiographic skills, non-surgical periodontal therapy, ultrasonic instrumentation, patient management, and sealants. The clinical sessions combine dental hygiene skills with time management techniques while enhancing the psychomotor instrumentation skills. Comprehensive treatment plans will be written and focus on critical thinking and patient care. Students are expected to complete assessments and delivery of dental hygiene services in a more expeditious and independent manner. The students will be scheduled in clinical rotations that will provide observations and /or experiences with the special care client population, hospital dental hygiene, pediatric clients, orthodontic clients, dental radiology and interpretation, and interaction with Advanced Education in General Dentistry residents.

**Credits:** 4

### **DHYG-421: Periodontics (hybrid)**

The intent of this course is to present the field of Periodontics to the second-year dental hygiene student. Based on the foundation of the introductory course, the student will explore the diseases of the periodontium as well as surgical and non-surgical therapies. Students will gain experiences with autonomous decision making of evidence-based treatment planning and case management. This is a hybrid course that includes lectures in the classroom and online. Sixty (60) percent of lectures are online and forty (40) percent are in the face to face classroom. (The hybrid structure is subject to change and the course may become fully online if there is a Covid 19 resurgence this semester)

**Credits:** 2

### **DHYG-422: Clinical Dental Hygiene IV**

This course is designed to continue to enhance the skills necessary in providing clinical preventive and therapeutic dental hygiene services. Students will continue with the transition from dental hygiene student to registered dental hygienist. Students will be provided guidance in advanced dental hygiene skills and problem solving. Experiences in comprehensive dental hygiene patient care will include advanced patient assessment, dental hygiene diagnosis and treatment planning, implementation and evaluation of dental hygiene care (patient education, nutrition counseling, non-surgical periodontal therapies, application of chemotherapeutic agents, advanced techniques in debridement and ultrasonic instrumentation, dental sealants and management of anxiety and pain. Emphasis will be placed on helping each student reach clinical competency and prepare for clinical practice.

**Credits:** 4.6

### **DHYG-423: Clinical Dental Hygiene Theory III**

This course is designed to introduce the student to dental office management and teach the student necessary skills to function as a productive dental team member. Emphasis will be placed on the practical aspects of office management and team building. Course content will focus on professional resumes, interviewing, hiring, computer programs, insurance, risk management, conflict resolution, marketing strategies, lifelong learning, and planning for retirement.

**Credits:** 1

**DHYG-430: Clinical Dental Hygiene Theory II (hybrid)**

This course is a continuation of Clinical Dental Hygiene Theory I. It involves the didactic approach to implementing current dental hygiene services. After completing this course, the student will demonstrate competence when applying current dental hygiene methods. This is a hybrid course that includes 30% of lectures are online in Blackboard and 70% of lectures are in the face to face classroom.

**Credits:** 1.5

**DHYG-440: Clinical Dental Hygiene Seminar I (hybrid)**

This course is designed to advance the student in clinical care for the patient and to reinforce prior course materials presented while expanding the knowledge of the student. As a hybrid course, self-directed learning will be fostered along with online collaboration and full student participation. Upon successful completion of lectures, tests and assignments the student will be able to satisfactorily discuss and demonstrate advance instrumentation, chemotherapeutic aids, exposure and infection control along with exude confidence in presenting their table clinic topics to their peers and the public.

**Credits:** 1

**DHYG-441: Clinical Dental Hygiene Seminar II (hybrid)**

This hybrid course is designed to enhance critical thinking of the second year dental hygiene student in aspects of advanced instrumentation, advanced fulcrums and additional clinical techniques. The dental hygiene student will also be exposed to treatment modalities not formally included in dental hygiene curricula (treatment of obstructive sleep apnea (OSA), HIV screening chairside in dental offices and myofunctional therapy. Group research, group presentations and career longevity discussions will be conducted; culminating in individual table clinic presentations at the Nations' Capital Meeting sponsored by the District of Columbia Dental Society (DCDS).

**Credits:** 1

**DHYG-450: Research Practicum and Statistics II**

This research practicum is designed to stimulate the students' interest in and the value of research in the field of dental hygiene. It will provide students with experiences to enhance their analysis of the current scientific literature and a basic understanding of research methodology important to evidence-based decision-making. Students will be able to: perform an electronic database search to review the current scientific literature, write an annotated bibliography and paper; critique a scientific research article from a refereed journal and perform a quality assurance review of patient clinical records.

**Credits:** 2

**DHYG-460: Nutritional Counseling**

The intent of this course is to acquaint the dental hygiene student with: the basics of nutrition, performing a digital dietary assessment, and providing nutritional education for the dental hygiene patient. Additionally, a specific focus on nutritional counseling and oral care maintenance will be provided for students to individualize these specifics in the patient's treatment care plans.

**Credits:** 1

## Dentistry

**CLDE-102: Clinical Observation II (D1)**

This is the clinical rotation course occurring at the beginning of the Second year clinical rotation course receiving its final grade in the Spring of the D2 year. It continues the introduction of Clinical Dentistry throughout the academic year. Students will rotate through all dental disciplines and experience opportunities to chairside observe, assist, and complete assigned tasks associated with patient care.

**Credits:** 0



**CLDE-129: Clinical Observation I**

This is a clinical rotation and serves to introduce and acclimate the student to the activities involved in patient treatment through Clinical Dentistry

**Credits:** 0.5

**CLDE-225: Clinical Observation (D2)**

This course is the culmination of the entire Clinical Observation curriculum. The experience prepares students for entry into the dental clinic and reinforces the clinical policies and procedures to be used in evidence based, patient centered. Care.

**Credits:** 2.5

**CLDE-247: Clinical Observation II (D2)**

This course covers continued clinical observation of practices and procedures required in speech-language pathology in preparation for clinical fieldwork and combines on-site observations with class discussion. Seventeen hours of observation in educational settings is required

**Credits:** 0

**DENT-111: Evidence Based Decision Making I**

This course introduces the student to the fundamental elements of epidemiology, study design and the ability to critically read the published dental literature. The student will gain an appreciation of scientific research methods and be able to read and critically assess the published dental literature. The course will introduce the student to the analysis of peer reviewed publications using the Literature Analysis Form (LAF).

**Credits:** 0.5

**DENT-112: Microbiology/Immunology**

This is a lecture-laboratory course in medical microbiology and immunology that is designed for first year dental students. The course deals with general characteristics of microorganisms, their distribution, relation to disease and their control. Bacterial, viral, and mycotic infectious agents are covered as they relate to disease and health. Emphasis is given to microbes that cause infections of the oral cavity. Resistance (immunity) to disease with practical infection control as applied to patient care and treatment of disease is also covered.

**Credits:** 6

**DENT-169: General Anatomic Sciences**

General Anatomical Sciences (GAS) is an 8-unit course that combines gross anatomy, neurobiology, developmental biology and evolutionary biology. An understanding of these topics is essential for the study of histology, physiology, pathology, and the clinical sciences in dentistry to supports Life-Long Learning as Dentists.

**Credits:** 8

**DENT-170: Biochemistry**

This course is designed to introduce dental students to the fundamental principles of biochemistry. The four major classes of biological macromolecules—proteins, carbohydrates, lipids, and nucleic acids—are introduced. The structure and function of enzymes are examined. Metabolic pathways will be discussed. Breakdown of amino acids for energy and to provide cellular building blocks is covered, along with a discussion of the biosynthetic pathways by which carbohydrates, fatty acids, and amino acids are made. Finally, topics such as nutrition, the response of cells to hormones (signaling), and cancer are reviewed. The hope is that this course will give students a molecular-level appreciation of how organisms and cells function.

**Credits:** 4

**DENT-172: Oral Diagnosis**

This course is designed to provide the first-year dental students with an introduction to oral diagnosis. The students will be able to relate the didactics of basic science to its oral diagnosis clinical application. This is achieved by introducing the students to the various aspects of oral diagnosis. He/She will be exposed to patient history, clinical exam, treatment planning and basic management. The students will become familiar with terms and protocol used in oral diagnosis to obtain a general understanding of basic sciences and its relevance to clinical evaluation.

**Credits:** 1

**DENT-173: Pathology**

General Pathology is a course that concerns the cause and the manifestations of diseases that affect the human body of relevance to dentistry. This course will provide a clear understanding of the structural changes that underlie clinical symptoms and signs. In addition, with many new TV shows (CSI, Bone, etc) shedding some light on the important contributions to health care made by pathologists and laboratory professionals, you may find yourself answering pathology questions in your community.

**Credits:** 6

**DENT-174: Physiology**

This is a fundamental course in normal human physiology encompassing all relevant areas of the subject, from cellular function to organ systems, and focusing on the interrelationships among these systems. The topics covered closely parallel those outlined in Curriculum Guidelines in Physiology for dental students. The course is so constructed as to apply the scientific method where appropriate in order for students to comprehend basic physiological principles, concepts, and values.

**Credits:** 7

**DENT-176: Case Presentation**

This course is designed to provide senior students a strong, working knowledge of case base dentistry so that they can predictably perform well on the National Boards Part II. The class will provide the student a methodology for answering board questions relying on the transference of specific dental knowledge to individual cases and thorough assessment of the patient's "problems" identified by discipline, with application to the sequenced comprehensive treatment plan and specific treatment modalities. A very comprehensive approach to problem solving is stressed.

**Credits:** 2

**DENT-198: Micro Anatomy (Histology) Lec/Lab**

This course combines basic cell biology, general microscopic anatomy of organ systems, and oral histology. An understanding of these topics is essential for the study of physiology, pathology, and many clinical procedures.

**Credits:** 4

**DENT-199: Ethics and Professionalism**

This course is designed to introduce the first-year dental student to aspects and concepts of Ethics & Professionalism. The students will be able to relate to these concepts in a variety of ways including case presentations, guest lectures, current news trends, group participation, etc. Exposure to a variety of topics and points of discussion to demonstrate Ethics & Professionalism in the field of Dentistry will assist the student with future health care ethics courses. Opportunities are also made for self-reflection through lecture, group participation and discussion. Additionally, as part of the Class there are opportunities exchanges to keep the Dean of the College informed of student issues and concerns.

**Credits:** 1

**DENT-202: Pharmacology II**

This course continues the discussion of general principles of drug action and the pharmacology of therapeutic agents. Emphasis will be placed on specific drugs used in routine clinical dentistry, when appropriate. Agents used for nondental indications will also be covered since they can influence dental treatment directly or indirectly. Finally, the course offers a thorough review on drug adverse effects, drug-drug interactions, and prescription writing

**Credits:** 3

**DENT-225: Evidence Based Decision Making II**

This course will continue where the evidence-based decision making I course left off. The course will instruct the student in how to analyze peer reviewed publications using the Literature Analysis Form (LAF) and also provide more instruction to students about how to read and understand systematic reviews.

**Credits:** 1

**DENT-248: Pharmacology I**

This course describes the basic principles of pharmacokinetics and pharmacodynamics, with an emphasis on dental applications. This is a two-part course, with the second part provided in the second semester of the second year for dental students.

**Credits:** 3

**PERI-118: Periodontics Lab**

This laboratory course incorporates the principles learned in the periodontics lecture courses into chair side experience. Students will learn to develop the diagnostic information used in planning treatment, reinforce terminology, identification of instrumentation, and chairside positioning, in preparation for performing clinical techniques

**Credits:** 2

**PGDP-641: Pediatric Dentistry/Clinic/Hospital**

Provides dental residents an in-depth experience in pediatric dentistry in a clinical / hospital setting.

**Credits:** 12

**PGDP-700: Pediatric Dentistry Practice Organization**

This course teaches pediatric dentistry residents how to manage risks in order to provide a safe and secure working environment, ways to manage projects in dental practices and set targets, and how to manage the resources needed in a pediatric dental practice

**Credits:** 1

**PGDP-738: Case Analysis Seminar**

This course will consist of one semester of 48 one-hour seminars designed to integrate all the basic knowledge of orthodontics learned, bringing together the different elements of facts, experience and reading, controversies in the field are discussed from every aspect. The student is afforded a platform from which he/she can express opinions and dispel errors of judgment in a dialogue with classmates and the instructor.

**Credits:** 2

**PGDP-752: Pediatric Dentistry Clinic/Hospital**

This course is designed to give the postdoctoral resident a broad base of information concerning the specialty of pediatric dentistry in a way that will result in their ability to confidently practice as a specialist in pediatric dentistry. It is designed to integrate fundamentals of pediatric dentistry with clinical techniques and to allow the resident to theorize and apply those fundamentals through critical thinking

**Credits:** 8.5

**PGDP-761: Clinical Introduction**

This course provides an overview of dental medicine to engage, educate, excite and assist you in improving the oral health of your patients and members of your community.

**Credits:** 2

**PGDP-780: Pediatric Dentistry Clinic / Hospital**

This course is designed to give the postdoctoral resident a broad base of information concerning the specialty of pediatric dentistry in a way that will result in their ability to confidently practice as a specialist in pediatric dentistry.. It is designed to integrate fundamentals of pediatric dentistry with clinical techniques and to allow the resident to theorize and apply those fundamentals through critical thinking.

**Credits:** 4

**PGDP-800: Research Seminar**

The main goals of research seminar are to acquaint students with the basic concepts and methods of statistics, their applications, and their interpretations as used in dental health research. Students will learn quantitative research terminology and its meaning, how to calculate various statical measures and indices, and how to compute and interpret inferential statistical techniques.

**Credits:** 2

**PGDP-801: ABO Literature Review**

This course is designed to assist the postdoc/resident in the maturation of the skills necessary to integrate the understanding of patient assessment, pathophysiology and disease progression, evidence-based practice, patient-centered customized treatment, and ethics into a patient-centered practice of pharmacotherapeutics. We will work to provide a framework where critical thought, problem-solving, adaptability, and judgement are nestled in basic pharmacodynamics, pharmacokinetics and pharmacogenetics but move beyond that to provide appropriate and effective use of medications within comprehensive clinical dental practice.

**Credits:** 2

**PROS-216: Removable Prosthodontics Lecture (D2)**

This course is designed to explain, through words and projected visual illustration slides, the techniques that are to be performed in the laboratory. The lecture will also explain the rationale of these techniques and how they are based on sound biologic and mechanical concepts and principles

**Credits:** 3

**PROS-250: Fixed Prosthodontics Lec I**

This lecture course is designed to precede the Fixed Prosthodontic Laboratory Course. The student will briefly revisit the fundamental concepts of occlusion as related to Fixed Prosthodontics and learn the basic principles used in performing Fixed Prosthodontics procedures an their inter-relationship with Removable Prosthodontics and other disciplines

**Credits:** 0

**REDE-108: Restorative Operative**

This course is the introductory presentation of Operative Dentistry. The student will learn about the anatomy and occlusal schemes of teeth, their development and histologic considerations in treatment planning care of the dentition. Students will learn about the carious process and manners in which teeth can become damaged due to disease and trauma and will learn the indications and methods of treatment. This course will prepare the students for the clinical phase of operative care.

**Credits:** 1

# Economics (EMBA)

## **XECN-500: Applied Economics for Executives**

Economic forces of change, basic functions of economic system, aggregate economic theory including inflation and unemployment, and national income accounting theory and analysis. In addition, investigation of price theory in allocation of resources, market structures, quantitative estimating, business decisions on price and output, and forecasting of costs and profits will be explored.

**Credits:** 3

# Economics (GR)

## **ECOG-200: Microeconomic Theory I**

Advanced study of microeconomic analysis.

**Credits:** 3

## **ECOG-201: Microeconomic Theory II**

Continuation of Microeconomic Theory I, with emphasis on selected problems in microeconomic analysis.

**Credits:** 3

## **ECOG-202: Macroeconomic Theory I**

Advanced study of microeconomic analysis.

**Credits:** 3

## **ECOG-203: Macroeconomic Theory II**

Continuation of Macroeconomic Theory I, with emphasis on selected problems in macroeconomic analysis.

**Credits:** 3

## **ECOG-204: History of Economic Analysis**

Provides a critical and interpretive study of the evolution of economics from ancient times to contemporary economic thought.

**Credits:** 3

## **ECOG-205: Microeconomic Theory III**

Continuation of Microeconomic Theory II, with emphasis on selected problems in microeconomic analysis.

**Credits:** 3

## **ECOG-206: Macroeconomic Theory III**

Continuation of Macroeconomic Theory II, with emphasis on selected problems in macroeconomic analysis.

**Credits:** 3

## **ECOG-207: Workshop in Economic Research**

This course is for students interested in conducting original research on economics questions. There will be an emphasis on choice of research topics, primary sources, data sources, and research methods. The primary activities are oral presentations, the preparation of a paper, and providing constructive feedback on classmates' research projects.

**Credits:** 3

## **ECOG-210: Advanced Statistics**

The course is designed for acquiring professional skills and knowledge in the area of statistics. The students will be enabled to independent treatment of statistical research issues. Data analysis of typical research problems will be done in R or SPSS.

**Credits:** 3

**ECOG-211: Econometrics I**

Review of matrix algebra, probability, statistical inference, and single equation model.

**Credits:** 3

**ECOG-212: Econometrics II**

Advanced studies in econometric models.

**Credits:** 3

**ECOG-213: Mathematics for Economists**

Examines the mathematical concepts of matrix algebra, differentiation, the implicit function theorem, convexity and concavity, integral calculus, differential and difference equations.

**Credits:** 3

**ECOG-220: Growth and Development Economics I**

Study of the major theories of economic development.

**Credits:** 3

**ECOG-221: Growth and Development Economics II**

Selected issues and problems of national development through the technique of planning.

**Credits:** 3

**ECOG-228: Growth and Development Economics III**

Examination of selected problems in economic development.

**Credits:** 3

**ECOG-230: Urban Economics I**

The history and origins of cities; location theory, urban spatial structure; theories of urban decay; urban housing markets; urban transportation structure; urban poverty and discrimination; and gentrification.

**Credits:** 3

**ECOG-231: Urban Economics II**

Study of selected urban economic problems.

**Credits:** 3

**ECOG-237: Urban Economics III**

Advanced treatment of urban problems and planning in relation to regional economics and location theory.

**Credits:** 3

**ECOG-244: International Economics I**

Detailed study of the theoretical foundations of international trade.

**Credits:** 3

**ECOG-245: International Economics III**

The study of policy behavior of such economic aggregate variables as exchange rate, interest rate, tariffs, trade controls, custom unions, common markets, balance of trade, devaluation, and economic integration in open economies.

**Credits:** 3

**ECOG-249: International Economics II**

Examines the relationship between the balance of payments and money; discusses the effects on domestic economy of domestic policies under different exchange rate systems. Topics include balance of payments adjustment mechanisms, capital movements, monetary and fiscal policies to attain domestic and external targets, exchange rate determination and choices of exchange rate systems.

**Credits:** 3

**ECOG-261: Labor Economics I**

Analysis of labor supply, with emphasis on the forces which influence the personal distribution of income.

**Credits:** 3

**ECOG-262: Labor Economics II**

Analysis of the theory of labor demand at the advanced level of modern neoclassical analysis and welfare economics.

**Credits:** 3

**ECOG-263: Labor Economics III**

New developments in human resources economics in relation to such nonhuman resources as energy.

**Credits:** 3

**ECOG-400: PhD Dissertation**

Dissertation guidance for doctoral students. See page 577 for additional information on dissertation hours.

**Credits:** 9

**ECOG-401: PhD Dissertation**

Dissertation guidance for doctoral students. See page 577 for additional information on dissertation hours.

**Credits:** 3

## Economics (GR)

**GECN-500: Macroeconomics for Business**

This course provides an overview of macroeconomic issues: the determination of output, employment, unemployment, interest rates, and inflation. Monetary and fiscal policies are discussed. Important policy debates such as, the sub-prime crisis, social security, the public debt, and international economic issues are critically explored. The course introduces basic models of macroeconomics and illustrates principles with the experience of the U.S. and foreign economies.

**Credits:** 3

**GECN-503: Economics for Global Business**

This course is an online, Masters level course with an emphasis on the basic concepts of macroeconomics and microeconomics with an understanding of international trade and an introduction to the financial systems role in the economy. It consists of four parts. The first part deals with the introduction and overview of national income and the open economy. The second part deals with economic factors of production, supply and demand. The third part deals with economic growth. The fourth section deals with an overview of asset pricing and institutions.

**Credits:** 3

## Educ. Leadership & Policy

**ELPS-280: Supervision of Instruction**

This course is designed to review/discuss the foundations of a teacher supervision and evaluation system which includes emphasis on adult learning theory, classroom supervision/coaching, supervision which promotes professional growth, principles/standards for effective teacher evaluation and performance-based approaches to teacher development/ school improvement that are closely aligned with student learning outcomes.

**Credits:** 3

**ELPS-284: Public Administration**

This course provides an overview of the study and practice of public administration. It gives students an overview of the basic concepts and issues in the field, including theories of organization, public policy, public management, decision making, public law, program implementation and evaluation, and ethics, and notes how the field has developed over time. Students develop skills in decision making, and in appreciating the multiple perspectives, values, and ethical challenges of public service.

**Credits:** 3

**ELPS-382: Conceptual Cases in Administration & Supervision**

This course is designed to examine the significance of effective school supervision. Examination of both formative and summative models will be examined as well as their role in improving teaching and learning.

**Credits:** 3

**ELPS-384: Practicum in School Administration & Supervision**

This course is focused on how organizations change, and how to be a change agent in an organization. It emphasizes the forces for change, the change implementation process, the qualities and skills of successful change agents, and the behavioral theory of how individuals and organizations change

**Credits:** 3

**ELPS-386: School Finance and Information Management Systems**

This course introduces the tools and techniques education leaders will need to be able to budget, administrate, and manage school funding. Participants will develop an understanding of the fundamental issues of education finance by examining sources of revenue on federal, state, and local levels. Participants will also learn about approaches and procedures for budgeting, forecasting budgets, managing business operations, the reporting and auditing of funds, and issues specific to funding special education and school choice.

**Credits:** 3

**ELPS-422: Seminar in Educational Policy**

This course provides a history of education policy in the United States leading to current policy issues centered around access and equity in education.

**Credits:** 3

**ELPS-435: Human Resource Management**

This course examines the policies and practices used by human resource management staff to build and maintain an effective work force. Topics include human resource planning, job analysis, recruitment, selection, performance appraisal, manpower development, compensation, and labor relations.

**Credits:** 3

**ELPS-455: Ethics in Decision Making**

Ethical decision making is essential for values-based leadership. Most decisions have ethical implications, but discerning the ethical dimension requires skill and an understanding of how ethical issues are shaped and informed by ethical theory. In this class students encounter theories from the field of ethics such as utilitarian, deontological, social contract, communitarian, and natural law. Students also interact with major philosophical concepts such as principles of nonmaleficence; beneficence; justice and respect for persons; and virtues of care, compassion, integrity and courage.

**Credits:** 3

**ELPS-506: Independent Study**

Allows the student to explore a topic of interest under the close supervision of a faculty member. The course may include directed readings, applied work, assisting a faculty member with a research project, carrying out an independent research project, or other activities deemed appropriate.

**Credits:** 3



**ELPS-514: Organizational Change in Education**

This course is focused on how organizations change, and how to be a change agent in an organization. It emphasizes the forces for change, the change implementation process, the qualities and skills of successful change agents, and the behavioral theory of how individuals and organizations change.

**Credits:** 3

**ELPS-517: Workshop on Leadership Development**

This leadership development course will: Provide participants with an understanding of leadership and how it differs from management. Develop the participants' ability to articulating values, inspiring others to share a vision, employ systems thinking, and lead change effectively.

**Credits:** 3

**ELPS-519: Information Technology in School Management**

This course provides a fundamental understanding of technology planning and selected computer applications for educational leaders and administrators. The focus of instruction is to have educational leaders use the computer as a decision-making and planning tool for carrying out communication functions of administration at the building/district office levels, classroom management, and instructional presentation.

**Credits:** 3

**ELPS-520: Financial Management in School Administration**

This course introduces the tools and techniques education leaders will need to be able to budget, administrate, and manage school funding. Participants will develop an understanding of the fundamental issues of education finance by examining sources of revenue on federal, state, and local levels. Participants will also learn about approaches and procedures for budgeting, forecasting budgets, managing business operations, the reporting and auditing of funds, and issues specific to funding special education and school choice.

**Credits:** 3

**ELPS-521: Educational Administration and Governance**

The goal of the Educational Administration and Governance course is to facilitate candidates' deep thinking concerning substantive aspects of administration and governance. Candidates will examine and critique the extent to which social justice and equity exists for students who have traditionally experienced oppression at the societal level, as well as in micropolitical public schools in the United States. Using Critical Race Theory as the theoretical framework, candidates will be provided learning opportunities to understand, challenge, reflect upon and make practical applications of administrative theory and policy vis-à-vis the impact upon Black and Brown students. Utilizing key elements of both democratic classroom and adult learning theories, governance structures and the underpinnings of policy-making will also be covered in this course through a contemporary examination of interest groups that shape the ways in which public education as a socio-political function is conceived, perceived, structured and implemented.

**Credits:** 3

**ELPS-523: Research in Educational Leadership & Policy Studies**

This course introduces the concepts and skills involved in understanding and analyzing research in education and related areas. The course provides an overview of basic, general knowledge of various research methodologies. Students should expect to study much of this material in greater depth through additional course work before being fully prepared to conduct independent research. However, this course should enhance their ability to locate, read, comprehend and critically analyze research articles and reports. Topics in the course include quantitative and qualitative methods and designs, historical and descriptive research and program evaluation.

**Credits:** 3

**ELPS-524: Intro to Qualitative Research**

This course is designed to introduce students to qualitative research methods. The course will use a combination of didactic, interactive and applied techniques to teach knowledge and skills relevant to qualitative research. Through the course, students will be expected to conduct their own qualitative study. Students will work individually to collect data through in-depth interviews. Students work in small groups to analyze the data, and present the results of the analysis. Students will submit their interview guides and interview transcripts for evaluation. Students will also learn the basic steps of qualitative data analysis. Students will submit their codebooks, and an analytical product for evaluation. In addition, students will be evaluated on their final presentation, and on their in-class participation.

**Credits:** 3

**ELPS-525: Case Law in Public School Administration**

This course is designed as a beginning law course for school teachers. Topics to be studied include organizational structures of school, federal and state systems, church-state related issues, teacher rights, rights of students with disabilities, instructional issues, tort liability, and equal opportunities in education.

**Credits:** 3

**ELPS-584: Internship**

Intensive field experience in a supervised setting, emphasizing research, clinical practice, or college teaching.

**Credits:** 6

**ELPS-599: Research Preparation Seminar**

The purpose of this course is to take students from a point at which they have general ideas about their dissertation topic through the development of a solid structure, research strategy and drafting of framing chapters.

**Credits:** 3

**ELPS-600: Dissertation Research**

In consultation with the mentor and advisory committee, the student will design and conduct research to complete the aims identified in his/her research proposal or as modified subsequently in line with recommendations from the committee. See note on page 577 related to dissertation courses.

**Credits:** 6

**ELPS-602: Minority Serving Institutions**

This course will provide historical and societal background on the creation and emergence of MSIs within the U.S. higher education context.

**Credits:** 3

**ELPS-603: The College and University President or Chancellor**

This course studies leadership styles, skills, roles, and functions of leaders of organizations. Students will gain a broad understanding of the history and origins of leadership, theoretical approaches to leadership, and ethical issues facing contemporary leaders.

**Credits:** 3

**ELPS-604: History of Higher Education**

The history of higher education begins in the ancient world. ... This is a broad survey course intended to acquaint learners with the significant events and themes of both mainstream higher education and those institutions often thought to be on the fringes of American higher education.

**Credits:** 3

**ELPS-605: Higher Education Policy**

The purpose of the course is to critically review current policy issues in higher education. The policymaking process as well as methods of policy analysis and policy research will be reviewed, understood, and applied during the course.

**Credits:** 3

**ELPS-606: Higher Education Administration, Leadership, and Governance**

Students are provided an overview of the organization, governance, and administration of higher education.

**Credits:** 3

**ELPS-607: Diversity and Multiculturalism in Higher Education**

The course is designed to help candidates examine how race, ethnicity, and culture influence students' experiences in school, and implement a multicultural approach to teaching. The course will explore cultural assumptions, attitudes, and values that shape our perceptions and predicate our action.

**Credits:** 3

**ELPS-608: Law in Higher Education**

This course examines the legal aspects of higher education, sources of law and authority presented; impact on, interaction with, and implications of the administration of higher education are discussed. The course provides an overview of the legal issues that arise in public and private college and universities and the policy implications of those issues.

**Credits:** 3

**ELPS-609: Advanced Qualitative Research**

An intensive analysis of the theory and practice of qualitative research in Higher Education, including a review of primary methods such as grounded theory, case study, and phenomenology and an examination of additional methods such as connoisseurship, ethnomethodology, and symbolic interactionism.

**Credits:** 3

**ELPS-610: Financial Management in Higher Education**

This 3-semester hour course is an introductory examination of financial, economic, and budgetary issues within higher education. Focusing on not-for-profit postsecondary schools, students will review the primary political, economic, and social issues influencing higher education finance, examine revenue streams and expenditure patterns, survey tuition and financial aid policies, develop the ability to examine and analyze financial information, and assess the budget as an instrument of strategic planning, resource allocation, and control.

**Credits:** 3

**ELPS-611: Board and Community Relations**

This course provides a survey of the principal aspects of school community relations for aspiring or current educational leaders.

**Credits:** 3

**ELPS-612: Contemporary Issues in Student Affairs**

This course provides an overview of college student developmental theory, research, and practice, as well as an overview of the history of and contemporary issues in the American college and university, and the student affairs profession. Emphasis is placed on the roles of the college and university, college and university administrators, college and university structure, and student affairs personnel in American higher education.

**Credits:** 3

**ELPS-613: Fundraising in Higher Education**

This course provides a historical, philosophical, and organizational overview of the practices of philanthropy as it relates to college and universities. Examines the implications for research and practice in higher education that are associated with its cultivation of philanthropy, institutional advancement and fundraising activities.

**Credits:** 3

**ELPS-614: Institutional Research**

This course provides an introduction to the theoretical and practical application of data-driven decision making for institutional researchers. This course focuses on how to collect, analyze, review, and present data and information to decision-makers.

**Credits:** 3

**ELPS-615: Research Practicum**

Activities related to active research under supervision by a faculty member. Two 1-credit courses are required for the doctoral qualifying examination.

**Credits:** 3

**ELPS-617: Workshop on Leadership Development**

This leadership development course will: Provide participants with an understanding of leadership and how it differs from management. ... Develop the participants' ability to articulating values, inspiring others to share a vision, employ systems thinking, and lead change effectively.

**Credits:** 3

## Educational Admin & Policy

**EDAP-231: Multicultural Education: Issues and Trends**

Explores the relationship between urban schooling and racial/ethnic/religious micro-cultures, with emphasis on public policy.

**Credits:** 3

**EDAP-252: History of Black Education in the U.S.**

Examines the development of educational opportunities for Black Americans in the United States.

**Credits:** 3

**EDAP-518: Politics of Education**

Provides an overview of the origins, nature and impact of political forces surrounding and influencing schools.

**Credits:** 3

## Electric & Computer Engineering

**EECE-416: Microprocessors and Microcomputers**

This course introduces microprocessor architecture and microcomputer systems including memory and input/output interfacing. Topics include low-level language programming, bus architecture, I/O systems, memory systems, interrupts, and other related topics.

**Credits:** 3

**EECE-420: Introduction to VLSI design**

This is an introductory course which covers basic theories and techniques of digital VLSI design in CMOS technology. In this course, we will study the fundamental concepts and structures of designing digital VLSI systems include CMOS devices and circuits, standard CMOS fabrication processes, CMOS design rules, static and dynamic logic structures, interconnect analysis, CMOS chip layout, simulation and testing, low power techniques, design tools and methodologies, VLSI architecture.

**Credits:** 3

**EECE-460: Wireless Communications**

Presents the physical layer of wireless communication systems, implementation of speech coding, error control, modulation/demodulation and filtering schemes for wireless links using digital signal processors for base band functions. Prerequisite: EECE-453. Course Offering: Spring Semester

**Credits:** 3

**EECE-487: Telecommunications**

Consists of telecommunications systems design for point-to-point and mass data distribution, modulation techniques, propagation modes and control methods. Prerequisite: EECE-453. Course Offering: Spring Semester

**Credits:** 3

**EECE-501: Graduate Seminar**

Presentation of current engineering topics by faculty, students, and individual guest speakers

**Credits:** 0

**EECE-502: Engineering Analysis A**

Ordinary differential equations, finite differences and their applications to engineering problems. Fourier series and integrals, Laplace transform, partial differential equations, Bessel & Legendre polynomials.

**Credits:** 3

**EECE-503: Engineering Analysis B**

Vector calculus, vector fields, dyadics, tensors, boundary value problems, solution to linear homogeneous boundary value problems, separation of variables and Green's functions, two-dimensional potential problem and informational mapping, introduction to non-linear differential equations and variations and perturbation methods.

**Credits:** 3

**EECE-505: Power Systems Controls**

Elementary constrained optimization, optimum operating strategies, control system structure, megawatt frequency control, voltage control, optimum systems control, power-pool control, contingency analyses and power systems state estimation.

**Credits:** 3

**EECE-507: Computer Aided Power System**

Computer application to operation, control and analysis of power systems. Load flow, load forecasting, unit commitment, load scheduling, network modeling, fault study, transient stability analysis, reliability, future expansion of systems, security and contingency analysis, on-line dispatch techniques and state estimation in power systems.

**Credits:** 3

**EECE-508: Intelligent Systems and Applications**

Overview of artificial intelligence, representation of knowledge, rule based expert systems, introduction to expert systems languages such as LISP, OPS, and PROLOG, basic concepts of fuzzy theory, relations, regression models, mathematical programming, neural networks, learning architectures, application of neural networks and expert systems, fuzzy systems to control, communications and power systems.

**Credits:** 3

**EECE-509: Digital Control I**

System equations, system representation, control system characteristics, root locus, frequency response, closed loop performance, root locus compensation and cascade and feedback compensation.

**Credits:** 3

**EECE-510: Digital Control II**

System equations, system representation, control system characteristics, root locus, frequency response, closed loop performance, root locus compensation and cascade and feedback compensation

**Credits:** 3

**EECE-541: Probability and Random Variable**

Axioms of probability measure, random variables, functions of random variables, stochastic processes, stationary and ergodic processes, correlation and power spectrum, linear mean-square estimation, and applications.

**Credits:** 3

**EECE-561: Signal Processing I**

The course covers theory and methods for digital signal processing including basic principles governing the analysis and design of discrete-time systems as signal processing devices. DSP is a logical extension of Signals and Systems in which we take a comprehensive view of discrete-time systems.

**Credits:** 3

**EECE-599: Thesis Course**

The purpose of this course is for the design and performance of research leading to a Masters. See note on page 577 related to thesis hours.

**Credits:** 6

**EECE-603: Control Theory**

State variable description of dynamic systems, solutions of differential and difference equations by transition matrix, controllability and observability of linear systems, perturbation of nonlinear systems, stability of nonlinear systems, Liapunov's direct method, realization of transfer matrices by state equations, state and output feedback, pole assignment using state and output feedback reconstruction of state from output.

**Credits:** 3

**EECE-604: Optimization Theory**

Theorems of extremum, applications of the theorem, illustrative problem, theorems on necessary conditions for extremum of functions and functionals, theorems on sufficient conditions for extremum of functions and functionals, simplex method for solving linear programming problems, dynamic programming and decomposition theorem, and non-linear optimization.

**Credits:** 3

**EECE-611: Detection Theory**

Statistical detection theory, hypothesis testing, optimum decision rule, Bayes criterion, Nyman- Pearson criterion, minmax testing, multiple observation, composite hypothesis testing, sequential detection.

**Credits:** 3

**EECE-612: Estimation & Filtering**

Gaussian and Markov processes, stochastic differential equations, single and multiple observation decision theory, Bayesian estimation theory, maximum likelihood estimation, optimum linear filtering, smoothing and prediction, nonlinear estimation.

**Credits:** 3

**EECE-676: Cybersecurity for Net CPS/IoT**

This course is designed to introduce emerging topics related to cybersecurity challenges and practical cyber-defense/countermeasures in networked Cyber-Physical Systems (CPS) and Internet-of-Things (IoT). The course will cover fundamental concepts, technologies, theoretical understanding and practical basis for cybersecurity of networked CPS/IoT. Graduate students will complete an independent research project which involves a written and oral presentation not required at the undergraduate level.

**Credits:** 3

**EECE-680: Reading and Research**

This is an intermediate-level research methods course. The goals of this course is to help students fully understand basic concepts and techniques of quantitative empirical research and to stimulate their interests to learn more about quantitative research. At the end of the course, students will be not only equipped with basic analytical techniques, but also able to to plan their own empirical research.

**Credits:** 3

**EECE-693: Special Topics in Communications A**

This course will be structured around recent (and a few not-so-recent) research papers related to resource allocation in data networks. It is loosely organized into three topics: access pricing, combining resources from heterogeneous network technologies, and the role of content providers. See page 577 for additional information related to Special Topics courses.

**Credits:** 3

**EECE-694: Special Topics in Communications B**

This course will be structured around recent (and a few not-so-recent) research papers related to resource allocation in data networks. It is loosely organized into three topics: access pricing, combining resources from heterogeneous network technologies, and the role of content providers. See page 577 for additional information related to Special Topics courses.

**Credits:** 3

**EECE-695: Power System Deregulation**

Deregulated electrical power systems, system security, investments in generation and transmission, ancillary services, and nodal pricing.

**Credits:** 3

**EECE-696: Special Topics in Power Systems A**

This course is designed to introduce computational methods used for power grid operation and planning. The course will help students understand the various computational methods that form the basis of major commercial software packages used by grid analysts and operators. Students are expected to have some basic understanding of principles of power system analysis including power system models, power flow calculation, economic dispatch, reliable and stability analysis. See page 577 for additional information related to Special Topics courses.

**Credits:** 3

**EECE-699: Dissertation**

The purpose of this course is to take students from a point at which they have general ideas about their dissertation topic through the development of a solid structure, research strategy and drafting of framing chapters. See pg. 577 for additional information.

**Credits:** 1-9

### **EECE-703: Special Topics in Power Systems & Controls**

In this course, classical and modern optimization techniques are covered in sufficient detail to allow students to use them in almost any engineering and non-engineering areas. The focus of the course is on electrical power systems applications. Electrical power industry is going through a major transformation and relies on optimal planning and operations to increase energy efficiency, lower energy cost and address environmental concerns.

**Credits:** 3

## Electrical Engineering

### **ELEG-502: Engineering Analysis A**

Emphasis is on setting up analysis problems arising in engineering. Topics: simple analytical solutions, numerical solutions of linear algebraic equations, and laboratory experiences. Provides the foundation and tools for subsequent engineering courses.

**Credits:** 3

### **ELEG-503: Engineering Analysis B**

A continuation of ELEG-502. Emphasis is on setting up analysis problems arising in engineering. Topics: simple analytical solutions, numerical solutions of linear algebraic equations, and laboratory experiences. Provides the foundation and tools for subsequent engineering courses.

**Credits:** 3

## Endodontics

### **ENDO-217: Endodontics**

The Endodontic Lecture course is designed to introduce the second-year student to the art and science of endodontics in addition to critical thinking and problem-solving exercises that support clinical diagnosis and treatment of root canal treatment. Because Endodontics is the branch of dentistry concerned with the morphology, physiology and pathology of the human dental pulp and peri-radicular tissues it is imperative that students have a sound knowledge of the etiology of Endodontic disease. Students will study and practice the basic clinical sciences including biology of the normal pulp, and the etiology, diagnosis, prevention and treatment of diseases and injuries of the pulp and associated peri-radicular conditions. Students will learn to understand that knowledge of the science of Endodontics is needed to perform Endodontic therapy, designed to maintain the health of all or part of the pulp. When the pulp is diseased or injured, treatment is aimed at maintaining or restoring the health of the peri-radicular tissues, usually by root canal therapy.

**Credits:** 2

### **ENDO-219: Endodontics Lab**

The laboratory course for the pre-doctoral endodontic clinical curriculum is designed to introduce the student dentist to the technical aspects of clinical endodontic therapy in anterior and posterior teeth as it relates to fulfilling the fundamental biological principles of endodontic treatment for patient care. The course encompasses: basic tooth and tooth canal morphology and anatomy, radiographic technique, access openings, working length determination, rotary and hand instrumentation of the root canal system, obturation of the root canal systems, safe use of irrigation, and proper use of intra-canal medicaments.

**Credits:** 3



**ENDO-261: IDP Endodontics Lab**

The laboratory course for the pre-doctoral endodontic clinical curriculum is designed to introduce the student dentist to the technical aspects of clinical endodontic therapy in anterior and posterior teeth as it relates to fulfilling the fundamental biological principles of endodontic treatment for patient care. The course encompasses: basic tooth and tooth canal morphology and anatomy, radiographic technique, access openings, working length determination, rotary and hand instrumentation of the root canal system, obturation of the root canal systems, safe use of irrigation, and proper use of intra-canal medicaments.

**Credits:** 0

**ENDO-400: Advanced Topics in Endodontics**

This course is a continuum of endodontic principles, concepts and fundamentals taught in the Preclinical Lecture Course. Discussions are focused on endodontic principles and practices that are beyond the scope of the introductory and preclinical endodontic course. New and advanced clinical concepts and clinical procedures are introduced that are relevant to clinical situations that present to the general dentistry practice. The course is designed to foster critical thinking, diagnostic data analysis and interpretation, case selection and treatment planning for the general dentist encountering advanced endodontic cases requiring treatment or referral.

**Credits:** 1

## English

**ENGW-101: Rhetoric, Inquiry & Critical Writing**

This course fulfills the first semester writing course requirement for First-Year Writing. This course introduces students to rhetoric as a critical approach to writing, in addition to specific principles and conventions of expository writing. English Writing 101 stresses critical thinking, the exploration of ideas, and provides instruction in organization, grammatical correctness, and encourages discussion of contemporary issues through writing. NOTE: Upon completion of this course students should register for ENGW-103. Successful completion of this First Year Writing course requires a grade of C or higher.

**Credits:** 3

**ENGW-102: Expository Writing & Literacy Studies**

The first course of the two-semester required writing course requirement for First-Year Writing. This course introduces students to rhetoric as a critical approach to writing, in addition to specific principles and conventions of expository writing. English Writing 102 stresses critical thinking, the exploration of ideas, and the development of voice in writing. Students will be expected to engage in discussion of contemporary issues through class discussion and their writing. NOTE: Upon completion of this course students should register for ENGW-103. Successful completion of this First Year Writing course requires a grade of C or higher.

**Credits:** 3

**ENGW-103: Persuasive Writing & Research**

The second course of the two-semester required writing course requirement for First-Year Writing. This course builds on the study of rhetoric begun in ENGW-101 or ENGW-102, and introduces students to argumentation and persuasive writing techniques, in addition to the conventions of academic research. English Writing 103 stresses the examination of counter-arguments, the exploration of primary and secondary sources, and familiarity with academic style conventions. Students will be expected to engage in discussion of contemporary issues through class discussion and their writing.

**Credits:** 3

**Prerequisites:**

Successful completion of ENGW 101 or 102 with a grade of C or higher. Note: Successful completion of this First Year Writing course requires a grade of C or higher.

**ENGW-104: Writing, Literacy & Discourse**

The first course of the two-semester required writing course requirement for First-Year Writing with an emphasis on Writing Studies. This course introduces students to the field of Writing Studies, an area of study that focuses on the production, circulation, and values of academic and other forms of writing. English Writing 104 emphasizes examination of theories about writing, as well as a deep understanding of the writing process and certain forms of professional writing. Students will be expected to engage in discussion of contemporary issues and to develop a digital portfolio as a capstone project for the course. NOTE: Upon completion of this course students should register for ENGW-105. NOTE: Successful completion of this First Year Writing course requires a grade of C or higher.

**Credits:** 3

**ENGW-105: Reflective Writing and Portfolios**

This second course of a two-semester required writing course requirement for First-Year Writing. This course builds on the study of writing begun in ENGW-104 and introduces students to the habits of mind employed by seasoned writers of all professions. Additionally, this course emphasizes the conventions of academic research and stresses the self-examination and the exploration of professional writing conventions as well as the philosophy of writing. Students will be expected to engage in discussion of contemporary issues through class discussion and to develop a digital portfolio as a capstone project for the course.

**Credits:** 3

**Prerequisites:**

Successful completion of ENGW 104 with a grade of C or higher. NOTE: Successful completion of this First Year Writing course requires a grade of C or higher.

## English (GR)

**ENGG-200: Scholarship: Research Methods**

The course introduces the language of research, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches.

**Credits:** 3

**ENGG-201: Scholarship: Critical Methods**

Introduces major theories and methods of literary and cultural studies for scholarly research, critical writing, and intellectual exchange.

**Credits:** 3

**ENGG-204: Linguistics**

This course investigates the nature of language change, how to determine a language's history, its relationship to other languages and the search for common ancestors or "proto-languages." We will discuss changes at various linguistic levels: sound change, lexical change, syntactic change and changes in word meaning.

**Credits:** 3

**ENGG-205: Studies in Linguistics**

The aim of this course is to make you aware of the complex organization and systematic nature of language, the primary means of human communication.

**Credits:** 3

**ENGG-206: Special Topics: Rhetoric**

Intended to provide a platform for faculty to teach a class that might address a timely issue (e.g., a current election), or to try out new course ideas. See page 577 for additional information related to Special Topics courses.

**Credits:** 3

**ENGG-207: Special Topics in English**

Intended to provide a platform for faculty to teach a class that might address a timely issue (e.g., a current election), or to try out new course ideas. See page 577 for additional information related to Special Topics courses.

**Credits:** 3

**ENGG-211: English Renaissance Literature I**

The poetry, prose and drama of England's most glorious literary period, the 16th and 17th centuries.

**Credits:** 3

**ENGG-212: English Renaissance Literature II**

A continuation of ENGG-211. The poetry, prose and drama of England's most glorious literary period, the 16th and 17th centuries.

**Credits:** 3

**ENGG-213: Shakespeare**

This course provides an introductory study to Shakespeare's tragedies, comedies, and histories, and a careful study of major plays and sonnets. Shakespeare's importance as a dramatist and the enduring nature of his ideas and vision are stressed.

**Credits:** 3

**ENGG-215: Studies in English Renaissance Literature**

Provides in-depth study of selected English Renaissance literature, from around 1500-1660.

**Credits:** 3

**ENGG-220: Restoration Literature I**

This course is a study of literatures in English from multiple genres from 1660-1688, with a particular focus on Black Atlantic literature as it pertains to the British Isles, Anglophone Atlantic, and Africa. Topics range from colonialization, national identification, language, race, class, gender, and sexuality.

**Credits:** 3

**ENGG-221: Restoration Literature II**

This course is a study of literatures in English from multiple genres from 1660-1688, with a particular focus on cultural exchanges with the Mediterranean, Near/Middle East, Asia and Pacific. Topics range from colonialization, national identification, language, race, class, gender, and sexuality.

**Credits:** 3

**ENGG-222: Studies in Restoration and 18th-Century Literature**

In -depth study of literature from the Restoration period to the early 19th century, from a particular critical, cultural, historical, or philosophical perspective.

**Credits:** 3

**ENGG-223: 18th- & 19th-Century British Literature I**

This course surveys British and Anglophone literatures in multiple genres from 1689- 1901, with a particular focus on Black British literature of the Anglophone Atlantic. Topics range from colonization, national identification, language, race, class, gender, sexuality, and political activism.

**Credits:** 3

**ENGG-224: 18th- & 19th-Century British Literature II**

This course surveys British and Anglophone literatures in multiple genres from 1689- 1901, with a particular focus on global exchanges with Asia and the wider Pacific World. Topics range from colonization, national identification, language, race, class, gender, sexuality, and political activism.

**Credits:** 3

**ENGG-225: Studies in English Romantic Literature**

This course reviews the subject of Medieval Romance in British literature.

**Credits:** 3

**ENGG-227: Studies in Victorian Literature**

Literature and culture of the pre-modern period.

**Credits:** 3

**ENGG-228: 20th- & 21st-Century British Literature I**

This course surveys African American literature in multiple genres from the 20th-century to the present.

**Credits:** 3

**ENGG-229: 20th- & 21st-Century British Literature II**

A continuation of ENGG-228. This course surveys African American literature in multiple genres from the 20th-century to the present.

**Credits:** 3

**ENGG-231: Caribbean Literature I**

This course examines prolific and sometimes understudied writers and their contributions to Caribbean literature and diasporic literature.

**Credits:** 3

**ENGG-232: Caribbean Literature II**

A continuation of ENGG-231. This course examines prolific and sometimes understudied writers and their contributions to Caribbean literature and diasporic literature.

**Credits:** 3

**ENGG-233: American Literature I**

Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character.

**Credits:** 3

**ENGG-234: American Literature II**

A continuation of ENGG-233. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character.

**Credits:** 3

**ENGG-246: Literary Theory and Criticism I**

A survey of Western literary theory and criticism with an emphasis on the most prominent theorists, texts, schools, and ideas. It is a course in the history of ideas—specifically, ideas related to the theory and criticism of literary texts

**Credits:** 3

**ENGG-247: Literary Theory & Criticism II**

Continuation of ENGG 246 but can be taken independently. Critical approaches to literary theory and criticism with a special emphasis on the comparative study of literature. Qualifies as an elective course in the literary theory concentration.

**Credits:** 3

**ENGG-248: African American Literature I**

This course introduces students to the writing of persons of African descent in North America. Students examine and critically study the themes, content, and structure of African-American writing from the late 18th century up through the modern period.

**Credits:** 3

**ENGG-249: African American Literature II**

A continuation of ENGG-248. This course introduces students to the writing of persons of African descent in North America. Students examine and critically study the themes, content, and structure of African-American writing from the late 18th century up through the modern period.

**Credits:** 3

**ENGG-270: History of English**

This course introduces students of literature and writing to the discipline of English. The course includes an overview of British and American literary history from Old English to hypertext; a study of the elements of literature and practice in close textual analysis with some introduction to critical theory; and seminar-style discussions of current topics in literature (canon studies, multiculturalism, popular culture, etc.)

**Credits:** 3

**ENGG-271: Major African American Authors**

Survey of critical ideas and theories by select diaspora scholars and writers. Emphasizes the intellectual tensions and deliberations that undergird attempts to theorize and resolve issues involving the status of black people in the world.

**Credits:** 3

**ENGG-272: Harlem and Chicago Renaissance(s)**

The intellectual, cultural, and artistic expressions among African Americans from 1912 to 1933, with an emphasis on the literary texts and social history.

**Credits:** 3

**ENGG-273: The Black Arts Movement**

This course examines the Black Arts Movement of the late 1960s to mid 1970s, a multifaceted group of African-American artists, writers, and musicians who were committed to creating politically charged socially relevant art and saw themselves as the cultural wing of revolutionary movements sweeping the country at the time. We'll examine the work of several writers, poets, visual artists, and musicians of the era and situate their work within the political, historical, and artistic context. We'll also ask key questions that remain relevant to artistic production: what is the relationship between art and politics? What is the role of the politically conscious artist?

**Credits:** 3

**ENGG-274: Black Women Writers**

This course explores the literature by African-American women writers from the 18th century to the present, analyzing their depictions of racism, sexism, and classism as artistic, moral, and civic responses to inequality. Students learn techniques for critical reading and literary analysis at the upper-division humanities level to understand how these creative works explore issues related to the legacies of slavery and Jim Crow laws, and the influence these writers had on cultural events, such as antilynching journalism, the Harlem Renaissance, the Civil Rights Era, and the Women's Liberation Movement.

**Credits:** 3

**ENGG-299: Teaching of English**

This course emphasizes the fundamental language skills of reading, writing, speaking, listening, thinking, viewing and presenting. The course includes studies of various literary genres: short story, poetry, novel, drama, and nonfiction.

**Credits:** 3

# Entrepreneurship

## **GENT-520: Entrepreneurship**

The course also provides the foundation for small business and an overview of business concepts, including topics such as: theories of entrepreneurship, types and characteristics of entrepreneurship, the business life cycle, entrepreneurial economics, accounting and financial management, legal issues, marketing.

**Credits:** 3

# Entrepreneurship (EMBA)

## **XENT-520: Entrepreneurship**

This course provides a comprehensive overview of the entrepreneurship process. Topical coverage includes, but is not limited to, creativity and innovation, intrapreneurship, feasibility analysis, venture finance, and business plan development.

**Credits:** 3

# Ethic Religion

## **ETRL-200: Introduction to Christian Ethics**

Introduction to Christian ethical theology; treats both historical and contemporary figures as well as selected issues relating to personal choice and social policy.

**Credits:** 3

## **ETRL-305: Christian Social Ethics**

This course is an introduction to Christian social ethics as a field of theological inquiry, with an emphasis upon Christian approaches to social justice. It fulfills the ethics requirement for students in the Master of Divinity degree program.

**Credits:** 3

# Family Pract (Extra Mural Crs)

## **MFPX-403: Community Health Family Practice (Fam Med) Clerkship**

Focuses on the role of the family physician in the therapeutic relationship in terms of the entire patient, family and community.

**Credits:** 4

## **MFPX-408: Senior Family Medicine/Primary Care**

This clerkship will provide an outstanding learning experience for all medical students emphasizing these basic tenets of family medicine.

**Credits:** 4

# Finance (EMBA)

## **XFIN-500: Financial Management**

Develops understanding of and analytical skills related to basic concepts and principles of financial management, with a focus on the valuation of cash flows, the relationship between risk and return, capital budgeting, and working capital management

**Credits:** 3

# Finance (GR)

## **GFIN-501: Advanced Corporate Finance**

This course is the subsequent course following GFIN-500 Financial Management intended for Graduate Finance majors and other related majors concentrating in the finance area. It covers intermediate to advanced level finance topics such as capital structure and long-term financing, options & futures in corporate finance, mergers & acquisitions, other critical modern finance issues.

**Credits:** 3

## **GFIN-502: Financial Markets and Institutions**

This course is an MBA level course with an emphasis on the theory application of financial markets, institutions, and asset allocation. It consists of four parts. The first part deals with the introduction and overview of financial markets, institutions, and instruments. In addition we cover the Federal Reserve System, its monetary control functions, and monetary policy. The second part deals with security analysis and evaluation. Part 3 includes the depository financial institutions, including commercial banks. The fourth section deals with investment banks and investment companies.

**Credits:** 3

## **GFIN-503: Investment Analysis and Portfolio Management**

This course examines four different types of financial markets both global and domestic; equity markets, fixed income security markets, options and futures markets with a focus on the valuation of securities in these markets, the empirical evidence concerning valuation models and strategies that can be employed to achieve various investment goals. Both practical and theoretical aspects of portfolio management will be discussed in the course.

**Credits:** 3

## **GFIN-505: Financial Marketing**

This is a hands-on graduate course conducted entirely in instructional computer labs, requiring students to work on intensive spreadsheet-based finance assignments and projects in every class, individually and in teams. It is a finance elective for finance majors and a business elective for non-finance majors.

**Credits:** 3

## **GFIN-506: Seminar in Financial Engineering**

The main objective of this course is to provide the student with an in-depth knowledge of financial derivatives with a focus on the electric power industry. The central topics which will be covered, include: The mathematics of financial derivatives, the economics of the energy sector, futures and options as they apply to the current energy sector. Strong emphasis will be placed both on the mathematical modeling of energy derivatives and the practical aspects of energy markets in the U.S. Measures of risk, portfolio management as it applies to energy products, and value at risk (VAR) models will also be covered.

**Credits:** 3

**GFIN-507: Financial Statements Analysis**

The main objective of this course is to provide the student with a solid background in financial analysis. This should enable students to successfully sit for the CFA's Level 1 exam. This course is essentially self study with discussion. Students will have a quiz prior to discussing the materials in class.

**Credits:** 3

**GFIN-508: Seminar in Corporate Finance**

This course exposes students to a wide range of topics in the finance literature. All Finance Ph.D. students are required to attend, but only those in their second year take it for credit. The course allows students to develop ideas for their dissertations. Students will present papers related to their own interests as well as critical evaluation of the extant literature.

**Credits:** 3

**GFIN-590: Corporate Financial Policy and Strategy**

This course is designed to examine the major strategic and policy issues facing firms operating in the increasingly competitive global environment. Its focus is on the relationships of the company's external environment and internal resources which result in the development of broad corporate strategies and specific operational policies. The purpose is to provide students with an in-depth conceptual framework for analyzing those issues and challenges which must be addressed in order to optimize benefits to the corporation as a whole. Thus the course takes an integrative approach to solving problems attendant to: (1) operation in foreign environments, or across national boundaries; and/or (2) competing against global competitors. Note - Because of the prior preparation of the students enrolled in the class this semester, the focus of the course this semester will be on the Environment of International to which the students were not previously exposed.

**Credits:** 3

**GFIN 500: Financial Management**

The main objective of this course is to provide the student with an in-depth knowledge of financial management, and an ability to perform financial analysis. The central topics which will be covered include: Financial analysis planning and control, time value of money, opportunity cost of capital, risk and return. A strong emphasis will be placed upon capital budgeting.

**Credits:** 3

## Flute

**MUSP-100: Flute Instruction**

Private lessons to non-music major. Course can be repeated.

**Credits:** 1

**Prerequisites:**

Permission of coordinator/instructor required.

**MUSP-111: Flute Minor**

Includes all minor and major scales and arpeggios, along with suitable studies and solos.

**Credits:** 2

**MUSP-112: Flute Minor**

Includes all minor and major scales and arpeggios, along with suitable studies and solos.

**Credits:** 2



**MUSP-121: Flute Minor**

Continuation MUSP-111, 112.

**Credits:** 2

**Prerequisites:**

MUSP-111, 112 or consent of instructor.

**MUSP-122: Flute Minor**

Continuation MUSP-111, 112.

**Credits:** 2

**Prerequisites:**

MUSP-111, 112 or consent of instructor.

**MUSP-131: Flute Minor**

Continuation of MUSP-121, 122, with more advanced studies and solos.

**Credits:** 2

**Prerequisites:**

MUSP-121, 122 or consent of instructor.

**MUSP-132: Flute Minor**

Continuation of MUSP-121, 122, with more advanced studies and solos.

**Credits:** 2

**Prerequisites:**

MUSP-121, 122 or consent of instructor.

**MUSP-141: Flute Minor**

Continuation of MUSP-131, 132, with preparation for graduating recital.

**Credits:** 2

**Prerequisites:**

MUSP-131, 132 or consent of instructor.

**MUSP-142: Flute Minor**

Continuation of MUSP-131, 132, with preparation for graduating recital.

**Credits:** 2

**Prerequisites:**

MUSP-131, 132 or consent of instructor.

**MUSP-211: Flute Major**

Instruction in major and minor scales and arpeggios, along with etudes and solos in all styles.

**Credits:** 4

**MUSP-212: Flute Major**

Instruction in major and minor scales and arpeggios, along with etudes and solos in all styles.

**Credits:** 4

**MUSP-221: Flute Major**

Continuation of MUSP-211, 212. Preparation for qualifying recital.

**Credits:** 4

**Prerequisites:**

MUSP-211, 212 or consent of instructor.

**MUSP-222: Flute Major**

Continuation of MUSP-211, 212. Preparation for qualifying recital.

**Credits:** 4

**Prerequisites:**

MUSP-211, 212 or consent of instructor.

**MUSP-231: Flute Major**

Continuation of MUSP-221, 222.

**Credits:** 4

**Prerequisites:**

MUSP-221, 222 or consent of instructor.

**MUSP-232: Flute Major**

Continuation of MUSP-221, 222.

**Credits:** 4

**Prerequisites:**

MUSP-221, 222 or consent of instructor.

**MUSP-241: Flute Major**

Continuation of MUSP-231, 232 with preparation for senior recital.

**Credits:** 4

**Prerequisites:**

MUSP-231, 232, or consent of instructor.

**MUSP-242: Flute Major**

Continuation of MUSP-231, 232 with preparation for senior recital.

**Credits:** 4

**Prerequisites:**

MUSP-231, 232, or consent of instructor.

**MUSP-301: Graduate Flute Minor I**

This course is designed to help you develop comprehensive practice strategies as well as how to develop your dexterity and playing abilities.

**Credits:** 3

**MUSP-302: Graduate Flute Minor II**

A continuation of MUSP-301. This course builds upon flute performance techniques.

**Credits:** 3

**MUSP-303: Graduate Flute Minor III**

A continuation of MUSP-302. This course builds upon flute performance techniques.

**Credits:** 3

**MUSP-304: Graduate Flute Minor IV**

A continuation of MUSP-303. This course builds upon flute performance techniques.

**Credits:** 3

**MUSP-311: Graduate Flute Major I**

Private instruction in performance for graduate students.

**Credits:** 5

**MUSP-312: Graduate Flute Major II**

Private instruction in performance for graduate students.

**Credits:** 5

**MUSP-321: Graduate Flute Major III**

Private instruction in performance for graduate students.

**Credits:** 5

**MUSP-322: Graduate Flute Major IV**

Private instruction in performance for graduate students.

**Credits:** 5

## French Horn

**MUST-100: French Horn Instruction**

Private lessons to non-music major. Course can be repeated.

**Credits:** 1

**Prerequisites:**

Permission of coordinator/instructor required.

**MUST-111: French Horn Minor**

Includes major and minor scales and arpeggi, tone production, and etudes and solos in all styles.

**Credits:** 2

**MUST-112: French Horn Minor**

Includes major and minor scales and arpeggi, tone production, and etudes and solos in all styles.

**Credits:** 2

**MUST-121: French Horn Minor**

Continuation of MUST-111, 112.

**Credits:** 2

**Prerequisites:**

MUST-111, 112, or consent of instructor.

**MUST-122: French Horn Minor**

Continuation of MUST-111, 112.

**Credits:** 2

**Prerequisites:**

MUST-111, 112, or consent of instructor.

**MUST-131: French Horn Minor**

Continuation of MUST-121, 122.

**Credits:** 2

**Prerequisites:**

MUSS, 121, 122, or consent of instructor.

**MUST-132: French Horn Minor**

Continuation of MUST-121, 122.

**Credits:** 2

**Prerequisites:**

MUSS, 121, 122, or consent of instructor.

**MUST-141: French Horn Minor**

Continuation of MUST-131, 132, with preparation for senior recital.

**Credits:** 2

**Prerequisites:**

MUST-131, 132, or consent of instructor.

**MUST-142: French Horn Minor**

Continuation of MUST-131, 132, with preparation for senior recital.

**Credits:** 2

**Prerequisites:**

MUST-131, 132, or consent of instructor.

**MUST-211: French Horn Major**

Includes major and minor scales and arpeggi, along with etudes and solos in all styles.

**Credits:** 4

**MUST-212: French Horn Major**

Includes major and minor scales and arpeggi, along with etudes and solos in all styles.

**Credits:** 4

**MUST-221: French Horn Major**

Continuation of MUST-211, 212, with preparation for qualifying recital.

**Credits:** 4

**Prerequisites:**

MUST- 211, 212, or consent of instructor.

**MUST-222: French Horn Major**

Continuation of MUST-211, 212, with preparation for qualifying recital.

**Credits:** 4

**Prerequisites:**

MUST- 211, 212, or consent of instructor.

**MUST-231: French Horn Major**

Continuation of MUST-221, 222.

**Credits:** 4

**Prerequisites:**

MUST, 221, 222, or consent of instructor.

**MUST-232: French Horn Major**

Continuation of MUST-221, 222.

**Credits:** 4

**Prerequisites:**

MUST, 221, 222, or consent of instructor.

**MUST-241: French Horn Major**

Continuation of MUST-231, 232, with preparation for senior recital.

**Credits:** 4

**Prerequisites:**

MUST-231, 232, or consent of instructor.

**MUST-242: French Horn Major**

Continuation of MUST-231, 232, with preparation for senior recital.

**Credits:** 4

**Prerequisites:**

MUST-231, 232, or consent of instructor.

**MUST-301: Graduate French Horn Minor I**

This course is designed to help you develop comprehensive practice strategies as well as how to develop your dexterity and playing abilities.

**Credits:** 3

**MUST-302: Graduate French Horn Minor II**

A continuation of MUST-301. This course builds upon French Horn performance techniques.

**Credits:** 3

**MUST-303: Graduate French Horn Minor III**

A continuation of MUST-302. This course builds upon French Horn performance techniques.

**Credits:** 3

**MUST-304: Graduate French Horn Minor IV**

A continuation of MUST-303. This course builds upon French Horn performance techniques.

**Credits:** 3

**MUST-311: Graduate French Horn Major I**

Private instruction in performance for graduate students.

**Credits:** 5

**MUST-312: Graduate French Horn Major II**

Private instruction in performance for graduate students.

**Credits:** 5

**MUST-321: Graduate French Horn Major III**

Private instruction in performance for graduate students.

**Credits:** 5

**MUST-322: Graduate French Horn Major IV**

Private instruction in performance for graduate students.

**Credits:** 5

## Genetics

**GENE-219: Intro to Biochemical Genetics**

This course is designed as an introductory course in biochemistry with special emphasis on those areas of biochemistry that are especially relevant to genetics and human genetics. The course is team-taught using faculty members and guest lecturers who have particular interest or training in each topic to be covered. The course is organized around four major units: Proteins and Enzymes, Nucleic Acids, Hormones, and Metabolism. The course is designed to develop a students'; recall of cellular biochemistry, knowledge base of the relationship between the genetic code and the translation of biochemical pathways in disease pathology, comprehension of the relationship between pathological genetic changes to the biological process that cause human disorders.

**Credits:** 6

**GENE-220: Research in Genetics**

This course provides academic credit for independent research. It is offered on a variable credit basis and students may elect to register for 1 to 9 credits, depending on the level of time commitment to research the student expects to dedicate. In most cases, the research conducted in this venue is research under the guidance of a faculty mentor of the student's choosing leading to a master's thesis or doctoral dissertation. This course is structured so that Masters and Doctoral students can focus on and perform literature research, identify mentors & research projects, and conduct thesis and dissertation research in the Department of Genetics & Human Genetics. Because research is rarely completed in a single semester, this course may be taken repeatedly until the research is concluded and the thesis or dissertation judged to have passed. See note on page 577 related to research and dissertation hours.

**Credits:** 1-9

**GENE-222: Biochemical and Molecular Genetics**

This course provides academic credit for independent research. In most cases, the research conducted in this venue is research under the guidance of a faculty mentor of the student's choosing leading to a master's thesis or doctoral dissertation. This course is structured so that Masters and Doctoral students can focus on and perform literature research, identify mentors & research projects, and conduct thesis and dissertation research in the Department of Genetics & Human Genetics. Because research is rarely completed in a single semester, this course may be taken repeatedly until the research is concluded and the thesis or dissertation judged to have passed.

**Credits:** 4

**GENE-223: Human Genetics I**

The course is distributed over two semesters as Human Genetics I & II. This course offers a careful study of the conceptual terrain for the discipline to develop a working familiarity with many of the central concepts in contemporary human genetics, recognize the roles of technology and human values in shaping the central concepts, develop proficiency in analyzing models of heritable variation and corresponding phenotypic expression, and their distributions in pedigrees and populations, and to identify evidence for interactions between gene expressions and environment to yield phenotypes. The course format combines lecture, discussion, assigned readings to provide further content depth and breadth

**Credits:** 3

**GENE-224: Human Genetics II**

This course is a continuation of Human Genetics I. This course will cover a minimum of 30 multifactorial phenotypes (congenital malformations and late onset disorders). This course distinguishes and characterizes each of the models of inheritance as it pertains to relationships between genes and phenotype. It's designed to cover principles of multifactorial or polygenic models for estimating empiric recurrence probabilities, correlations between genetic and environmental factors of phenotypic value and heritabilities. One goal is to identify the spectrum of approaches currently envisioned for medical intervention in genetic disorders.

**Credits:** 3

**GENE-233: Introduction to Research**

This course is required for all Master's and Ph.D. students in the first year. The course is designed for development of a hypothetical research project and writing of a detailed research proposal as a semester-long exercise. The course objective is to acquaint the student with a multitude of issues that bear on the successful conduct of independent research which include; understanding how to conduct literature searches, development of a hypothesis, identification of specific aims that will test the hypothesis, experimental design using principles of the scientific method, preparation and presentation of a written research proposal. This exercise will prepare the student for developing a thesis or dissertation proposal.

**Credits:** 3

**GENE-236: Gene Structure and Action**

This course explores the molecular process by which the synthesis, expression, and manipulation of genetic material is organized in chromatin and in cis-acting elements governing the process of the 'central dogma'. It will include a critical review of gene organization, regulation of gene expression by hormones, growth factors, and oxidant stress emphasizing signal transduction pathways and the action of ligand-receptor mediated transcription regulators. Attention will be paid to regulation of gene expression, transcription, and translation by RNA interference and natural & synthetic xenobiotics. The goal of this course is to understand the nature and function of gene expression in proliferation, differentiation, and apoptosis in development and disease.

**Credits:** 3

**GENE-310: Seminar in Genetics**

This course is offered each semester and current residents are invited to register continuously. Course format involves student participation in group discussion and article presentation each class period. The course is designed to focus on acquiring familiarity with current research in basic, clinical, and translational genetic disorders presented in various peer reviewed journals. The format promotes developing skillsets for; gathering, organizing, validating, and interpreting data of peer reviewed articles in molecular, biochemical, clinical, and population genetics. Students will develop the knowledge base to identify and compare the quality of molecular techniques and analytical tools used to perform research. The goal is to acquire skills to employ information from peer reviewed publications as a guide to understanding molecular evolution and forming individual research hypothesis.

**Credits:** 2

**GENE-315: Cancer Genetics**

This advanced elective course focuses on the genetics of cancer, specifically clinical aspects of cancer. Course format follows two hours of didactic lectures with one hour of an active learning component, bioinformatics and labs. This course will provoke dialogue by engaging class participation in questions & answers, as well as targeted discussions of information on the lecture topic gathered from other resources. The course is designed as a valuable resource for mainly graduate and health professional trainees, with interests in genetics and clinical cancer genetics. This course serves as a prerequisite to Cancer Genetics II: Molecular Aspects of Cancer.

**Credits:** 3

**GENE-411: Medical Genetics**

This course introduces students to the clinical aspect of a broad range of human genetic disorders, focusing on phenotypic characteristics, current confirmatory diagnostic techniques for each disorder, and approaches to interventions in terms of either prevention of occurrence, reduced morbidity, or achieving improved coping with disease. The course is designed to develop a student's ability to construct pedigrees and to interpret modes of inheritance. Course format consists of lectures organized in a case study format such that an integration of all components of phenotype can be understood in relation to rationale for diagnostic methodology, and relevant intervention approaches. Students perform assigned reading, on-line searches on genetic diseases.

**Credits:** 3

**GENE-412: Mutation in Human Gene**

This course is structured for research ideas and current advances in genetic and biochemical alterations as a tool for clinical and translation research. This entails an integration of current events and data into the learning modality that utilizes current peer reviewed journal articles. This course focuses on using the substantial array of literature and bioinformatics to develop skills for analyzing data and addressing concepts of interpretation of data. Current peer reviewed publications are the materials used to generate an active learning education that supports group teaching, individual communication, and development of analytic skills. Course format is seminar based where students will present a 2-3 page written summary on the topic covering the molecular lesion, biochemical pathology, and a specific clinical disease associated with the genetic mutation of topic.

**Credits:** 3

# Grad Preparing Future Faculty

## **GPFF-403: Technologies in Teaching and Learning**

This course is designed for students who desire to understand new approaches to the effective use of instructional technology in their teaching practices. The course provides participants with a foundation for choosing appropriate technological tools based on learning needs; gives participants hands-on experience, through class sessions and projects, in the effective use of learning technologies such as interactive web application, video/audio lectures, clickers and various course management tools; and promotes the importance and scholarship of the evaluation of instructional technology efficacy.

**Credits:** 3

### **Prerequisites:**

Students should have completed their disciplinary coursework or obtain permission of their disciplinary advisor to register for this course; be enrolled in the Certificate in College and University Teaching offered by the Graduate School; and completed (or in the process of completing) the Faculty Roles and Responsibilities Course.

## **GPFF-404: Faculty Roles & Responsibilities**

This course provides future members of the professoriate with information and experiences that will improve their ability to obtain new faculty positions. The course includes presentations and guided lessons by faculty, administrators, and experts in fields necessary to facilitate success in the professoriate.

**Credits:** 3

### **Prerequisites:**

This course is open to all students enrolled the Certificate in College and University Teaching offered by the Graduate School.

## **GPFF-405: Professional Internship**

Intensive field experience in a supervised setting, emphasizing research, clinical practice, or college teaching

**Credits:** 3

## **GPFF-407: Diversity in The College Classroom**

This course is designed to enhance students' knowledge and understanding of diversity and the ways that diversity affects both teaching and learning in the college classroom. The course examines how individuals' thoughts, feelings, and behaviors are intertwined with their diverse social environments and will explore how social categories are tools that individuals (faculty and students) use to view and evaluation other people.

**Credits:** 3

### **Prerequisites:**

Students should have completed their disciplinary coursework or obtain permission of their disciplinary advisor to register for this course; be enrolled in the Certificate in College and University Teaching offered by the Graduate School; and completed (or in the process of completing) the Faculty Roles and Responsibilities Course.

## **GPFF-409: How to Be an Effective Mentor**

Students will develop a deep understanding on effective mentoring by examining relevant literature. Students will develop their personal mentoring philosophy, learn how to articulate that philosophy across a variety of disciplines and refine strategies for dealing with mentoring challenges.

**Credits:** 1

### **Prerequisites:**

Students should have completed their disciplinary coursework or obtain permission of their disciplinary advisor to register for this course; be enrolled in the Certificate in College and University Teaching offered by the Graduate School; and completed(or in the process of completing) the Faculty Roles and Responsibilities Course.



### **GPFF-410: Teaching Through Inquiry Based Learning**

In this course participants increase their knowledge of pedagogical approaches that foster the scientific method as a best practice in teaching and learning. In this investigative approach, participants, are presented with a problem, and solutions are derived by asking questions, hypothesizing answers, testing the answers which will serve to confirm or negate the hypothesis.

**Credits:** 1

#### **Prerequisites:**

Students should have completed their disciplinary coursework or obtain permission of their disciplinary advisor to register for this course; be enrolled in the Certificate in College and University Teaching offered by the Graduate School; and completed (or in the process of completing) the Faculty Roles and Responsibilities Course.

### **GPFF-411: The College Classroom**

This course provides an introduction to key learning principles and the basics of effective teaching practices in this course about teaching in the STEM college classroom. Students will explore how people learn, discuss how to monitor and investigate the effectiveness of the learning environment, learn what it means to create an inclusive classroom environment that engages all learners, and utilize backward design to develop a microteaching project. An emphasis on a learning-centered classroom will provide students with a perspective that highlights the interconnected cycle of teaching, assessment, and learning such that they gain the knowledge and skills to be effective teachers in the college classroom.

**Credits:** 2

### **GPFF-501: Preparing Future STEM Faculty**

An Introduction to Evidence-Based Undergraduate STEM Teaching is designed to provide graduate students, postdoctoral scholars, and other aspiring faculty in STEM disciplines with an overview of effective college teaching strategies and the research that supports them. This course is also suitable for other interested university staff, faculty, and administrators. The Course is designed to equip the next generation of faculty to be effective teachers, thus improving the learning experience for the thousands of students they will teach. Past participants are overwhelmingly satisfied with the course. The course draws on the expertise of a variety of STEM faculty, educational researchers, and staff from university teaching centers, many of them affiliated with the CIRT Network. Topics include key learning principles, such as the role of mental models in learning and the importance of practice and feedback; fundamental elements of course design, including the development of learning objectives and assessments of learning aligned with those objectives; and teaching strategies for fostering active learning and inclusive classroom environments. Formats include video content and transcripts, readings, discussion forums, quizzes, and peer-graded assignments where participants will plan teaching and learning activities relevant to their disciplines.

**Credits:** 3

### **GPFF-502: Small Group Collaborative Learning**

This course offers an introduction to small-group collaborative learnings based on the model used in the College Workshop Program at the University of Rochester. The course is designed as a discussion seminar run on your steam: You will proceed through the introduction work yourself, according to your own schedule. However, you are strongly encouraged to work as a team on all assigned projects. Deep learning does not take place, in literature reviews, but rather it occurs when you bring ideas and knowledge back to the group for discussion and debate.

**Credits:** 1

#### **Prerequisites:**

Students should have completed their disciplinary coursework or obtain permission of their disciplinary advisor to register for this course; be enrolled in the Certificate in College and University Teaching offered by the Graduate School; and completed (or in the process of completing) the Faculty Roles and Responsibilities Course.

**GPIF-503: Flipping a New Generation**

Flipping the Classroom is quickly becoming a popular pedagogical approach in the STEM disciplines. This course will explore many aspects of flipping the classroom by actually utilizing a flipped model with participants. Upon completion of this course, student participants will 1) understand the value of this pedagogical approach 2) understand the general structure of a flipped classroom 3) become familiar with the different technological approaches to flipping courses 4) become familiar with the literature of how flipping can help to improve student learning outcomes and 5) learn how to flip a STEM class.

**Credits:** 1

**Prerequisites:**

Students should have completed their disciplinary coursework or obtain permission of their disciplinary advisor to register for this course; be enrolled in the Certificate in College and University Teaching offered by the Graduate School; and completed (or in the process of completing) the Faculty Roles and Responsibilities Course.

**GPIF-504: What Best Teachers Do**

This theoretical framework for this course centers on issues raised by Ken Bain in his book, "What Best College Teachers Do." Bain interviewed a select group of college faculty and inquired about their teaching and learning practices. Each chapter centers on an important element of effective teaching and this course uses, as a point of departure to discuss these issues more comprehensively and in a college context. The driving philosophy of this course is that our teaching practice is a continual pursuit that involves finding new ways to engage students in our disciplines and improve learning outcomes. This process requires reading and reflection as well as discussions with peers and experts.

**Credits:** 1

**Prerequisites:**

Students should have completed their disciplinary coursework or obtain permission of their disciplinary advisor to register for this course; be enrolled in the Certificate in College and University Teaching offered by the Graduate School; and completed (or in the process of completing) the Faculty Roles and Responsibilities Course.

**GPIF-505: Using Debate to Teach Science**

This course provides future faculty with the knowledge and skills on the use of debate as a pedagogical tool for communicating challenging scientific concepts in the college classroom. Students will have the opportunity to explore how this pedagogical approach can increase student involvement in the learning process as well as fostering critical thinking, and research skills.

**Credits:** 1

**Prerequisites:**

Students should have completed their disciplinary coursework or obtain permission of their disciplinary advisor to register for this course; be enrolled in the Certificate in College and University Teaching offered by the Graduate School; and completed (or in the process of completing) the Faculty Roles and Responsibilities Course.

**GPFF-506: Experimental New Techniques for Active Learning**

Active learning is any approach to instruction in which all students are asked to engage in the learning process. Active learning stands in contrast to "traditional" modes of instruction in which students are passive recipients of knowledge from an expert. This course provides students with simple strategies that combine active learning principles with online tools so students can encounter and engage with information and ideas and reflect on their learning. These strategies apply to both small and large class sizes.

**Credits:** 1

**Prerequisites:**

Students should have completed their disciplinary coursework or obtain permission of their disciplinary advisor to register for this course; be enrolled in the Certificate in College and University Teaching offered by the Graduate School; and completed (or in the process of completing) the Faculty Roles and Responsibilities Course.

**GPFF-507: Understanding and Implementing Scholarly Activities**

This course focuses on helping students identify ways to integrate research, creative and scholarly activities into the different disciplines as an approach to engage motivated students. It explores best practices for cultivating and supporting a research-focused curriculum, involving inquiry based learning and hands-on learning to improve students' ability to problem-solve, work in multi-disciplinary teams, expose them to ethics in research and information literacy, and provide practical opportunities to apply written and oral communication skills and discipline specific techniques and competencies.

**Credits:** 2

**GPFF-509: Basic of Online Teaching and Learning**

This online blended course walks students through online course development in a mix of synchronous and asynchronous activities. The course will begin with synchronous online sessions providing an overview of the course and effective online pedagogy. This will be followed by a mix of synchronous and asynchronous sessions on building a course. Each week will involve approximately 4-6 hours of readings, videos, assignments, discussions, and peer feedback. During this time students will work on their final projects where they will develop materials for an online course (or unit) they plan to teach in the future. The course will end with 1 week of student micro-teaching presentations to the group.

**Credits:** 3

**GPFF-601: Culturally Responsive Pedagogy and Assessment**

This Course is designed to increase faculty cultural knowledge, competence and abilities to engage in culturally responsive teaching and assessment. Topics to be covered will include but not limited to culture, diversity, bias literacy, microaggression, school climate, and inclusion.◆

**Credits:** 3

**GPFF-602: Learning Centered Community College**

This course focuses on the organizational culture, pedagogical practices, institutional priorities, and curriculum--content, design, and delivery at community colleges

**Credits:** 3

**GPFF-603: How to Mentor Graduate Students**

The academic and professional success of underrepresented minority students has been strongly linked to mentorship. This course is designed to increase the importance and knowledge of culturally responsive mentoring in future faculty Course participants will be introduced to best practices in mentoring graduate students, within the context of teaching, research and professional development. This course will also have an experiential component, each registrant in the Course will be assigned a mentee and the mentorship skills will be evaluated by the mentee.

**Credits:** 3

# Graduate Nursing Core Courses

## **NURC-501: Interdisciplinary Health Care Ethics**

This interprofessional ethics course involves teaching of rudimentary knowledge and skills in ethical theory and reasoning, professional ethics, interprofessional approach to health care decision-making, goals of health care, illness experience, and other topics of concern.

**Credits:** 2

## **NURC-502: Nursing Research: Theory and Practice**

This course examines the theoretical and conceptual bases of nursing to encourage the student to critique, evaluate and utilize appropriate nursing theory within their own practice. Focus will be on a variety of theories from nursing.

**Credits:** 4

## **NURC-504: Health Care Policy**

This course presents an introduction to health policy, i.e., the various ways in which the government plays a role in health and in the provision of health care. Health policies can have a profound effect on quality of life. Accessibility, cost, quality of health care; safety of food, water, and environment; the right to make decisions about our health; these issues are vitally tied to health policies.

**Credits:** 2

## **NURC-509: Cultural Diversity and Social Issues**

This course considers issues of human diversity broadly defined to include race, ethnicity, culture, nationality, religion, sexual orientation, gender identity, and ability. Students will explore the contours of difference and the dynamics of diversity, privilege, and oppression in domestic and global contexts.

**Credits:** 2

## **NURC-511: Advanced Pathophysiology**

Describes disordered physiology and clinical consequences of common disease processes. Analyses of the biophysical rationale are used during seminar, problem-solving exercises and case studies to recognize the pathophysiologic bases of clinical findings.

**Credits:** 3

## **NURC-512: Theoretical Foundation for Advanced Practice Nursing**

This course focuses on the philosophical and theoretical bases underlying concepts and operations inherent to nursing. Synthesis of theories from behavioral, natural, social, and applied sciences is emphasized as it relates to nursing and practice.

**Credits:** 2

## **NURC-513: Culturally Congruent Care - Clinical Health Profession**

This course will explore and reflect on the culture of western medicine into which students are being socialized. Students will explore the values they bring into the profession and how these values influence their personal and professional lives, including responses to diverse patient cultures.

**Credits:** 3

## **NURC-605: Thesis**

Thesis guidance for M.A. students.

**Credits:** 2

## **NURC-606: Research Practicum**

Activities related to active research under supervision by a faculty member. Two 1-credit courses are required for the doctoral qualifying examination.

**Credits:** 2

# Graduate Nursing Electives

## **NURE-502: Independent Study**

Allows the student to explore a topic of interest under the close supervision of a faculty member. The course may include directed readings, applied work, assisting a faculty member with a research project, carrying out an independent research project, or other activities deemed appropriate.

**Credits:** 1

## **NURE-611: Grief and Loss: A Family Perspective**

This course is designed to acquaint the student with a richer understanding of loss through the life span. Loss as discussed in class will include not only the realized separations that occur through death but also those psychological, physical and situational changes that occur throughout life and affect us all.

**Credits:** 2

## **NURE-700: Teaching and Learning in Nursing Education**

This course introduces students to major theoretical perspectives on nursing education/practice/research and how this body of knowledge can be used to guide policies and practices in nursing education to promote student learning and development, nursing research, and ultimately nursing practice.

**Credits:** 2

## **NURE-701: Curriculum and Instruction in Nursing Education**

Includes philosophical values, educational concepts, and theories of learning used to link nursing education to standards of nursing practice. Guides students to develop curriculum plans and propose related teaching and evaluation strategies.

**Credits:** 3

## **NURE-702: Measurement and Evaluation in Nursing Education**

Assessment of theories and strategies of measurement and evaluation as they apply to nursing education. Combines theories of measurement and evaluation with outcomes-based approaches to promote safe effective professional nursing practice. Experiential exercises in the development, use, and critique of measurement and evaluation methods to classroom and clinical learning situations as well as to nursing education program evaluation.

**Credits:** 3

## **NURE-703: Clinical Role Specialty for the Nurse Educator**

Capstone clinical in a specialty focusing on critical examination, synthesis, and evaluation of professional nursing care. Client populations include individuals and/or groups reflecting diverse settings, ages, and ethnic communities. Emphasis on mastering theoretical concepts, applying theory and research findings, improving skill competency, and developing leadership capabilities in the clinical setting.

**Credits:** 2

## **NURE-704: Clinical Role Practicum for the Nurse Educator**

This course is a continuation of prior nursing courses. Students will participate in clinical practicum experiences which provide opportunities to further develop competencies in patient-centered care, teamwork and collaboration, safety, quality, informatics, and evidence-based practice.

**Credits:** 2

## **NURE-705: Role Development as a Nurse Educator**

In this course, students will examine the role of the nurse educator in relation to broader perspectives of selected higher education and/or health care agencies. Further, students will implement aspects of the nurse educator role in selected academic units, institutions, and in the profession of nursing.

**Credits:** 2

**NURE-706: Nurse Educator Practicum**

This course is an exploration of the nurse educator role in structuring teaching strategies that assure effective individual and group learning, safe clinical practice, and a commitment to lifelong learning. Nurse educator practicum placements are arranged within pre-licensure nursing education programs.

**Credits:** 2

## Graduate Nutritional Science

**NUTG-208: Nutrition in Aging**

Students will develop a basic understanding of nutritional concerns of older persons, be introduced to some of the biological changes of the body during the aging process, recognize dietary practices and nutritional needs specific to older individuals, and practice skills needed to develop and lead interventions with older adults. This one credit course is designed to introduce students to the knowledge and skills needed by dietitians and health practitioners to promote successful aging and minimize disease impact in the second half of life.

**Credits:** 2

**NUTG-284: Community Nutrition**

This course is a discussion of the principles and programs developed to improve the dietary intake and the nutritional status of individuals and groups within a community.

**Credits:** 3

**NUTG-301: Thesis in NS**

Thesis guidance for M.A. students.

**Credits:** 3

**NUTG-302: Thesis in NS**

Thesis guidance for M.A. students.

**Credits:** 1

**NUTG-310: Grad Sem Nutrition**

This course is designed to address the intellectual growth needs of students at the advanced or senior level

**Credits:** 1-4

**NUTG-311: Carbohydrate & Energy Metabolism**

This course will give you a clear introduction to the basic fundamentals of energy metabolism. The subject matter of the course will be relevant to nutrition and determined by the faculty of record.

**Credits:** 2

**NUTG-312: Proteins**

This course covers assay and purification of enzymes and other proteins. Chemical modification, site-directed mutagenesis, and enzyme kinetics as tools in understanding structure-function relationships and enzyme mechanisms will also be covered.

**Credits:** 3

**NUTG-313: Lipids**

This course aims to help students develop an understanding of the chemistry of lipids, the unique structural and associative properties of lipid molecules which distinguishes them as a class and forms the basis for an understanding of the nutritional biochemistry which describes and seeks to predict the physical and biological functions of lipids in living tissues.

**Credits:** 3

**NUTG-314: Vitamins**

This course examines the metabolism of vitamins and minerals in the context of human development from infancy, childhood, adolescence, adulthood, reproduction and through to aging

**Credits:** 3

**NUTG-315: Minerals**

This course provides an in-depth introduction to vitamin and mineral metabolism with particular emphasis on nutrient bioavailability and absorption, transport and tissue accumulation, regulation of nutrient metabolism and homeostasis, and nutrient function.

**Credits:** 3

**NUTG-316: Evaluation of Nutrition Status**

The course aims at giving the student the scientific knowledge to assess the nutritional status of the community and hospitalized patients. Students will gain an understanding of dietary, biochemical, anthropometric and clinical determinants used in the assessment of individuals and groups.

**Credits:** 3

**NUTG-318: Techniques in Community Nutrition**

Study of theory, concepts and philosophy affecting nutrition education and services in the community.

**Credits:** 2

**NUTG-401: Res in Nutrition**

This course emphasizes skills in the conduct and interpretation of research. Emphasis given to study design, instrumentation, analysis, and ethical issues.

**Credits:** 3

**NUTG-402: Res in Nutrition**

This course emphasizes skills in the conduct and interpretation of research. Emphasis given to study design, instrumentation, analysis, and ethical issues.

**Credits:** 1

**NUTG-404: PhD Dissertation**

Dissertation guidance for doctoral students.

**Credits:** 3

**NUTG-405: PhD Dissertation**

Dissertation guidance for doctoral students.

**Credits:** 6

**NUTG-501: Global Health and Nutrition**

Course topics include an overview of global and US public health nutrition goals, malnutrition around the globe, nutrition surveillance systems and interventions, practices and processes of local and global food markets, global food systems and legislative and regulatory policies.

**Credits:** 3

**NUTG-503: Nutrition Policy**

For the purpose of this course nutrition and food policy is viewed as a specific set of decisions with related actions, established by a government and often supported by special legislation, which address a nutrition or food problem or set of problems.

**Credits:** 3

**NUTG-540: International Nutrition**

Presents major nutritional problems that influence the health, survival, and developmental capacity of populations in developing societies. Covers approaches implemented at the household, community, national, and international levels to improve nutritional status.

**Credits:** 3

## Graduate Primary Family Health

**NURP-601: Pharmacotherapeutics**

This course provides the opportunity to acquire advanced knowledge and skills in the therapeutic use of pharmacologic agents. The pharmacologic treatment of major health problems will be explored. Principles of pharmacokinetics, pharmacodynamics and pharmacogenomics will be examined.

**Credits:** 3

**NURP-605: Advanced Health Assessment**

It focuses on the skills of assessment necessary in advanced nursing practice. The course provides opportunities for you to perform comprehensive and problem-specific psychosocial, developmental, cultural, and physical assessments in establishing client-centered databases.

**Credits:** 3

**NURP-606: Family Primary Care of Children and Adolescents & Practicum**

This course focuses on applying nursing principles in promotion, maintenance and restoration of health for infants, children and their families. Health issues and nursing concerns of children will be studied with emphasis on developmental stages, family processes, health promotion practices, and social, cultural and spiritual influences.

**Credits:** 4

**NURP-607: Family Primary Care of Women & Practicum**

This course focuses on the promotion, maintenance, and restoration of health for women during the childbearing years, their newborns, and their families. Through the use of a multi-sectoral approach, and with an emphasis on equitable distribution and appropriate technology, it relates physiological, environmental, cultural, and behavioral factors and issues that impact on the reproductive woman and childbearing.

**Credits:** 4

**NURP-608: Family Primary Care of Adults & Practicum**

This course emphasizes core competencies of managing care in emergent and acute care patients, clinical decision making, collaboration, teaching/learning, professional behavior, and legal/ethical aspects of care.

**Credits:** 5

**NURP-609: Family Primary Care of Older Adults & Practicum**

This course addresses strategies for the non-pharmacologic management of challenging behaviors of older adults with dementia. The course is designed for advanced practice registered nurses/students, and members of the healthcare team with an interest in the care of older adults. NURS-605 course requires a case study of a client with dementia and behavioral problems.

**Credits:** 5

**NURR-610: Family Primary Nurse Practitioner Role Seminar Practicum**

A primary care nurse practitioner will assess a patient's health, administer preventive care, and help to treat and manage general conditions. They will refer patients to a specialist if a more serious condition is discovered.

**Credits:** 5



# Guitar

## **MUSO-100: Guitar Instruction**

Private lessons to non-music major. Course can be repeated.

**Credits:** 1

**Prerequisites:**

Permission of instructor required.

## **MUSO-105: Non-Major Guitar Class**

Group instruction for non-music majors in music fundamentals, basic playing techniques, and repertoire of popular and classical music.

**Credits:** 1

**Prerequisites:**

Student must supply own guitar.

## **MUSO-111: Guitar Minor**

Open position major and minor scales, arpeggi, and chords; slurs and left hand development exercises; etudes and solos in various styles.

**Credits:** 2

## **MUSO-112: Guitar Minor**

Open position major and minor scales, arpeggi, and chords; slurs and left hand development exercises; etudes and solos in various styles.

**Credits:** 2

## **MUSO-121: Guitar Minor**

Continuation of MUSO-111, 112 with moveable altered scales, arpeggi, and chord forms.

**Credits:** 2

**Prerequisites:**

MUSO-111, 112 or consent of instructor.

## **MUSO-122: Guitar Minor**

Continuation of MUSO-111, 112 with moveable altered scales, arpeggi, and chord forms.

**Credits:** 2

**Prerequisites:**

MUSO-111, 112 or consent of instructor.

## **MUSO-131: Guitar Minor**

Continuation of MUSO-121, 122.

**Credits:** 2

**Prerequisites:**

MUSO-121, 122, or consent of instructor.

## **MUSO-132: Guitar Minor**

Continuation of MUSO-121, 122.

**Credits:** 2

**Prerequisites:**

MUSO-121, 122, or consent of instructor.

## **MUSO-141: Guitar Minor**

Continuation of MUSO-131, 132 with preparation for graduating recital.

**Credits:** 2

**Prerequisites:**

MUSO-131, 132 or permission of instructor.

**MUSO-142: Guitar Minor**

Continuation of MUSO-131, 132 with preparation for graduating recital.

**Credits:** 2

**Prerequisites:**

MUSO-131, 132 or permission of instructor.

**MUSO-211: Guitar Major**

Scales, arpeggios, and chord forms; slurs and left hand development exercises; etudes and solos in various styles.

**Credits:** 4

**MUSO-212: Guitar Major**

Scales, arpeggios, and chord forms; slurs and left hand development exercises; etudes and solos in various styles.

**Credits:** 4

**MUSO-221: Guitar Major**

Continuation of MUSO-211, 212 with addition of ensemble works utilizing accompaniment techniques and preparation for qualifying recital.

**Credits:** 4

**Prerequisites:**

MUSO-211, 212 or consent of instructor.

**MUSO-222: Guitar Major**

Continuation of MUSO-211, 212 with addition of ensemble works utilizing accompaniment techniques and preparation for qualifying recital.

**Credits:** 4

**Prerequisites:**

MUSO-211, 212 or consent of instructor.

**MUSO-231: Guitar Major**

Continuation of MUSO-221, 222 with addition of mixed ensemble works in which guitar is featured.

**Credits:** 4

**Prerequisites:**

MUSO-221, 222 or consent of instructor.

**MUSO-232: Guitar Major**

Continuation of MUSO-221, 222 with addition of mixed ensemble works in which guitar is featured.

**Credits:** 4

**Prerequisites:**

MUSO-221, 222 or consent of instructor.

**MUSO-241: Guitar Major**

Continuation of MUSO-231, 232 with addition of a guitar concerto and preparation for the senior recital.

**Credits:** 4

**Prerequisites:**

MUSO-231, 232 or consent of instructor.

**MUSO-242: Guitar Major**

Continuation of MUSO-231, 232 with addition of a guitar concerto and preparation for the senior recital.

**Credits:** 4

**Prerequisites:**

MUSO-231, 232 or consent of instructor.

**MUSO-301: Graduate Guitar Minor I**

This course is designed to help you develop comprehensive practice strategies as well as how to develop your dexterity and playing abilities.

**Credits:** 3

**MUSO-302: Graduate Guitar Minor II**

A continuation of MUSO-301. This course builds upon guitar performance techniques.

**Credits:** 3

**MUSO-303: Graduate Guitar Minor III**

A continuation of MUSO-302. This course builds upon guitar performance techniques.

**Credits:** 3

**MUSO-304: Graduate Guitar Minor IV**

A continuation of MUSO-303. This course builds upon guitar performance techniques.

**Credits:** 3

**MUSO-311: Graduate Guitar Major I**

Private instruction in performance for graduate students.

**Credits:** 5

**MUSO-312: Graduate Guitar Major II**

Private instruction in performance for graduate students.

**Credits:** 5

**MUSO-321: Graduate Guitar Major III**

Private instruction in performance for graduate students.

**Credits:** 5

**MUSO-322: Graduate Guitar Major IV**

Private instruction in performance for graduate students.

**Credits:** 5

## Guitar Ensemble

**MUTF-301: Guitar Ensemble**

Students will be assigned with guitar ensemble works with musical partners at their level and/ or assigned with accompany in vocal and instrumental. Students will practice assigned works regularly with their partners and perform together in front of the class.

**Credits:** 1

**MUTF-302: Guitar Ensemble II**

A continuation of MUTE-131. Weekly coaching and rehearsals in guitar ensembles.

**Credits:** 1

## Harp

**MUTR-100: Harp Instruction. Private lessons for non-music majors**

Permission of coordinator/instructor.

**Credits:** 1

**MUTR-111: Harp Minor**

Consists of major and minor scales and arpeggios, tonal production, and etudes and solos in all styles.

**Credits:** 2

**MUTR-112: Harp Minor**

Consists of major and minor scales and arpeggios, tonal production, and etudes and solos in all styles.

**Credits:** 2

**MUTR-121: Harp Minor**

Continuation of MUTR-111, 112.

**Credits:** 2

**Prerequisites:**

MUTR-111, 121, or consent of instructor.

**MUTR-122: Harp Minor**

Continuation of MUTR-111, 112.

**Credits:** 2

**Prerequisites:**

MUTR-111, 121, or consent of instructor.

**MUTR-131: Harp Minor**

Continuation of MUTR-121, 122.

**Credits:** 2

**Prerequisites:**

MUTR-121, 122, or consent of instructor.

**MUTR-135: Harp Minor**

Continuation of MUTR-121, 122.

**Credits:** 2

**Prerequisites:**

MUTR-121, 122, or consent of instructor.

**MUTR-141: Harp Minor**

Continuation of MUTR-131, 132. Preparation for senior recital.

**Credits:** 2

**Prerequisites:**

MUTR-131, 132, or consent of instructor.

**MUTR-142: Harp Minor**

Continuation of MUTR-131, 132. Preparation for senior recital.

**Credits:** 2

**Prerequisites:**

MUTR-131, 132, or consent of instructor.

**MUTR-301: Graduate Harp Minor I**

This course is designed to help you develop comprehensive practice strategies as well as how to develop your dexterity and playing abilities.

**Credits:** 3

**MUTR-302: Graduate Harp Minor II**

A continuation of MUTR-301. This course builds upon Harp performance techniques.

**Credits:** 3

**MUTR-303: Graduate Harp Minor III**

A continuation of MUTR-302. This course builds upon Harp performance techniques.

**Credits:** 3

**MUTR-304: Graduate Harp Minor IV**

A continuation of MUTR-303. This course builds upon Harp performance techniques.

**Credits:** 3

**MUTR-311: Graduate Harp Major I**

Private instruction in performance for graduate students.

**Credits:** 5

**MUTR-312: Graduate Harp Major II**

Private instruction in performance for graduate students.

**Credits:** 5

**MUTR-321: Graduate Harp Major III**

Private instruction in performance for graduate students.

**Credits:** 5

**MUTR-322: Graduate Harp Major IV**

Private instruction in performance for graduate students.

**Credits:** 5

## Health Management

**HLMN-506: Intro to Epidemiology**

In this introductory course, students will learn and apply basic concepts of epidemiology to multiple domains of public health. We will illustrate and practice using epidemiology to better understand, characterize, and promote health at a population level.

**Credits:** 3

## Histopathology

**HISP-216: Oral Pathology I**

This course will feature the study of diseases of the oral region with an emphasis on clinical appearance and oral manifestation of epithelial diseases and soft tissue diseases. The definition, clinical and histologic features, treatment, and prognosis of selected disease entities are presented in a didactic manner.

**Credits:** 2

**HISP-322: Oral Pathology II**

This course will introduce the study of diseases of the oral mucosa with an emphasis on clinical appearance. The definition, clinical and histologic features, treatment, and prognosis of selected disease entities will be presented in a didactic manner. Diseases of the oral and facial region will be presented and the discussion of the clinical and histological basis of disease classification, development of the differential diagnosis, biomedical implications, and treatment and prognosis within the context of health disparities.

**Credits:** 1

**HISP-324: Oral Pathology III**

This course will feature the study of diseases of the oral region with an emphasis on clinical appearance and oral manifestation of systemic diseases with particular focus on diseases likely encountered in general dental practice, those that are rare but serious, and those that are unique to the jaws. The definition, diagnosis, clinical and histologic features, treatment, and prognosis of selected disease entities are presented in a didactic manner.

**Credits:** 1

**HISP-327: Intro to Clinical and Translational Research**

This course will feature the basics of research methodologies. Student will utilize developed skills to draw on resources for the application of ethical decision making as it pertains to research. The processes of critically appraise and its application, will be used to evaluate scientific and lay literature as it relates to providing evidence-based patient care. Participants will use critical thinking and problem-solving skills in employing research methods. Students will be exposed to career information and guidance for research opportunities. Finally, students will be able to understand research in the context of health disparities.

**Credits:** 3

## Historical Studies

**HISU-211: American Religious History**

This course offers a broad survey of the role of religion in American ... diversity and the complexities of American religious life.

**Credits:** 3

**HISU-220: History of Black Church**

The purpose is to enrich personal faith and prepare persons for informed and competent leadership in behalf of God's mission of liberation for all peoples. Additionally, this course is designed to unearth key historical events, persons, and moments in American religious life.

**Credits:** 3

**HISU-240: Islam and the African American Experience**

This course will examine the experiences of indigenous and immigrant American Muslims. The course will explore the history of Islam in America. Attention will be given to the interaction between the shared Islamic identity and the distinctive local expressions of Muslim faith and life. Political, legal, social, artistic, and cultural dimensions of American Muslim experience will be analyzed.

**Credits:** 3

**HISU-248: Islam Juris & Am Constitution**

The goal of the course is to equip students with a deeper understanding of Islamic law in historical and contemporary forms. It is designed to give students a firm grounding in the principles, concepts and terminology of Islamic law and enhances team effectiveness as well as hands-on-experiences. This includes a critical analysis of the legal history, jurisprudential development, and the schools of Islamic law, evolution of the law up to the present, and its contemporary applications. Case studies relate to family, commercial, criminal law and other key issues of social responsibility will be examined. Guest speakers including judges, Professors of law and lawyers will be invited to explain important principles and concepts of the American constitution and beyond. No previous familiarity with the field is necessary and there are no course prerequisites. All readings will be in English. The instructional method combines lecture-discussion with actual case studies, guest speaker, attending events, site visitation, multimedia instruction and interactive student presentations.

**Credits:** 3

**HISU-260: Islam & African American Experience**

The course will examine the history of Islam in America with the focus on African American experience. An interdisciplinary introduction to the basic concepts and literature in the disciplines covered by African-American studies. The course will provide critical analysis of historical, religious, political, social, and economic forces in shaping cultural expression. Attention will be given to the interaction between the shared Islamic identity and the distinctive local expressions of Muslim faith and life. Assessment of contemporary African American Muslim community in terms of its institutions, style of life, patterns of work and intergroup relations will be explored. The course provides the students with an opportunity to understand the main challenges Black community faced since slavery times to present. Students also examine how the overlap of race-class-gender identities create diverse notions of American Muslim experience. Upon the end of the course work, students will design an event that illustrate the contribution of African American communities to humanity.

**Credits:** 3

**HISU-315: Women, Gender & Family in Islam**

This is a foundational course in an emerging interdisciplinary field that takes Muslim Women' Studies for its focus. The course defines a conceptual framework for examining social questions through engaging the Qur'an as the transcendent record of revealed guidance and the Prophetic model in a moral economy postulating creation, justice, freedom and responsibility. Students will explore the women question, feminist and womanist, gender and family structure in a framework that integrates empirical and normative perspectives. Students will analyze teachings and practices of the contemporary debate on women in Islam by surfacing specific issues such as family structure, marriage, divorce, wealth and poverty; woman and modern war, slavery and sex trafficking; sexuality and spirituality; education; and social justice. Students will compare and contrast between different women's trends and movements in the modern world with special attention on African-American women movements and activism. Students will develop together a document that envisions the future of women, children and family.

**Credits:** 3

**HISU-317: Ethics & Prophetic Tradition in Islam**

The subject of ethics essentially comprises a twofold objective, it evaluates human practices by calling upon moral standards, and also it gives prescriptive guidance on how to act morally in a given situation. Islamic ethical values and moral concepts are both universal and specific. This course will explore the great emphasis in Islam on ethical aspects of human conduct derived from the Quranic and Prophetic tradition/Sunna, hadith and sunnah. This course will examine the Islamic moral and ethical system where the principles of Islamic law is linked to the exemplary conduct of all the prophets, especially Prophet Muhammad, in a manner that is appropriate to an actual ethical case. Students will analyze issues from Islamic perspective, such as wealth and poverty, war and peace, race, gender and sexuality, medical and environmental ethics, family and social justice. Universal Ethics will be explored and analyzed. At the end of this course, students will work together to develop a declaration of Universal Ethics in a diverse, yet unified for faith communities and institutions. A research component is also added to this course where the students read thoroughly and critically in order to arrive to a comprehensive conclusion. The instructional method combines lecture-discussion with actual case studies, guest speaker, attending events, multimedia instruction and interactive student presentations.

**Credits:** 3

**HISU-336: Islam in Africa: History and Culture**

African civilizations in the Mediterranean and sub-Saharan regions have shaped world history. This course is intended to introduce the student to the history of Africa from the emergence of Islam to the Present day. Students will critically examine how African civilization developed and interacted, with Islamic belief, values, principles and practices. Students will approach African history from a variety of perspectives that critically explore scholarly debates over African identities and contemporary development. The practice of Islam in the continent is not static and is constantly being reshaped by prevalent social, economic, and political conditions. Interdisciplinary exploration into the cultures and societies of West, East, North and South Africa will be explored. A research component is also added to this course where the students read thoroughly and critically in order to arrive to a comprehensive conclusion. The instructional method combines lecture-discussion, guest speaker, attending events, multimedia instruction and interactive student presentations.

**Credits:** 3

**HISU-426: African Amer. Religious History**

This course explores major topics in the history of African American religion. Our discussion topics will include: theology (liberal, evangelical, and fundamentalist), constructive development thought vs. compensatory thought, spirituality in sacred and secular music traditions, homiletics, the Independent African Church Movement, social ministry, the African American jeremiad, civil religion, Womanism, the Social Gospel Movement, the Civil Rights Movement, and the Prosperity Gospel Movement.

**Credits:** 3

**HISU-430: Dialogue w/ Islam in Christian Society**

This course introduces an internal view of the beliefs, practices, institutions, and history of Islam. This course explores the emergence and development of Islam as both a religion, a culture and civilization. The extensive course work and authentic hands-on methodologies fosters critical thinking, placing students at the forefront of current events and intriguing conversation within the Christian-Muslim community. It examines Islam's origins, historical development of its basic metaphysical, essential doctrines, and the present state of the Muslim modern world. The course fosters creative and authentic analysis to the economic, political and social challenges involving Muslims. The instructional method includes lecture, multimedia instruction, interactive student presentations, and group discussion. Dialoguing on how to establish a pluralistic community embracing the higher values is an important objective of this course. Upon the completion of the course, students will be trained to design, organize and facilitate a World Caf'e9 Dialogue, as part of the course curriculum.

**Credits:** 3

**HISU-435: The Qur'an and Its Place in Muslim Life**

The place of the Qur'an in the Muslims life is significant. The course will explore the Qur'an's role in Muslim culture and daily life, and how it provides a guide to its traditions and sources of interpretation. This course surveys the Qur'an and what it has to say about humanity and its purpose and history, ritual, virtues and ethics, women, gender, race, sexuality, family, and much more. Students will examine different traditional and contemporary methodologies in understanding the Qur'an. A research component is added to this course where the students will develop skills that enable them to deepen their understanding and allow them to analyze different modern critical issues. The instructional method combines lecture-discussion with actual case studies, guest speaker, attending events, multimedia instruction and interactive student presentations.

**Credits:** 3



### **HISU-495: Prophethood in the Bible and In the Qur'an**

The proposed team taught course has an impressive syllabus with critical readings that would be of great benefit to the students as they become more informed about how the ancient concept and office of the Prophet had a great impact on shaping aspects of ancient and modern Civilizations. The course explores the identity, function, and legacy of the prophets in Islamic and Christian tradition. Much of our work in this course will involve a close comparative exploration of the way Bible and Qur'an render shared characters and narrative scenarios. We will compare, isolate, and analyze their similarities and differences with a view toward unpacking their broader significance. Prophets include but will not necessarily be limited to Adam, Noah, Abraham, Joseph, Moses, Elijah, Jesus, Mary, and Muhammad. Careful attention will also be given to the cultural issues surrounding the generation and promulgation of competing character profiles within kindred scriptures, as well as to the development of textuality as a marker of authority. This course is also considered the cornerstone of the field of interreligious studies and dialogue.

**Credits:** 3

## History

### **HIST-174: Women in American Society to 1890**

Analysis of the participation and changing status of women in American institutional and cultural life.

**Credits:** 3

### **HIST-175: Women in American Society since 1890**

A continuation of HIST-174. Analysis of the participation and changing status of women in American institutional and cultural life.

**Credits:** 3

### **HIST-176: Afro-American History to the Civil War**

Brief survey of the African background and the social, cultural, economic, and political activity of the black people in the United States.

**Credits:** 3

### **HIST-177: Afro-American History since the Civil War**

A continuation of HIST-176. Brief survey of the African background and the social, cultural, economic, and political activity of the black people in the United States.

**Credits:** 3

### **HIST-200: Historiography**

Required course for history majors which introduces historical theory, methodology and practice.

**Credits:** 3

### **HIST-203: Directed Reading in the Major Field**

A one-on-one independent study at the graduate level, which the student arranges individually with a professor if the topic is not already covered in regularly offered courses.

**Credits:** 3

### **HIST-204: Directed Reading in the Major Field**

A one-on-one independent study at the graduate level, which the student arranges individually with a professor if the topic is not already covered in regularly offered courses.

**Credits:** 3

### **HIST-211: US Foreign Relations to 1914**

Exploration of the patterns and principles of American foreign relations as influenced by both domestic and international developments.

**Credits:** 3

**HIST-212: US Foreign Relations since 1914**

Treats the role of the United States as a world power and the socioeconomic and political forces and values underlying that role.

**Credits:** 3

**HIST-219: US South to 1877**

Depicts the emergence of the South as a distinctive region with special economic, political, and social interests.

**Credits:** 3

**HIST-220: US South since 1877**

Explores the economic, social, and political aspects of the South and its relation to the nation after the Civil War.

**Credits:** 3

**HIST-221: Colonial America**

Deals with the factors and problems of colonial settlement; imperial control; and the social, economic, and political growth of the colonies.

**Credits:** 3

**HIST-223: Jacksonian Era, Reform, and Sectionalism**

Treats the rise of nationalism, westward expansion, the changing economy, the emergence of sectionalism, and reform movements during the Jacksonian era.

**Credits:** 3

**HIST-224: Civil War and Reconstruction**

Study of the causes, leaders, and military campaigns of the Civil War and social, economic, and political developments from 1850 to 1877.

**Credits:** 3

**HIST-226: US since World War I**

Examination of the changing American social, political, economic, and cultural scene, with special emphasis on the impact of the progressive tradition since World War I.

**Credits:** 3

**HIST-227: US Reform Movements**

Examination of major social and political reforms in the United States to the present.

**Credits:** 3

**HIST-247: African American Women in US History**

Survey of the social, intellectual, economic, political, and cultural history of women in the U.S. from the colonial era to the present.

**Credits:** 3

**HIST-300: MA Thesis Writing**

The purpose of this course is for the design and performance of research leading to a Masters.

**Credits:** 3

**HIST-301: MA Thesis Writing**

The purpose of this course is for the design and performance of research leading to a Masters.

**Credits:** 3

**HIST-309: Problems in US History to 1865**

Presents the principal political, economic, social, and cultural developments in U.S. history from the American Revolution to the end of Reconstruction.

**Credits:** 3

**HIST-310: Problems in US History since 1865**

A continuation of HIST-309. Presents the principal political, economic, social, and cultural developments in U.S. history after the Civil War.

**Credits:** 3

**HIST-312: Afro-American Social Institutions and Culture**

Course provides an in-depth study and analysis of the institution of slavery as it developed in the United States. Particular focus will be placed on the institution from the perspective of the slaves themselves. Topics include the Atlantic Slave Trade, Origins of Slavery, Colonial Slave Systems, Proslavery Defense, Abolitionism, Slave Culture, Resistance, and Emancipation.

**Credits:** 3

**HIST-318: Readings in US Foreign Relations to WWI**

Exploration of the patterns and principles of American foreign relations as influenced by both domestic and international developments.

**Credits:** 3

**HIST-319: Readings in US Foreign Relations since 1914**

Treats the role of the United States as a world power and the socioeconomic and political forces and values underlying that role.

**Credits:** 3

**HIST-324: Readings in Afro-American History I**

Brief survey of the African background and the social, cultural, economic, and political activity of the black people in the United States.

**Credits:** 3

**HIST-325: Readings in Afro-American History II**

A continuation of HIST-324. Brief survey of the African background and the social, cultural, economic, and political activity of the black people in the United States.

**Credits:** 3

**HIST-326: Readings in Selected Periods and Topics in US History I**

Intensive readings of representative works in major fields of history.

**Credits:** 3

**HIST-327: Readings in Selected Periods and Topics in US History II**

A continuation of HIST-326. Intensive readings of representative works in major fields of history.

**Credits:** 3

**HIST-328: District of Columbia History**

Introduction to the major metropolitan questions, past and present, analyzing social and economic forces to physical changes. Selections from texts developed by scholarly and community-based literature.

**Credits:** 3

**HIST-334: West Africs:Women**

African women's history is rich and deeply layered. In this course, we will examine the social, political, economic, religious, and cultural experiences of women living in Africa. Although we will look at women in the pre-colonial and slave trade eras, most of our focus will be on women during the nineteenth and twentieth centuries. Much of our reading and discussion will consider not only women, but also gender as we think about women's interactions with men and children. This course is concerned with the historical forces shaping African women's lives, as well as with the ways in which women have been active agents in the making of their own histories.

**Credits:** 3

**HIST-347: Readings in Women in the Caribbean**

The course focuses on the Anglophone and Francophone regions, and examines major works by representative women writers from Antigua, Dominica, Haiti, and Guadeloupe. The novel genre will be explored in depth. Our discussions will center on geopolitical and socio-historical issues, the oral/scrabal polarity, the question of identity, race and gender, the African diaspora, colonialism, postcolonialism, the reclaiming of women's voices, the mother-daughter relationship, the significance of the spiritual realm, and the linguistic dilemma.

**Credits:** 3

**HIST-381: Directed Reading in the Major Field**

A one-on-one independent study at the graduate level, which the student arranges individually with a professor if the topic is not already covered in regularly offered courses. See note on page 577 related to Special Topics courses.

**Credits:** 3

**HIST-390: Directed Reading in the Major Field**

A one-on-one independent study at the graduate level, which the student arranges individually with a professor if the topic is not already covered in regularly offered courses. See note on page 577 related to Special Topics courses.

**Credits:** 3

**HIST-391: Directed Reading in the Major Field**

A one-on-one independent study at the graduate level, which the student arranges individually with a professor if the topic is not already covered in regularly offered courses. See note on page 577 related to Special Topics courses.

**Credits:** 3

**HIST-409: Seminar in US History to 1877**

An instructor-led course, usually credit-bearing, with a small number of students collectively exploring the course topic of US History to 1877. Lecture content will vary based on relevance to current events and topics of class interest. See note on page 577 related to Special Topics courses.

**Credits:** 3

**HIST-410: Seminar in US History since 1877**

An instructor-led course, usually credit-bearing, with a small number of students collectively exploring the course topic of US History since 1877. Lecture content will vary based on relevance to current events and topics of class interest. See note on page 577 related to Special Topics courses. .

**Credits:** 3

**HIST-411: Seminar in US History to 1877**

A continuation of HIST-409. An instructor-led course, usually credit-bearing, with a small number of students collectively exploring the course topic of US History to 1877. Lecture content will vary based on relevance to current events and topics of class interest. See note on page 577 related to Special Topics courses.

**Credits:** 3

**HIST-412: Seminar in US History since 1877**

A continuation of HIST-410. An instructor-led course, usually credit-bearing, with a small number of students collectively exploring the course topic of US History since 1877. Lecture content will vary based on relevance to current events and topics of class interest. See note on page 577 related to Special Topics courses.

**Credits:** 3

**HIST-413: Seminar in Afro-American History to 1877**

An instructor-led course, usually credit-bearing, with a small number of students collectively exploring the course topic of Afro-American History to 1877. Lecture content will vary based on relevance to current events and topics of class interest. See note on page 577 related to Special Topics courses.

**Credits:** 3

**HIST-414: Seminar in Afro-American History since 1877**

An instructor-led course, usually credit-bearing, with a small number of students collectively exploring the course topic of Afro-American History since 1877. Lecture content will vary based on relevance to current events and topics of class interest. See note on page 577 related to Special Topics courses. .

**Credits:** 3

**HIST-415: Seminar in Afro-American History to 1877**

A continuation of HIST-413. An instructor-led course, usually credit-bearing, with a small number of students collectively exploring the course topic of Afro-American History to 1877. Lecture content will vary based on relevance to current events and topics of class interest. See note on page 577 related to Special Topics courses.

**Credits:** 3

**HIST-416: Seminar in Afro-American History since 1877**

A continuation of HIST-414. An instructor-led course, usually credit-bearing, with a small number of students collectively exploring the course topic of Afro-American History since 1877. Lecture content will vary based on relevance to current events and topics of class interest. See note on page 577 related to Special Topics courses.

**Credits:** 3

**HIST-420: Directed Reading in the Major Field**

Allows the student to explore a topic of interest under the close supervision of a faculty member. The course includes directed readings, applied work, assisting a faculty member with a research project, carrying out an independent research project, or other activities deemed appropriate.

**Credits:** 3

**HIST-500: PhD Dissertation**

The purpose of this course is for the design and performance of research leading to a Ph.D

**Credits:** 3

**HIST-501: PhD Dissertation**

The purpose of this course is for the design and performance of research leading to a Ph.D

**Credits:** 3

**HIST-510: Independent Research (Ph.D. Cand)**

Allows the student to explore a topic of interest under the close supervision of a faculty member. The course may include directed readings, applied work, assisting a faculty member with a research project, carrying out an independent research project, or other activities deemed appropriate.

**Credits:** 3

**HIST-511: Independent Research (Ph.D. Cand)**

Allows the student to explore a topic of interest under the close supervision of a faculty member. The course may include directed readings, applied work, assisting a faculty member with a research project, carrying out an independent research project, or other activities deemed appropriate.

**Credits:** 3

**HIST-512: Independent Research (Ph.D. Cand)**

Allows the student to explore a topic of interest under the close supervision of a faculty member. The course may include directed readings, applied work, assisting a faculty member with a research project, carrying out an independent research project, or other activities deemed appropriate.

**Credits:** 1

**HIST-513: Independent Study (Ph.D. Cand)**

Allows the student to explore a topic of interest under the close supervision of a faculty member. The course may include directed readings, applied work, assisting a faculty member with a research project, carrying out an independent research project, or other activities deemed appropriate.

**Credits:** 3

**HIST-514: Independent Study (Ph.D. Cand)**

Allows the student to explore a topic of interest under the close supervision of a faculty member. The course may include directed readings, applied work, assisting a faculty member with a research project, carrying out an independent research project, or other activities deemed appropriate.

**Credits:** 3

**HIST-515: Independent Study (Ph.D. Cand)**

Allows the student to explore a topic of interest under the close supervision of a faculty member. The course may include directed readings, applied work, assisting a faculty member with a research project, carrying out an independent research project, or other activities deemed appropriate.

**Credits:** 9

**HISU-205: History of Christianity Survey**

The purpose of the course is to examine the broad contours of the global development of the Christian movement.

**Credits:** 3

## Hlth Hmn Perform & Leisure

**HHPL-385: Comm Org for Hlth**

This course focuses on the fundamental components and principles of fitness, including competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

**Credits:** 3

## Human Behavior & The Social Environment

**SWHB-205: Human Behavior & Social Environment I**

Examines human growth and development through the life cycle using biological, psychological, sociological, spiritual, and cultural perspectives. Gives an introduction to: the family, the social systems model, personality theories and ego defense mechanisms. Emphasizes the various stages of lifespan development and understanding of biopsychosocial factors on human adaptation from conception through death. Promotes an understanding of the Black Perspective and how this perspective informs human development and behavior. [Required for all students.]

**Credits:** 3

### **SWHB-207: Human Behavior & Social Environment II**

Studies human behavior at the levels of small groups, the family, formal organizations, and communities. Explores a range of empirically-based theories and knowledge of how a biological, sociological, cultural, spiritual, and psychological system determines the health and well-being of individuals, groups, and other social units in the society. The social systems model is used to integrate this content with the individual-level development content from the HBSE I course. This course includes content on the strengths perspective, empowerment, and the Black perspective in order to help students to understand the ways in which social systems impact the well-being of human beings and other social systems.

**Credits:** 3

**Prerequisites:**

SWHB-205. [Required for all students.]

### **SWHB-302: Psychopathology**

(Advanced course) Builds upon knowledge gained in Human Behavior in the Social Environment courses. Focuses on theoretical perspectives and clinical knowledge of clinical assessment and diagnoses of childhood and adult disorders. This is NOT a practice course with a focus on intervention. Emphasis is placed on the historical construct of mental health service delivery and the effect of racism on theory and classification as well as contemporary nosology with emphasis on the Diagnostic and Statistical Manual of Mental Disorders IV-revised and theoretical constructs to understand abnormal behavior from a biopsychosocial, culturally diverse viewpoint. [Advanced second year elective for Community, Administration and Policy Practice majors]

**Credits:** 3

**Prerequisites:**

SWDS-305 & SWFI-202.

### **SWHB-310: Human Sexuality**

(Elective) Offers an introduction to selected, empirically based biological, sociological, cultural, psychological theories and research on human sexuality. Focuses on sexual development throughout the life span (childhood to old age) with consideration given to perspectives (historical and current) and treatment of sex and sexuality. Examines the relationship between human sexuality, physical and emotional disability, service delivery, societal attitudes and values, and the impact of discrimination, oppression and economic injustice.

**Credits:** 3

### **SWHB-330: Race, Class and Gender**

(Elective) Explores race, class and gender as interrelated biological, social, psychological, historical and power-based constructs using social work values and ethics as undergirding principles. Examines theories and models of racial and multicultural identity and adaptation, and worldview formation. Focuses on feminism, male role studies, sexual identity, spirituality, diversity, cultural competency in relation to social policy and social justice.

**Credits:** 3

## **Human Development & Psycho-Edu**

### **HUDE-200: Introduction to Educational Research**

Examines elementary principles involved in conducting educational and behavioral research.

**Credits:** 3

### **HUDE-201: Human Development**

Covers the principles of growth and development, with the individual seen as an energy system having physiological and psychosocial aspects.

**Credits:** 3

**HUDE-205: Introduction to Statistical Methods**

Deals with descriptive and inferential techniques, including central tendency, variability, correlation, and tests based on sampling distributions.

**Credits:** 3

**HUDE-206: History and System**

The purpose of this course is to familiarize the student with the various methods of inquiry, terminologies, and theoretical systems that comprise the history of psychology. A broader view is used to introduce the modern era of psychology and its use. These include structuralism, functionalism, Gestalt, behaviorism, psychoanalysis, and phenomenological/existential approaches.

**Credits:** 3

**HUDE-211: Brain and Behavior**

The course will focus on psychological, biological, and evolutionary explanations of perception, cognition, and behavior.

**Credits:** 3

**HUDE-220: Advanced Educational Psychology**

Examines the social problems of the aged and their coping mechanisms.

**Credits:** 3

**HUDE-222: Social Psychology of Individual**

Discussion of educational and psychological theories and empirical research that are the bases of school psychology.

**Credits:** 2

**HUDE-225: Advanced Measurement & Evaluation**

Application of testing theory to measurement and evaluation with emphasis on group tests.

**Credits:** 3

**HUDE-227: Personality and Social Psychology**

Survey of major personality theories, with emphasis on life cycle and the development of an eclectic theory of the culturally different.

**Credits:** 3

**HUDE-228: Personality Assessment**

Involves the application of projective techniques to the assessment and evaluation of personality.

**Credits:** 3

**HUDE-246: Professional, Ethical & Legal Issues in Clinical Practice**

Review and discuss the basic theories, techniques, basic research and scholarly literature as related to the professional field of counseling.

**Credits:** 3

**HUDE-300: Educational Research I**

Thesis guidance for M.A. students. This course is charged tuition per credit hour. Students can take 1, 2, 3, or 4 credit hours each semester. The scheme suggests the total number of hours that can be used for degree requirements. See note on page 577 related to dissertation and research hours.

**Credits:** 1-3

**HUDE-301: Educational Research II**

Thesis guidance for M.A. students. This course is charged tuition per credit hour. Students can take 1, 2, or 3 credit hours each semester. The scheme suggests the total number of hours that can be used for degree requirements. See note on page 577 related to dissertation and research hours.

**Credits:** 1-3



**HUDE-309: Ethical and Legal Issues in School Psychology**

Review and discuss the basic theories, techniques, basic research and scholarly literature as related to the professional field of counseling.

**Credits:** 3

**HUDE-320: Human Learning**

General learning theory, with emphasis on research and issues in human learning, including verbal learning, conceptual learning, and memory.

**Credits:** 3

**HUDE-322: Individual Assessment of Cognitive Abilities**

Administration and interpretation of such individual tests the WISC-R and Stanford-Binet.

**Credits:** 3

**HUDE-323: Studies in Child Development**

Surveys the major theories, principles and research findings on achievement motivation in education.

**Credits:** 3

**HUDE-325: Theories of Cognitive Development**

This course is a survey of the broad field of cognitive development from the perspective of education and the learning sciences. Understanding cognitive development is essential for curriculum development, teacher preparation and professional development, effective instruction, and good education policy. While the course will focus mainly on readings from basic topics in cognitive development, discussion will assume that the student is interested in its educational applications. The course also expects students to have familiarity with basic concepts and issues in psychology and its related research methodologies.

**Credits:** 3

**HUDE-327: Developmental Psychopathology**

Focuses on the serious behavior disturbances of childhood in relationship to the child in an educational setting.

**Credits:** 3

**HUDE-328: Problems in Educational Psychology**

Offers an opportunity for advanced or specialized study of a selected problem with individual assistance.

**Credits:** 3

**HUDE-330: Seminar in School Psychology**

Treats professional issued and research on the performance of school psychologist as resource agents and consultants.

**Credits:** 3

**HUDE-331: Seminar in Black Child Development**

Investigate the social / personality / cognitive development of Black children and their socio-cultural differences.

**Credits:** 3

**HUDE-333: School Psychology: Assessment**

Application of principles of psychoeducational studies in school, clinics, colleges, and government settings.

**Credits:** 1-3

**HUDE-340: Seminar in Counseling Psychology**

Discusses background knowledge, issues, trends and problems of the counseling psychology profession

**Credits:** 3

**HUDE-343: Group Counseling**

Examines the nature and dynamics of group counseling and psychotherapy; provides a group practicum in the form of a growth group experience.

**Credits:** 3

**HUDE-344: Practicum**

Practical application of guidance and counseling theories and techniques in an institution.

**Credits:** 1

**HUDE-351: Advanced Psychopathology**

In this course, students engage in an in-depth examination of current theory and research associated with major psychological disorders and their diagnoses. ... Students engage in practical assignments, focusing on applications of the diagnostic criteria in terms of case conceptualization.

**Credits:** 3

**HUDE-400: Intermediate Statistics**

Study of inferential techniques including estimation, hypothesis testing, and regression analysis; selected computer concepts.

**Credits:** 3

**HUDE-401: Evaluation Methodology**

Involves use of specific models for educational programs and system evaluation, methods of providing data for formative evaluation, and goal validation.

**Credits:** 3

**HUDE-403: Select Topics in Program Evaluation**

The purpose of this course is to present students with an overview of basic approaches used to understand and assess public programs. The course will look at public program evaluation from a conceptual and analytical point of view and review the numerous ways of understanding and assessing program effectiveness.

**Credits:** 3

**HUDE-404: Psychodiagnostics: Soc-Emotional-Behavioral Assessment**

DSM-IV and Eligibility Decisions with Urban Youth - Training on the assessment of social-emotional disorders and other disorders of childhood.

**Credits:** 3

**HUDE-420: Seminar in Learning and Cognition**

Treats reinforcement theory, techniques in classroom management, and behavior modification.

**Credits:** 3

**HUDE-421: Introduction to Applied Behavior Analysis**

Treats reinforcement theory, techniques in classroom management, and behavior modification.

**Credits:** 3

**HUDE-428: Personality Assessment II**

Develops skills in advanced analysis and integration of data from the major personality assessment instruments including writing complete psychological reports.

**Credits:** 3

**HUDE-429: Psychoeducational Assessment**

Meets the professional training needs of graduate students in School Psychology

**Credits:** 3

**HUDE-430: Consultation in School Psychology**

Covers issues in the use and application of consultation theories and techniques in an educational setting.

**Credits:** 3

**HUDE-432: Individual Assessment II**

Advanced study of research on the techniques and reporting procedures for the psychological assessment of children.

**Credits:** 3

**HUDE-433: Cog II: Culturally Competent Assessment**

In this course, students will learn how to reflect on your own experiences, use structured assessments to explore your clients' culture, determine cultural implications for counseling, consider the importance of language including using person-first versus identity-first language, and survey your clients' satisfaction with services provided with an emphasis on their cultural experiences

**Credits:** 3

**HUDE-440: Vocational Theory**

Includes career choice development, theories, issues, and research, with emphasis on counseling and special populations.

**Credits:** 3

**HUDE-442: Research Seminar in Counseling Psychology**

Examination of the problems of research in counseling and critique of current research in counseling and psychology.

**Credits:** 1

**HUDE-444: Group Processes**

Didactic seminar which treats the history of group work, the different approaches to group psychotherapy, and participation in a process group.

**Credits:** 3

**HUDE-446: Professional Ethics & Legal Issues in Psychology**

This course will focus on the Ethical Principles of Psychologist and the Standards for Providers of Psychological Services.

**Credits:** 3

**HUDE-447: Multiculturalism and Diversity in Counseling & Psychology**

Addresses professional issues and trends, examines testing and assessment issues, and survey and evaluation research literature with regard to multiculturalism and cultural diversity in psychological practice.

**Credits:** 3

**HUDE-447: Multiculturalism and Diversity in Counseling & Psychology**

**Credits:** 3

**HUDE-450: African / Black Psychology**

Designed to engage students in critical thought about African Psychology and the historical legacy of traditional healers/healing within African People.

**Credits:** 3

**HUDE-455: Issues & Trends in Measurement Theory**

Advanced study of measurement theory together with the appraisal of measurement issues and trends in terms of their theoretical implications.

**Credits:** 3

**HUDE-490: Externship in Counseling Psychology**

Provides supervised practice in facilities offering psychological services to clients; precedes the internship.

**Credits:** 3

**HUDE-500: Advanced Statistics**

Continuation of HUDE-400, with emphasis on ANOVA individual comparisons of means, power, probability, modal distributions, and multiple regression.

**Credits:** 3

**HUDE-501: Design & Analysis of Research Projects**

Provides practical and theoretical research considerations and examines balancing, locking, repeated measures, and mixed models.

**Credits:** 3

**HUDE-502: Advanced Topics in Statistics & Multivariate Analysis**

Study of advanced topics such as multiple regression analysis, factor analysis, multivariate design, and ATI-type designs.

**Credits:** 3

**HUDE-503: Directed Individual Study**

Allows the student to explore a topic of interest under the close supervision of a faculty member. The course may include directed readings, applied work, assisting a faculty member with a research project, carrying out an independent research project, or other activities deemed appropriate. See page 577 for additional information related to courses with a range of hours.

**Credits:** 1-3

**HUDE-504: Advanced ABA: Clinical Research and Practice**

This course is designed to teach students to systematically evaluate the outcomes of clinical practice using single-case experimental designs.

**Credits:** 3

**HUDE-509: Dissertation Research**

Dissertation guidance for doctoral students. See pg. 577 for more information on dissertation hours.

**Credits:** 3-6

**HUDE-516: Cognitive Affective Basis of Behavior**

Theories of research on social, psychological and biological dimensions of learning, cognition, affect, memory and motivation (e.g., culture, self-concept, perception, cognition, emotion, genotype and maturation).

**Credits:** 3

**HUDE-517: RTL and the Prevention of Academic problems**

This course will address the use of formal and informal assessment procedures used to design and evaluate robust reading instruction and intervention for children in preschool through high school.

**Credits:** 3

**HUDE-518: Internship**

Intensive field experience in a supervised setting, emphasizing research, clinical practice, or college teaching. See page 577 for additional information related to courses with a range of hours.

**Credits:** 3

**HUDE-519: Internship in School Psychology**

Intensive field experience in a supervised setting, emphasizing research, clinical practice, or college teaching. See page 577 for additional information related to courses with a range of hours.

**Credits:** 1-3

**HUDE-520: Internship in Counseling Psychology**

Intensive field experience in a supervised setting, emphasizing research, clinical practice, or college teaching. See page 577 for additional information related to courses with a range of hours.

**Credits:** 1-3

**HUDE-521: Theories and Methods of Mental Health Interventional and Prevention**

Focuses on the theory and procedures of school consultation, assisting with problems interfering with learning and adjustments.

**Credits:** 3

**HUDE-529: Child Abuse & Neglect**

Introduces students to society's most complex problems-violence, abuse, neglect and trauma.

**Credits:** 3

**HUDE-540: Supervision / Consultation**

Involves the advanced doctoral student's supervision of beginning master's level practicum; students focus on the development of skills in supervision, group leadership, and counselor training.

**Credits:** 3

**HUDE-600: Psychodynamic Interventions and Evidence-based Therapies**

This is a graduate-level course for students interested in learning psychodynamic therapy principles with adult clients (although the conceptualization can also more broadly be applied to understanding assessments and clients in general). The psychodynamic approach taught in the course focuses on contemporary psychodynamic theories and therapies with an emphasis on techniques most supported in the empirical literature.

**Credits:** 2

**HUDE-601: Evidence-based Systems Interventions and Therapies**

This course is designed to introduce doctoral students to the research, theory, and practice of implementing evidence-based interventions in schools to improve the emotional, social, and behavioral functioning of children and adolescents. The course will address theory and research related to behavioral and cognitive behavioral interventions and will expose students to direct and consultation-based common practice elements along with manualized treatments to address internalizing and externalizing behaviors in school-aged children.

**Credits:** 2

**HUDE-602: Cognitive Behavioral Interventional and Evidence based Therapies**

Teaches the principles of cognitive-behavioral theory, conceptualization and psychotherapy techniques for psychological problems with adults. Supervision of cognitive-behavioral therapy with adults.

**Credits:** 2

**HUDE-603: Theories of Personality**

A study of major theories and perspectives on personality. The goal is to explain and evaluate major concepts in personality. Topics include trait, psychodynamic, behavioral, and humanistic theories. Methods of personality research and relevant findings are also introduced.

**Credits:** 3

**HUDE-604: Professional Roles**

This course facilitates the transition from a student role to one of a beginning professional. The course explores skills and knowledge needed by the PsyD and PhD professional psychologist including consultation, program development, teaching and administration. Professional issues (ethics, licensing, law, professional organizations) are also examined. A substantial part of the course is a practicum in supervision. Experiential exploration of self concept as it relates to developing a professional identity is encouraged.

**Credits:** 3

**HUDE-605: Clinical interviewing Counseling Psychology**

This is a clinical skills course emphasizing the acquisition of therapeutic helping relationship skills and interviewing through role playing and modeling. Video and audio feedback as well as direct supervision is provided.

**Credits:** 2

## Info/Systems Tech (EMBA)

**XIST-500: Managing Technology and Innovation**

This course explores the concepts of modern organizational information systems, and the technologies for implementing these systems. The role of information systems in organizations, particularly in strategic planning, gaining competitive advantage and the use of these systems in business problem solving. Processes of innovation are explored from an executive perspective.

**Credits:** 3

**XIST-501: Management Statistics and Data Analysis**

This course takes a managerial approach to the use of statistical concepts and data analysis. The course covers topics such as descriptive statistics, probability, bayesian analysis, sampling, statistical inference and correlation and regression analysis. Students are expected to be familiar with the use of personal computer, Office Automation Systems, and will use common statistical software.

**Credits:** 3

**XIST-502: Creating Value through Supply Chain**

Study of production and service operations from a systems perspective. Production and operations control is presented in the context of corresponding system designs. Specific topics include cellular and lean production/Lean Manufacturing systems, quality assurance and control, inventory control, scheduling, deterministic and nondeterministic decision models, Value Engineering, MRP, and TQM. System-wide problem conceptualization and definition methodologies such as quality function deployment and supply chain management are presented. The domain of the evolving suppliercustomer integration is examined. Global strategic and competitive issues are discussed. Students are expected to analyze cases and develop a project using the principles learnt in this course.

**Credits:** 3

## Information Systems/Tech (GR)

**GIST-500: Principals of Information Systems**

Fundamentals of information systems in business. Integration of information technology, ecommerce, systems analysis, database management systems, networking, security, and collaboration. Application of concepts through developing solutions to business problems using spreadsheets, database management systems, and web development tools / languages.

**Credits:** 3

**GIST-501: Statistics & Business Analytics**

This course introduces the field of statistics and business analytics. As part of this course, students will learn statistical concepts and its application in the business analytics context. Specific topics include data management, data visualization, probability and statistical inference, analysis, data modeling, and machine learning concepts and techniques. Content analysis, and the application of selected data mining techniques will be illustrated. The delivery of this course is through lectures, project work, and case studies with presentation. As part of the business analytics course curriculum, students will be trained on R, an opensource statistical software.

**Credits:** 3

**GIST-502: Production / Operations Research**

This course is an introduction to the concepts, principles, problems, and practices of operations management. Emphasis is on managerial processes for effective operations in both goods-producing and service-rendering organization.

**Credits:** 3

**GIST-502: Production / Operations Research**

This course is an introduction to the concepts, principles, problems, and practices of operations management. Emphasis is on managerial processes for effective operations in both goods-producing and service-rendering organization.

**Credits:** 3

**GIST-503: Information System**

Topics include hardware and software fundamentals, use of software packages, effective use of networks, Internet, and other communication tools, the design of management information systems, as well as the ethical use of computers in business and society.

**Credits:** 3

**GIST-509: Project Management**

This course examines activities related to project planning and estimating project scope and schedule. It also examines processes for managing project resources. Upon completion of this course, students are expected to be able to do the following: Plan and estimate project scope, resources, and schedule.

**Credits:** 3

## Interdisciplinary Courses

**INDI-100: Structure and Function Unit 2 (Head, Neck, NS)**

This unit focuses on the structures (anatomy) of the head and neck, including their blood supply, lymphatic drainage, organization of fascia, skeletal support, cranial and spinal nerve innervation, muscles, organs of special sense, and glands (exocrine and endocrine).

**Credits:** 10

**INDI-101: Molecules and Cells Unit 1**

This unit presents biochemistry, molecular biology, cell biology and introductory histology as a prerequisite for understanding the structure and function of organs. The course material is presented in formal lectures, clinical application lectures, team-based learning sessions (TBL), discussion sessions, small group learning (SGL) exercises and laboratory exercises. Reading assignments, lecture objectives, lecture power points, explanation of active learning TBL and case based small group, discussion session assignments, small group learning exercises, laboratory manual and virtual slide collection are made available through Blackboard.

**Credits:** 12

**INDI-102: Molecules and Cells Unit 2**

After the completion of the unit, students should be able to describe and discuss the topics on the immune system, microbiology and human genetics.

**Credits:** 8

**INDI-103: Medicine and Society Unit 2 (Nutr, Globl & Env)**

This unit focuses on professionalism as it relates to becoming a physician and issues of health care policy.

**Credits:** 3

**INDI-106: Medicine and Society Unit 3**

This unit focuses on professionalism as it relates to becoming a physician and issues of health care policy.

**Credits:** 4

**INDI-108: Structure and Function Unit 1**

Structure and Function Unit 1 focuses on anatomical terms and concepts of organization, and uses these terms to describe the normal and abnormal anatomy of the human body.

**Credits:** 5

**INDI-109: Structure and Function Unit 3 (Thorax, A&P)**

This unit focuses on the functional anatomy of the thorax (wall, lungs and heart, along with surrounding structures of the mediastinum, blood and nerve supply), abdomen (walls, organs, blood and nerve supplies) and pelvis (walls, organs, blood and nerve supply) and be able to relate these to radiographic images and clinical scenarios.

**Credits:** 15

**INDI-110: Medicine and Society Unit 1**

After the completion of the unit, students should be able to describe and discuss the topics in Public Health.

**Credits:** 4

**INDI-113: Introduction to Clinical Medicine 1**

This unit focuses on taking a focused as well as a comprehensive medical history via advanced history taking skills, problem focused interviewing, and sexual and substance abuse history

**Credits:** 4

**INDI-114: Health Care Ethics**

This interprofessional ethics course involves teaching of rudimentary knowledge and skills in ethical theory and reasoning, professional ethics, interprofessional approach to health care decision-making, goals of health care, illness experience, and other topics of concern.

**Credits:** 2

**INDI-303: Organ Systems Unit 1 (General Principles)**

This unit focuses on the mechanisms of cell injury and adaptation from the perspective of pathology.

**Credits:** 6

**INDI-304: Organ Systems Unit 2 (Hematopoietic & Lymphoreticular)**

This unit focuses on hematologic and lymphoproliferative disorders, immunology disorders, and skin and musculoskeletal disorders.

**Credits:** 6

**INDI-305: Organ Systems Unit 3 (Cardiovascular & Respiratory)**

Covers macroscopic and microscopic anatomy of the lungs and pulmonary compliance and resistance.

**Credits:** 7



**INDI-307: Organ Systems Unit 5 (Gastro System)**

The course includes an initial review of normal structure and function of various organs of the female reproductive system, including vulva, vagina, cervix, uterus, ovary, fallopian tubes and breast. It also examines in depth the abnormal processes of the female reproductive system, including infectious, inflammatory, immunologic, and neoplastic disorders, as well as drug treatments and surgical interventions. Clinical cases were used to illustrate concepts of reproductive diseases presentations and clinical management. The course also includes small group sessions with a particular objective of corroborating materials presented in lectures with clinical presentations that combine pathology, diagnosis and treatment. The course includes an initial review of embryonic development, normal structure and function of various organs of the gastrointestinal system, including alimentary canal, liver and biliary system, salivary glands and exocrine pancreas, motility, digestion and absorption. It also examines in depth the abnormal processes of the GI system, including infectious, inflammatory, immunologic, traumatic and mechanical disorders, as well as drug treatments and surgical interventions. Instructors use clinical cases to illustrate concepts of their GI disease presentations and clinical management. The course also includes small group sessions with a particular objective of corroborating materials presented in lectures with clinical presentations that combine pathology, diagnosis and treatment.

**Credits:** 8

**INDI-308: Organ Systems Unit 6 (CN System)**

This unit incorporates the basic and clinical principles underlining the Central Nervous System. These series of lectures and small group discussions integrates the areas of pharmacology, pathology, microbiology, physiology, neurology, radiology, psychiatry, and ophthalmology.

**Credits:** 7

**INDI-324: Organ Systems Unit 4 (Renal/Urinary)**

Covers structure and function of the endocrine system organs including hormone synthesis, secretion, action and metabolism in the hypothalamus, posterior and anterior pituitary gland, thyroid and parathyroid glands, adrenal cortex, adrenal medulla and pancreatic islets.

**Credits:** 6

**INDI-401: Intern Readiness Course**

The Internship Readiness Course is a required 2-week course in which fourth-year students will review and practice common in-hospital acute care clinical scenarios, bedside procedures and surgical skills, and communication techniques. Students are assigned to one of four subspecialty tracks according to their planned residency specialty: Acute Care/Medicine, Pediatrics, Surgery or Obstetrics/Gynecology.

**Credits:** 4

## International Affairs

**INTL-501: Contemporary Issues in International Affairs**

Three courses from the existing selection of courses in International Affairs offered at Howard University (please contact individual departments for further information). Of these, two shall be from the student's primary/or one discipline to satisfy the depth requirement and one from a separate discipline to meet the breadth requirement .

**Credits:** 3

**INTL-508: Historical & Contemporary Issues of Middle East**

This is an introductory course to the history of the Middle East in the "long Twentieth century," from the end of the 19th century until the present. The goal of this course is to introduce students to major political, social, intellectual and cultural issues and practices in the Middle East, focusing on important events, movements and ideas, which shaped the history of the Middle East during the last century and affect its current realities.

**Credits:** 3

### **INTL-509: Internship in International Studies**

A mandatory capstone course in which the student must present in written and oral forms the results of a research project or internship that integrates the knowledge gained in all prior courses. The internship is to be 200 hours with an agency that deals with international issues.

**Credits:** 3

### **INTL-511: Political Diplomacy**

This course explores how modern diplomacy and negotiation can effectively address seemingly "intractable" international conflicts and overcome barriers to agreement in civil wars, interstate conflicts, as well as in trade and finance. Drawing on in-depth cases, the course will develop diagnostic and prescriptive characteristics of effective negotiation and diplomacy as tools of political, military, economic and financial statecraft.

**Credits:** 3

## **International Business (EMBA)**

### **XINB-500: Managing the Global Business**

A framework is developed for analyzing and examining the complexity and diversity of the international business environment. Theories and analysis relevant to major national and regional business environments are examined. Organizational and functional issues are discussed, including firm structures and industry analysis. Includes optional twoweek travel to China, India, or South

**Credits:** 3

## **International Business (GR)**

### **GINB-500: International Business**

The course examines global economies and markets, such as business customs, multinational businesses and foreign trade practices. Students also study foreign business environments, cultural dynamics, economic developments and political impacts on foreign businesses.

**Credits:** 3

### **GINB-500: International Business**

The course examines global economies and markets, such as business customs, multinational businesses and foreign trade practices. Students also study foreign business environments, cultural dynamics, economic developments and political impacts on foreign businesses.

**Credits:** 3

### **GINB-590: Global Business Strategy**

The fundamentals of strategic decision making in competitive global environments and diverse national economies will be the focus of this course. Through a management consulting engagement, students will learn how to effectively develop, lead, research and analyze a strategic business challenge. This "engagement" is designed to assist a private business enterprise, multilateral organization, or government agency solve a business-related problem. The course familiarizes students with analytical and conceptual problem-solving approaches and techniques and encourages students to think creatively. Finally, the course seeks to expose students to global entrepreneurship through significant case studies, course readings, guest speakers, and other methodologies.

**Credits:** 3

# Jazz Bass

## **MUTZ-311: Jazz Bass I (Grad)**

Instruction of advanced jazz bass technique and idiomatic playing.

**Credits:** 3

**Prerequisites:**

Audition required.

## **MUTZ-312: Jazz Bass II (Grad)**

Instruction of advanced jazz bass technique and idiomatic playing.

**Credits:** 3

**Prerequisites:**

Audition required.

## **MUTZ-321: Jazz Bass III (Grad)**

Instruction of advanced jazz bass technique and idiomatic playing.

**Credits:** 3

**Prerequisites:**

Audition required.

## **MUTZ-322: Jazz Bass IV (Grad)**

Instruction of advanced jazz bass technique and idiomatic playing.

**Credits:** 3

**Prerequisites:**

Audition required.

# Jazz Piano

## **MUTX-311: Jazz Piano I (Grad)**

Comprehensive course for advanced jazz pianists encompassing varied jazz styles and techniques.

**Credits:** 3

**Prerequisites:**

Audition required.

## **MUTX-312: Jazz Piano II (Grad)**

Comprehensive course for advanced jazz pianists encompassing varied jazz styles and techniques.

**Credits:** 3

**Prerequisites:**

Audition required.

## **MUTX-321: Jazz Piano III (Grad)**

Comprehensive course for advanced jazz pianists encompassing varied jazz styles and techniques.

**Credits:** 3

**Prerequisites:**

Audition required.

## **MUTX-322: Jazz Piano IV (Grad)**

Comprehensive course for advanced jazz pianists encompassing varied jazz styles and techniques.

**Credits:** 3

**Prerequisites:**

Audition required.

## Jazz Studies (A)

### **MUSH-392: Improvisation (Grad)**

Exploration of advanced improvisational techniques in the jazz idiom.

**Credits:** 3

## Jazz Studies (B)

### **MUSI-210: Jazz History (Grad)**

Study of the history, sociology, culture and development of jazz from its African origins to the present and beyond.

**Credits:** 3

### **MUSI-232: Introduction to Entertainment Law (Grad)**

An introductory course for all artists which explores contracts, torts, agency, labor relations, copyrights and communications.

**Credits:** 3

### **MUSI-250: Pedagogy of Improvisation (Grad)**

Survey of jazz instructional materials and methods.

**Credits:** 3

### **MUSI-259: Administration of College Jazz Studies**

Course exploring design of higher education jazz studies curricula.

**Credits:** 3

### **MUSI-260: Independent Study Jazz (Grad)**

Course allowing for advanced, directed research in Jazz music.

**Credits:** 3

#### **Prerequisites:**

Requires consent of the instructor.

### **MUSI-262: Independent Study Jazz (Grad)**

Course allowing for advanced, directed research in Jazz music.

**Credits:** 3

#### **Prerequisites:**

Requires consent of the instructor.

### **MUSI-265: Jazz Composition**

Techniques and methods of jazz composition and development.

**Credits:** 3

### **MUSI-376: Music Technology (Grad)**

Study of concepts in modern electronic music production, including acoustics, power, devices, MIDI, storage, software, and computers. Lab; includes independent study projects using technology.

**Credits:** 3

#### **Prerequisites:**

Consent of the instructor required.

**MUSI-383: Jazz Arranging (Grad)**

Exploration and analysis of representative big band jazz arrangements, demonstrating intermediate and advanced techniques of instrumental arranging.

**Credits:** 3

**Prerequisites:**

Requires consent of the instructor.

**MUSI-434: Vocal Arranging (Grad)**

Requires consent of the instructor.

**Credits:** 3

## Jazz Vocal Ensemble

**MUTV-311: Jazz Vocal Workshop I (Grad)**

Development of jazz solo and group performance skills, including improvisation, sight reading, repertoire and contemporary vocal technique.

**Credits:** 1

**MUTV-312: Jazz Vocal Workshop II (Grad)**

Development of jazz solo and group performance skills, including improvisation, sight reading, repertoire and contemporary vocal technique.

**Credits:** 1

**MUTV-321: Jazz Vocal Workshop III (Grad)**

Development of jazz solo and group performance skills, including improvisation, sight reading, repertoire and contemporary vocal technique.

**Credits:** 1

**MUTV-322: Jazz Vocal Workshop IV (Grad)**

Development of jazz solo and group performance skills, including improvisation, sight reading, repertoire and contemporary vocal technique.

**Credits:** 1

## Jazz Voice

**MUTW-311: Voice for Jazz Studies I (Grad)**

Advanced techniques of breathing, tone development, and vocal styles as they relate to the jazz idiom; development of the standard jazz repertoire.

**Credits:** 3

**Prerequisites:**

Audition required.

**MUTW-312: Voice for Jazz Studies II (Grad)**

Advanced techniques of breathing, tone development, and vocal styles as they relate to the jazz idiom; development of the standard jazz repertoire.

**Credits:** 3

**Prerequisites:**

Audition required.

**MUTW-321: Voice for Jazz Studies III (Grad)**

Advanced techniques of breathing, tone development, and vocal styles as they relate to the jazz idiom; development of the standard jazz repertoire.

**Credits:** 3

**Prerequisites:**

Audition required.

**MUTW-322: Voice for Jazz Studies IV (Grad)**

Advanced techniques of breathing, tone development, and vocal styles as they relate to the jazz idiom; development of the standard jazz repertoire.

**Credits:** 3

**Prerequisites:**

Audition required.

## Journalism

**JOUR-306: Multicultural Issues**

Comparison of black and white press histories-political, economic, social and cultural, emphasizing the development characteristics of the former.

**Credits:** 3

## Law

**LAW-010: Research Methods in International, Foreign and Comparative Law**

This one-credit seminar in advanced legal research introduces students to specific sources and strategies for international, foreign, and comparative legal research. It covers key primary and secondary sources in both print and electronic formats – including freely available and subscription-based resources. The subjects examined will include treaty law, the law of international organizations, European Union law, civil law and other foreign legal systems, as well as selected topics in international private law. The course emphasizes the research process, strategies, and evaluation of print and online sources in a rapidly evolving legal information environment.

**Credits:** 1

**LAW-10: \*Research Methods in International, Foreign and Comparative Law**

This one-credit seminar in advanced legal research introduces students to specific sources and strategies for international, foreign, and comparative legal research. It covers key primary and secondary sources in both print and electronic formats – including freely available and subscription-based resources. The subjects examined will include treaty law, the law of international organizations, European Union law, civil law and other foreign legal systems, as well as selected topics in international private law. The course emphasizes the research process, strategies, and evaluation of print and online sources in a rapidly evolving legal information environment.

**Credits:** 3

**LAW-102: \*Howard Law Entertainment**

In this course, we will critically examine this intersection by engaging in a 360 degree analysis of entertainment law – in one of the leading creative capitals of the world: Los Angeles. Students will identify, discuss, coordinate and set the agenda for class sessions with professionals working in diverse aspects of the entertainment industry and impacted by the intersection of law, entertainment and the arts. Students will utilize direct exposure to industry leaders and veterans to examine: I. legal restraints on entertainment stories, II. Intellectual property in entertainment assets, III. contractual relations in the entertainment industry, and IV. industry organization, power and regulation in the arts and entertainment.

**Credits:** 3

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**Credits:** 3

**LAW-319: Tax Externship**

The IRS Externship was founded by renowned tax expert and former Dean of the Law School, Professor Emeritus Alice Gresham Bullock. In the course, students are placed in the Office of Chief Counsel of the Internal Revenue Service here in Washington, DC. In the seminar, the professor exposes students to the practices, policies and procedures of the IRS, as well as the substantive tax laws that govern the work of the Service. Externs secure a field placement with the IRS' Chief Counsel's Office and are assigned to work on a variety of projects. Howard Law externs focus on excellence in governmental and public interest lawyering, social justice issues and professional responsibility. These key components are echoed in the work done at the field placement, as well as during the weekly one-hour required classroom seminars taught by the Professor.

**Credits:** 4

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**Credits:** 4

**LAW-400: \*Corporations**

◆ This course is an introduction to corporate law and the role of the corporation in society. We will review both the current state of the law and the increasingly rapid changes in the field.

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**Credits:** 3

**LAW-502: \*Corporate Counsel Seminar**

The Corporate Counsel seminar is intended to be the first course for students interested in careers as corporate lawyers or representing public and private entities. We will focus on ethical issues relating to the representation of a corporation, including conflicts and their waiver, confidentiality, and client identity. We will also address the ethical obligations that corporate lawyers owe to the courts and regulators. In addition, we will study the role of lawyers in advising corporate boards and officers with regard to their fiduciary obligations, and corporate governance issues. As a seminar course, this course will be largely interactive, with some lecturing led by the professor to ground learning in salient topic area. Most of the class time will be devoted to discussing issues highlighted in the reading materials. During the second half of the semester, we will focus on preparation for final papers, with student-led lectures and class discussions based on their selected research topics.

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**Credits:** 3

**LAW-505: CD: Legal Spanish**

This course provides students the opportunity to improve their personal and professional Spanish proficiency, so they can provide effective legal representation to their future or current Spanish-speaking clients.

Throughout the course, students will acquire the skills necessary to conduct attorney-client interviews in Spanish; counsel Spanish-speaking clients living in the United States (monolingual and Spanglish speakers); and overcome the obstacles that prevent effective communication with Spanish-speaking clients in a legal setting (e.g. cultural differences, regional language usage, and legal systems variations). The course relies on extensive simulations, exercises and discussions through which students will strengthen their speaking and comprehension abilities. After completing the course, students will be familiarized with Spanish legal terminology in a variety of practice settings such as criminal and civil procedure, immigration, domestic relations, and criminal law.

**Credits:** 3

**LAW-507: Legislation / Regulation**

This course emphasizes the statutes and regulations that form the basis for much of legal practice.

**Credits:** 3

**LAW-509: CD: Developing a High-End Civil Trial Practice**

The Developing a High-End Civil Trial Practice course introduces students to the high value civil plaintiff practice world. Students will learn how to obtain, manage, develop and win millions of dollars in settlements and verdicts. The course will include presentations from and conversations with successful trial attorneys. Additionally, the participants will learn about key experts used in high stakes civil litigation. The course will culminate with the students demonstrating their knowledge of developing a high-end civil trial practice by presenting the strategy used to successfully acquire and manage a multi-million dollar case.

**Credits:** 3



**LAW-510: \*CD: Labor – Management Cooperation**

This course will provide an intensive and strategic analysis of the relationship between labor and management particularly as it pertains to topical illustrations of the nuances and dynamics of spearheading collaborative techniques that contribute to best in class labor-management relations. Critical to any understanding of the ebb and flow in this field is a strong foundational basis of the often confrontational history of unions and management. In this regard the student will be exposed to traditional advocate organizations such as the American Federation of Labor-Congress of Industrial Organizations (AFL-CIO) and the National Association of Manufacturers (NAM). In addition, other organizations in the field will be analyzed and discussed such as the Labor and Employment Research Association (LERA), the American Arbitration Association (AAA) and the Federal Mediation and Conciliation Service (FMCS). The role that the latter three organizations will be discussed specifically in the context of how they work with both labor and management to achieve best in class results for this rapidly evolving industry. Moreover, the student will be empowered to understand the Page 2 profound impact that federal, state and local laws have had in the field of labor management relations. These laws include, but are not limited to the Wagner Act of 1935 which created collective bargaining in the private sector, the Taft-Hartley Act of 1947 which created right to work states and FMCS and State PERB's which govern the relationship between and among public employers and municipal employees. Appropriately agencies such as the National Labor Relations Board and the Public Employees Relations Board will also be examined, showcased and dissected. Furthermore, the expanded use of alternative strategies for resolving labor management conflicts will provide a critical perspectives and insight for the course. Concepts such as Interest Based Bargaining, Mutual Gains, Mediation and Arbitration and the impact on labor and management will be articulated, emphasized and examined Lastly, another highlight of the course will be an individual inventory which will be administered to determine how engaging each leader could be in the context of labor management relations

**Credits:** 3

**LAW-511: CD: Entrepreneurship Law & Policy**

This course, Entrepreneurship, Law and Policy, will teach law students (and, perhaps, students from other disciplines) how to practically apply the wide and varied body of legal principles involved in establishing and expanding a business venture. The course will primarily explore the role of law in the entrepreneurial process in the following legal areas: corporate law, agency law, contract law, business organizations' law, intellectual property law, small business administration law, tax law, franchise law and the law which governs efforts to raise capital. The course will also discuss related topics such as how to write a business plan and how to finance and market the emerging business.

**Credits:** 3

**LAW-550: CD: Civil Rights: The Ensuing Pursuit of Justice**

The course will examine federal and state cases and legislation which have defined the scope and limitations historically faced by blacks from the point of slavery to modern times. It will also examine how early social and economic realities have shaped society's and thus the court's view of the role of blacks in America. An examination of major cases leading to systemic change and the advancement of the cause of equal justice and at times retrenchment will also be explored.

**Credits:** 3

**LAW-551: Capital Punishment Law**

The course presents an overview of modern-day capital punishment in the United States. Throughout the semester, students will review the Supreme Court's key substantive and procedural decisions on capital punishment. Students will also examine the history of the death penalty in America—including understanding its relationship to slavery and lynching—to gain appreciation for the context in which the punishment is currently used. The course will conclude by analyzing arguments for and against the use of capital punishment. At the end of this course, students should understand the basic legal principles of modern-day capital punishment law in the United States.

**Credits:** 6

**LAW-552: CD: Fundamentals of Taxation of Partnership**

This course will provide students with a basic understanding of the U.S. federal income taxation of partnerships and partners.

**Credits:** 3

**LAW-553: CD: Technology and Law**

This seminar course is designed to provide an overview of some of the most salient issues in technology law and policy, which is emerging as a critical practice area. The course will discuss how powerful technology tools have become formidable weapons with a view to developing a framework to address some of the thorniest issues attendant to the explosion of technology in the 21st Century, including privacy, cybercrime, the conundrums of Artificial Intelligence, and the impact of social media on democracy. As the field of technology becomes a larger part of legal practice and social policy, it is critical that aspiring social engineers be part of the policy development process to ensure that the rights and interests of historically disenfranchised groups are adequately represented, not leaving the development of laws and policies to others who are not committed to a fair and just society that promotes access and engagement for all.

**Credits:** 3

**LAW-556: Equal Employment Opportunity Law**

This course covers a wide range of laws and regulations that govern employment discrimination. This includes an analysis of Title VII, the Rehabilitation Act, the Age Discrimination and Employment Act and the Genetic Information Nondiscrimination Act. The substantive information will be presented in a seminar format. The objective of the course is to empower students to become independent thinkers and to advance the student's knowledge of equal employment law by encouraging students to formulate, explain, and present ideas orally and in writing.

**Credits:** 3

**LAW-557: ADR Consortium Externship**

Program participants will gain practical experience in targeted ADR processes at partner organizations through work assignments and observations. Program participants will be placed and required to work on-site twelve (12) hours per week in both the Fall and the Spring semesters at one of the following partner organizations: U.S. EEOC (Workplace Mediation); U.S. Department of Homeland Security (Mediation); or U.S. Department of Commerce-ITA (International Trade Negotiation).

**Credits:** 2-8

**LAW-560: Adoption Law**

The course examines the legal framework governing adoptions through an examination of the legal relationships among children, families, and the state. Coursework includes substantive and practical analysis of the status, rights, and obligations of parents and children and current issues impacting the balance between family autonomy and state regulation. Students also will examine how adoption law involves complex issues of race, class, gender, and economic status.

**Credits:** 3

**LAW-563: \*Skill-Based Mediation Training**

This is an introductory mediation skills development course. Mediation is one of the alternative dispute resolution conflict management mechanisms. This three-credit experiential course will be approached from the perspective of educating the novice dispute resolver as to what mediation is, how it is different from arbitration and other forms of dispute resolution, what skills are necessary to manage the mediation process and how to utilize the “appropriate skills and dispute resolution tools” to resolve a dispute. The sessions will include lectures, demonstrations (video-taped and/or live), discussions, and simulations. The overall objective of the course is to give students a general understanding of mediation (from the perspective of the mediator and a party). Through simulated exercises, students will learn the basic skills necessary to manage the mediation process. Through discussions and lectures, they will gain a general familiarity with other dispute resolution processes. This course is intended to assist the student in the development of the following lawyering skills: (1) negotiation; (2) fact development and analysis; (3) conflict resolution; (4) collaboration; (5) cultural competency; and (6) self-evaluation.

**Credits:** 3

**LAW-564: CD: Artificial Intelligence and the Law**

This seminar explores various aspects of the interaction of Artificial Intelligence and the law including some or all of the following aspects: liability for AI errors (e.g., self-driving cars); bias in AI expert systems and AI analysis and its impacts on minorities traditionally marginalized groups (e.g., setting bail and criminal sentencing); AI and IP (e.g., if patents are intended to teach the art patented, and the art patented is not understood because it is self-learning AI, should patents be issued?); IP social justice aspects of AI including the EU’s General Data Privacy Regulation requiring AI to be explainable for certain critical settings such as medical diagnosis; AI and social media, especially with respect to privacy concerns; AI in law practice and law firm management; implications of AI for employment, the economic system, and legal responses thereto; and applying AI to legal decision-making for claims for benefits such as social security disability or workers compensation.

**Credits:** 4

**LAW-565: \*CD: Employment Law: Mediation and Arbitration**

This three-credit short-course will explore the theories and skills necessary for the effective use of mediation and arbitration. The course does not presume that the student will necessarily be the advocate representing one side or the other in the actual mediation or the arbitration. Workplace policymakers and administrators, too, should understand the theory and skills of each to be able to construct effective conflict resolution systems and to implement them effectively for their organizations. The course will make a limited use of lectures. Instead, the course will rely heavily on: (1) case studies and problems to permit the analysis and diagnosis of workplace conflicts; (2) role-plays to practice some of the skills required in mediation and arbitration; and (3) small-group-focused exercises on specific problems to permit peer-to-peer, as well as self-learning. \*This is not a simulation course as defined by ABA Standards promulgated by the Section of Legal Education and Admission to the Bar.

**Credits:** 3

**LAW-572: Islamic Law**

This seminar explores the many facets of Islamic law in both a domestic and international perspective.

**Credits:** 2

**LAW-573: \*CD: International Criminal Law**

The course will cover international criminal law and transitional justice through the use of case studies from around the world. The course will cover international criminal law, and its foundation in international human rights law and international humanitarian law. We will examine accountability for mass human rights violations through war crimes tribunals, beginning with the post-World War II tribunals in Nuremberg and Tokyo. We will then explore the evolution of international criminal law through treaties and conventions, as well as mechanisms for accountability such as international criminal tribunals and specialized domestic courts. The course will also explore transitional justice, the counterpart to accountability, that focuses on societal reconciliation, through restorative justice measures such as truth and reconciliation commissions and reparations. We will explore various transitional justice measures such as the Truth and Reconciliation Commission in South Africa, as well as remedial measures following state conflict, such as compensation commissions, reparations and amnesty agreements. We will use a new case study each week to explore these various aspects of international criminal law and transitional justice. Case studies include conflicts in Rwanda, Yugoslavia, Sierra Leone, Cambodia, South Africa, Colombia, Iraq, and the United States, among others.

**Credits:** 3

**LAW-580: Judicial Externship**

This externship gives practice and classroom learning experience for students who are working as judicial interns during the summer semester.

**Credits:** 2-6

**LAW-600: Introduction to IP**

This large survey course provides a broad view of the many issues in intellectual property law.

**Credits:** 2

**LAW-610: Introduction to U.S. Legal Systems**

This course for Masters of Law students establishes a foundational understanding for international lawyers working in or with the United States.

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**Credits:** 3

**LAW-612: Constitutional Law I**

This introductory course focuses on the issues raised by the structural parts of the United States Constitution. Consideration will be given to judicial processes in constitutional cases; judicial review; and the federal courts functioning in the constitutional system.

**Credits:** 3

**LAW-613: LRRW I**

This course is designed to help foreign law students succeed in the JD and LLM programs by focusing on and improving students' legal writing skills. Through various readings and writing exercises, students will learn how to structure arguments, explain the law, and organize information for a variety of legal documents.

**Credits:** 2

**LAW-614: Real Property**

This course covers all major areas of real property law, including the nature of real property, types of ownership, real estate contracts, title and insurance, financing, landlord and tenant, land use, environmental law and regulation.

**Credits:** 4

**LAW-615: Contracts**

This contract law course, with new materials and updated case examples, is designed to introduce the range of issues that arise when entering and enforcing contracts. It will provide an introduction to what a contract is and also analyze the purpose and significance of contracts.

**Credits:** 5

**LAW-616: Criminal Law**

This course will examine the basic elements of crimes, including actus reus and mens rea; some general doctrines of criminal liability, such as complicity, causation, attempt, and conspiracy; an example of substantive crime grading (homicide); and defenses to crimes.

**Credits:** 3

**LAW-617: Torts**

This course will introduce you to major areas of tort law such as intentional torts, negligence and strict liability, as well as damages issues in tort actions.

**Credits:** 4

**LAW-621: Constitutional Law II**

This introductory course focuses on the issues raised by the structural parts of the United States Constitution. Consideration will be given to judicial processes in constitutional cases; judicial review; and the federal courts functioning in the constitutional system.

**Credits:** 3

**LAW-623: Administrative Law**

This course considers the implementation of legislative policy through the administrative process and addresses the structure, functions, powers and procedures of administrative agencies and their relationship to the courts, with emphasis upon the regulations consistent with the protection of liberty and property under law.

**Credits:** 3

**LAW-625: Advanced Legal Research**

This course offers a detailed and comprehensive examination of legal research resources. The course combines class lectures with research assignments on general and specialized topics, so that you will learn to develop research strategies and analyze research results.

**Credits:** 2

**LAW-626: Antitrust**

This course focuses on the policies and legal principles associated with protecting competition and the competitive process through enforcement of the federal antitrust laws, primarily the provisions of the Sherman, Clayton, and Federal Trade Commission Acts. We will study the application of these laws to collusion by rivals, mergers, exclusionary conduct by dominant firms, and various kinds of potentially anticompetitive distribution practices. The course integrates traditional case law study with the use of problems, policy, economic analysis, and consideration of the current antitrust matters in the news, especially those involving the tech-related industries. No prior formal coursework in economics, however, is required. You will quickly come to realize how much of the necessary economic principles you already understand by virtue of your daily encounters with markets.

**Credits:** 2

**LAW-627: Agency**

"Agency, Partnerships, and Other Unincorporated Business Organizations", a fundamental and foundational course in the study of Corporate and Business Law, depends heavily on enacted state statutes and adopted uniform or model statutes. Accordingly, state statutory law and common law rulings govern this study. In this course, you will learn agency law, the indispensable substantive law on which all businesses, regardless of how they are organized and structured, depend. Once we've have understood this foundational legal framework, we will carry that understanding through the study of Partnership Law and Limited Liability Companies. Although corporate entities, joint ventures, trusts, s-corporations, and c-corporations will make appearance throughout the drama of the substantive materials, we will devote our focused learning to agency law, partnerships, and LLCs, fiduciary duties and the Business Judgment Rule ("BJR").

**Credits:** 3

**LAW-629: Evidence**

Evidence is the study of what parties to a criminal prosecution or civil lawsuit may introduce at trial. During the course, you should develop greater understanding of litigation. When you receive a case (real or a fact pattern) you should now be able to spot the evidence issues, know what testimony and physical evidence the judge will admit, what the judge will exclude, and what issues require further research. You will know how to object and how to argue in favor and against admissibility. You should comprehend how the evidence presented connects to the lawyers' final summations to a jury. The bar examination in every state contains multiple evidence questions, creating a direct link between your study habits in this course and your future ability to retain the substantive law necessary to pass the bar.

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**Credits:** 3

**LAW-630: Legal Writing III**

This course is designed to help foreign law students succeed in our JD and LLM program by focusing on and improving students' legal writing skills. Through various readings and writing exercises, students will learn how to structure arguments, explain the law, and organize information for a variety of legal documents.

**Credits:** 2

**LAW-638: ADR**

This course will introduce the concept and practice of alternative dispute resolution. We will focus on the primary ADR processes - negotiation, mediation and arbitration - (among others) and examine these processes in the context of different areas of the law and the judicial system.

**Credits:** 3

**LAW-641: \*Creditors & Debtors/Bankruptcy**

Nearly every person and company in America has debt. Debt finances home purchases, educations, business investment, and more. But what happens when households or businesses do not pay their debts? This course focuses on the state and federal laws that govern the relationships between borrowers (debtors) and their creditors when debtors cease paying their debts. Consumer bankruptcy under chapters 7 and 13 of the Bankruptcy Code is one the largest social insurance programs in the United States. Empirical research suggests that bankruptcy protection increases annual earnings and employment, and decreases mortality rates. Yes, bankruptcy saves lives! Come learn how.

**Credits:** 3

**LAW-642: \*Criminal Procedure I**

Criminal Procedure (Crim Pro I) will improve your skills in constitutional analysis. Students will develop educated views about a subject fraught with controversy and challenges. The problem method used in this course should improve your skills in problem-solving and rule-application and help you to think tactically and strategically. Hopefully, the problems will help you see the relationship between the doctrine handed down by the Court and how this plays out in the practice of law. The bar examination in every state contains multiple criminal procedure questions, creating a direct link between your study habits in this course and your future ability to retain the substantive law necessary to pass the bar. A student who completes this course will come away with an understanding of the basic doctrines of constitutional criminal procedure and will understand how courts determine whether a search or seizure within the meaning of the Fourth Amendment has taken place, the rules governing when a search warrant is required, the rules governing arrests, whether and when evidence is likely to be excluded at trial, whether and when a criminal defendant has a right to counsel, and the various doctrines governing police interrogations, including the Miranda rule, the Fifth Amendment voluntariness test and the Sixth Amendment right to counsel. Students will be able to read a police report and spot the issues or read a report issued after a DOJ investigation of a police department and understand the underlying legal principles. This course will prepare students for bar questions and a clinic or externship where the subject matter includes criminal matters or civil rights lawsuits on police misconduct.

**Credits:** 3

**LAW-643: Criminal Investigation and Trial Procedure (also known as Criminal Procedure II)**

This seminar more fully explores the myriad issues of criminal procedure, including arrest, search and seizure, grand juries, etc. The course helps prepare students for the bar exam.

**Credits:** 3

**LAW-647: Family Law**

How has the law constructed families? What are the common law, statutory, and constitutional principles that affect the formation and dissolution of families? What are the differences between public and private regulation of the personal and financial relationships of married and unmarried couples and parents and their children? In this course, we explore the laws and public policies governing marriage and other non-marital relationships; the economic consequences of marital and non-marital "break-ups" for adults and children; the law regarding child custody and visitation; the ethical responsibilities of lawyers who practice in these areas; and other possible topics to be determined.

**Credits:** 3

**LAW-649: Federal Criminal Law**

This course is a detailed exploration of the federal law implications in the criminal justice system.

**Credits:** 2

**LAW-651: Wills, Trusts & Estates**

This course will cover intestate succession (when a decedent dies without a will); requirements for the execution, revocation, and revival of wills and codicils; problems in the interpretation of wills; grounds for will contests; requisites for the creation and termination of private trusts; and inter vivos transactions that serve as will substitutes and that relate to testamentary dispositions. Relevant tax aspects are considered on a limited basis. This course will also address the ethical and professional responsibilities of lawyers representing clients in this area. In addition, we will consider how discrimination based on race, gender, class, and sexual orientation has contributed to the wealth disparity in this country.

**Credits:** 3

**LAW-652: \*CD: Environmental Justice**

This course will explore environmental problems or issues addressed by the law. Students will understand environmental law (Domestic & International) and explore how environmental justice law supplements and enhances environmental law to ensure justice for disadvantaged peoples confronting disproportionate burdens of environmental harm caused by human conduct. This course will explore the specifics of Federal and selected state constitutional rights and remedies, Federal Statutory Rights, and major proposals for additional rights and remedies.

**Credits:** 3

**LAW-653: Environmental Law**

This survey course provides students a broad view of environmental law and policy with a particular focus on environmental issues facing marginalized communities.

**Credits:** 3

**LAW-654: Legal Writing II**

The second part of the LRRW Program is Legal Writing II (LWII), a required two-credit, semester-long course which must be taken either in the fall or spring of the student's second year unless the student failed LRRW, in which case the student must take LW II in the year immediately following successful completion of LRRW. LW II is designed to reinforce and deepen the students' knowledge of and ability to perform factual analysis, legal analysis, legal reasoning, legal research, and writing. The primary project is writing and rewriting an appellate brief on relatively difficult legal issues.

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**Credits:** 1

**LAW-655: \*CD: Public Ethics**

This course includes an overview of the law and legal issues associated with public ethics (federal, state and local government officials and employees) with specific emphasis on such issues such as: conflicts of interest; sexual misconduct; acceptance of gifts, gratuities, and honorariums; use of title, prestige, and position to influence, to steer contracts or for personal benefit and gain; post- employment restrictions; lobbying, financial disclosures, selective enforcement of ethical investigations, and the specific ethical codes applicable to executive, legislative and judicial officials and public employees. There is also a review and analysis of the enforcement of ethical standards and requirements. The course also examines the ethical responsibilities imposed upon the President, Governors, and executive officials; prosecutors; law enforcement officials; public defenders; judges and others in connection with their role in the administration of criminal justice. The Course is open to JD students, LLM students and Divinity Students.

**Credits:** 3

**LAW-656: Immigration Law**

This course surveys the legal, historical, and political considerations that shape U.S. immigration law. The course will review the constitutional basis for regulating immigration into the United States, and, to some extent, the constitutional rights of noncitizens in the country; the history of U.S. immigration law and policy, including present-day debates; the contours of the immigration bureaucracy, including the roles played by various federal agencies in immigration decisions; the admission of nonimmigrants (i.e., temporary visitors) and immigrants into the United States; the deportation and exclusion of nonimmigrants and immigrants; the intersection of immigration and criminal law; and citizenship and naturalization. Much of the course focuses on the comprehensive immigration law, the Immigration and Nationality Act (INA) of 1952, as amended by numerous laws and the implementing regulations. Although comparisons to immigration law and policy of other countries, as well as various sources of international law, are drawn upon from time to time, the primary focus of his class is immigration law in the United States.

**Credits:** 2

**LAW-661: International Law**

This seminar give students a learning and writing experience focused on the myriad international law issues.

**Credits:** 3

**LAW-662: Federal Income Tax**

This course provides a survey of the federal income tax system as it relates to individuals and business activity. Topics such as the internal revenue code, treasury regulations, and case analysis; tax policy, economics, and public finance; and tax legislation will be covered. Specific concepts include income, exclusions, deductions, credits, tax accounting, and tax procedure. In addition, we will consider the role that race, gender, class, and sexual orientation play in the federal income tax system.

**Credits:** 2

**LAW-666: Civil Procedure**

This course introduces the rules and principles governing procedure in civil litigation. Topics include personal jurisdiction; subject-matter jurisdiction; and choice of law in the federal courts.

**Credits:** 4

**LAW-668: International Business Transactions**

This seminar provides an opportunity for students to learn about the international law of corporate operations.

**Credits:** 3

**LAW-670: CD: Corporate Federal Income Taxation**

\*note to students: this was previously known as Advanced Corporate Problems. Students cannot take this class if they took the other.

**Credits:** 1

**LAW-674: Labor Law**

This seminar explores the topics of labor law in the United States through regulatory and common law experiences and learning.

**Credits:** 3

**LAW-680: Federal Courts**

This course provides students an in-depth view of the federal court system and explores practice in federal courts.

**Credits:** 3

**LAW-681: Legal Drafting**

This course will teach you the principles of contemporary commercial drafting and introduce you to documents typically used in a variety of transactions. The skills you gain will apply to any transactional practice and will even be useful to litigators. Upon finishing the course, you will know the business purpose of each of the contract concepts; how to translate the business deal into contract concepts; how to draft each of a contract's parts with clarity and without ambiguity; how to add value to a deal; how to work through the drafting process; and how to review and comment on a contract.

**Credits:** 3

**LAW-682: Municipal Law**

This course provides an introduction to the state and its local governments in all their many variations across the U.S.. Topics include presentation of; the constitutional, political, and legal debates about the allocation of power among the various levels of government, the predominant normative assessments of local government law, several models of local government law as reflected in current (U.S. and state) Supreme Court, including lower federal court decisions, and the basic state-local relationship and the rules that govern it.

**Credits:** 4

**LAW-683: Interviewing, Negotiating, & Counseling**

This practice seminar gives students significant experience in the key lawyer methods of interviewing clients and others, negotiating and counseling for all key constituencies.

**Credits:** 3

**LAW-686: Patent Law**

Topics to be covered in the course include patentable subject matter, utility, novelty, non-obviousness, disclosure, enablement, infringement, and remedies.

**Credits:** 3

**LAW-687: Professional Responsibility**

Professional Responsibility: Advocacy and Ethics in Practice is a two-credit course in which through simulation involving interaction with clients, fact-finding, negotiation, and litigation, students will learn how ethical and values dilemmas arise in advocacy and practice settings and how ethical rules and other forms.

**Credits:** 3

**LAW-687: Professional Responsibility**

This is a required upper level course that teaches the traditions of the legal profession. It provides an understanding of the essential elements in the business aspects of law practice, including authorized practice, fee determinations, bar organization and functions, and the rules of legal ethics and disciplinary action. It also includes an understanding of the relationship that exists between an attorney and her client, with all its complexities. To the extent that questions of professional responsibility arise in the context of procedural or evidentiary issues, the applicable Federal Rules of Civil Procedure and Evidence will also be taught.

**Credits:** 3

**LAW-687: Professional Responsibility**

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**Credits:** 3

**LAW-689: \*Race, Law & Change**

This course examines the idea of race as a constitutive element of modernity, focusing specifically on its impact on the intellectual underpinnings of historical and contemporary American legislative and judicial doctrine and public policy. In this context, our course considers a broad range of comparative judicial, legislative, administrative, policy and political concepts and strategies that might be most effective in vindicating and advancing human and civil rights.

**Credits:** 1

**LAW-692: Remedies**

This course focuses on teaching the four major categories of remedies- Damages, Equity, Restitution, and Declaratory remedies- along with an exploration of various types of ancillary remedies.

**Credits:** 4

**LAW-700: Independent Study**

See Student Handbook for information on enrolling in an Independent Study. Verify the deadlines for independent study, which are noted in the Howard University School of Law Academic Calendar. Once you have completed these steps, see Dean Olivares for information on how to continue the faculty and committee approval process.

**Credits:** 4

**LAW-705: Civil Rights Planning**

This course is an introduction to the practical, procedural, and substantive planning engaged in by lawyers helping to develop remedies for violations of the rights of minorities and women. These remedies include litigation, legislative and regulatory advocacy, demonstrations, and public information campaigns. Students will write a research paper on the strategy and tactics of civil rights lawyering, based not only on library work but also on interviews with civil rights practitioners. Our focus for this year will be "trouble spots" like racial profiling, hate crimes, discrimination against consumers, employment discrimination, voting rights, housing discrimination and discrimination in public education. We will also look at citizen action and access to local government.

**Credits:** 3

**LAW-706: General Externship**

This seminar is devised to complement your externships. Because students have chosen a wide variety of placements, a key objective of this class will be to explore topics within the public interest community from policies and practice to the treatment of the poor. You will be graded on a Pass/Fail basis. Students who successfully complete the seminar and externship placement will receive either 3 or 4 credit hours depending upon the number of hours per week they work at their placement.

**Credits:** 3

**LAW-710: \*Broker/Dealer Regulation**

This course is designed to examine the regulatory framework of brokers and dealers imposed through the federal securities laws and the regulations and rules adopted by self-regulatory organizations (SROs). The course will cover the role of the Securities and Exchange Commission ("Commission") and its oversight responsibilities with respect to SROs, with an emphasis on the Financial Industry Regulatory Authority ("FINRA"). The rules of FINRA will be examined to determine how the securities industry regulates itself. This course will also evaluate the appropriate role of securities industry organizations in the regulatory framework of the US financial markets.

**Credits:** 2

**LAW-718: Fair Housing Clinic I/II**

The Fair Housing Clinic functions as a small nonprofit law firm within the law school. Accordingly, the expectations for class are similar to the expectations in a legal work environment.

**Credits:** 2

**LAW-721: \*Civil Rights Clinic I & II**

The Civil Rights Clinic litigates on behalf of indigent clients in civil rights and social justice cases. Cases include a range of civil rights matters such as employment and housing discrimination, police brutality, denial of full voting rights, unconstitutional prison conditions, and procedural barriers that preclude indigent litigants from effective access to the courts. The pedagogical goal of the clinic is for students and faculty to critically examine the analytical and linguistic challenges of effective courtroom advocacy, the legal and strategic considerations of the appellate process, the ethical and professional obligations of client representation, and the social and political implications of civil rights advocacy.

**Credits:** 3

**LAW-724: Trademark Law**

This seminar provides students a deep exploration in the intellectual property topics of trademark.

**Credits:** 3

**LAW-726: SEC Externship**

The SEC Externship Program provides an exceptional opportunity for students to work as interns in the Washington, DC Headquarters of the Securities and Exchange Commission ("SEC"). Students work on many complex securities law matters under the close supervision and guidance of SEC staff lawyers, who also provide mentoring for students. Students attend educational seminars at the SEC led by senior Commission staff and prominent members of the securities bar and industry. Students also participate in classroom discussions regarding various securities market and securities law topics with an experienced securities lawyer one day each week.

**Credits:** 3

**LAW-727: Education Law**

This course will focus on the constitutional and statutory law that both constrains and empowers public elementary and secondary schools. The course will explore public education from two perspectives: that of the school and that of the student. General topics will include the parameters of public education, the legal and practical aspects of public school governance, and the rights and responsibilities of students.

**Credits:** 3

**LAW-728: Copyrights**

This course examines the body of jurisprudence that delineates the legal rights and relationships that arise in connection with the development, use, and protection of expressive intellectual endeavor which qualifies for protection within the federal copyright law. In addition to exploring the common law and statutory framework that embodies American copyright law, the course also emphasizes the social policy objectives of copyright property protection, including the stimulation of creative enterprise and the beneficial dissemination of such achievements. Students are especially encouraged to consider the unique questions that arise in connection with the application of traditional copyright principles to new technologies, including any special implications for the African American community and similarly dis-empowered or disenfranchised groups.

**Credits:** 3

**LAW-736: Securities Regulation I**

This course will focus on the basic principles and structure of securities regulation in the U.S. Specifically, the course will cover federal cases, statutes, rules, and regulations that govern the federal securities markets, including the Securities Act of 1933 and the Securities Exchange Act of 1934.

**Credits:** 3

**LAW-738: IRS Externship**

This externship gives practice and classroom learning experience for students interested in working with or in the IRS agency.

**Credits:** 2

**LAW-743: \*Environmental Externship**

Howard University School of Law's Externship Program provides students the opportunity to partner with leading environmental institutions throughout the United States, including established collaboration with Environmental Defense Fund (EDF) and Natural Resources Defense Council (NRDC). NRDC is a nationally recognized environmental advocacy and litigation firm with a variety of initiatives in many areas of environmental and public health. EDF is an organization guided by science and economics with a global mission to preserve the natural systems on which all life depends.

**Credits:** 4

**LAW-751: \*Sales**

This Sales Law course combines the law of sales and its application to transactions and problems. Often attorneys must advise clients about buying, selling, exporting, importing and financing the sale of goods, as well as about dispute settlement. This course offers a basic overview of US sales law (primarily Article 2 of the Uniform Commercial Code and the United Nations Convention on the International Sale of Goods) and recent developments. For an informed familiarity with sales law, several supplemental resources will be consulted, e.g., UNIDROIT, UNCITRAL, OHADA, and the Hague Conference. The course will use selected Problems in the casebook to analyze the law and its application to resolve issues confronting practicing attorneys. These exercises will involve reading, understanding, analyzing and applying the statutory texts and supporting authorities, then presenting the results in class discussions or in individual presentations.

**Credits: 2**

**LAW-757: Advanced Externship**

The Advanced Externship Program is an option for students who have already successfully completed the General Externship Program (either during the academic year or summer) and are interested in pursuing a second externship placement. Students who wish to remain at the same placement must submit a brief memo to the Director of Experiential Learning explaining how their learning goals will differ from their prior semester and why their learning goals cannot be achieved through doctrinal or clinical offerings at the law school.

**Credits: 3**

**LAW-760: Trial Advocacy – Civil**

In Civil Trial Advocacy students participate directly in three civil trials using fictitious case files. on planning, trial strategy and tactics, opening statements, direct and cross examinations of witnesses, in limine and 403 motions, and closing arguments. In all sessions students are divided into plaintiff and defense teams. Students unassigned as counsel in class trial sessions function as witnesses and jurors and may be called on to perform skill drills. Judges preside over in-class trials and the concluding full-day trial. Cases will be deemed to take place in the Superior Court for the District of Columbia and will be tried under the Federal Rules of Civil Procedure and the Federal Rules of Evidence. Evidence must be taken as a pre or co-requisite course.

**Credits: 2**

**LAW-764: LLM Writing- Advanced Legal Writing**

Advanced Legal Writing is an intensive writing lab that builds on the skills you acquired in your first-year legal writing courses, using shorter and more varied assignments from transactional, litigation, and legislative practice.

**Credits: 3**

**LAW-767: CD: Gender, Sex, Sexualities**

This seminar will discuss and explore past and present legal formulations in Family Law and its treatment of gender, sex and sexualities. The course will focus specifically in marriage, families, reproductive rights, constitutional protections, criminalization practices and emerging fields of state regulation. The course will combine class discussions, written reflections, debates, and lectures. At the end of the semester, students must submit a paper examining a current family legal issue in terms of its social implications for gender, sex and sexual policies.

**Credits: 3**

**LAW-769: CD: Business Organizations**

Organizations” is the second course that develops your substantive foundational course in business law. The principal course is Agency, Partnerships, and LLC. Apart from common law business organizations, statutory organizations like LLCs are statutory. Despite a federal regulatory presence, state statutory law and common law rulings govern this study. In this course, agency law, the indispensable substantive law on which all businesses, is a substantive core of business law. Once we’ve understood this substantive core, we will carry that understanding over to partnership, corporations, and limited liability companies. Although corporate entities, joint ventures, trusts, s-corporations, and c- corporations will be present in the substantive materials, we will exclusively devote our focused learning to agency law, partnerships, LLCs, and publicly traded and closely held corporations, and securities regulations and litigation.

**Credits:** 3

**LAW-770: CD: National Security Law**

This seminar provides a deep learning and writing experience for students interested in all aspects of national security law and practice.

**Credits:** 3

**LAW-771: Commercial Law**

This is a survey course examining the legal issues arising in the sale of goods (UCC Article 2), and the legal relationship between debtors and creditors whose credit transactions are secured by personal goods (UCC Article 9). This course also covers bankruptcy law, which is closely related to Article 9. Related areas of law and aspects of commercial and business practices will be discussed, as appropriate. This course is intended to provide a broad overview of commercial law for students who do not intend to practice commercial law, but who nevertheless wish to obtain a significant exposure to the structure and operation of the Uniform Commercial Code, as well as to fundamental commercial law and business practices.

**Credits:** 2

**LAW-771: Commercial Law**

This is a survey course examining the legal issues arising in the sale of goods (UCC Article 2), and the legal relationship between debtors and creditors whose credit transactions are secured by personal goods (UCC Article 9). This course also covers bankruptcy law, which is closely related to Article 9. Related areas of law and aspects of commercial and business practices will be discussed, as appropriate. This course is intended to provide a broad overview of commercial law for students who do not intend to practice commercial law, but who nevertheless wish to obtain a significant exposure to the structure and operation of the Uniform Commercial Code, as well as to fundamental commercial law and business practices.

**Credits:** 2

**LAW-772: Federal Criminal Civil Rights**

This course covers the constitutional and historical development of the most significant Federal Criminal Civil Rights statutes that are used to prosecute police brutality, and studies other applications of those statutes to other forms of misconduct that warrant criminal prosecution. (e.g. a state judge that coerced female litigants into sexual activity). The course also covers the origin and development of the Federal Hate Crimes statutes. In addition, the course explores the stated discretionary policies of the US Department of Justice concerning inter alia, under what circumstances should federal protection go forward after the matter has been judicially resolved or otherwise determined by the state court system.

**Credits:** 4

**LAW-773: CD: Selected Topics in K-12 Discipline**

This seminar offers students an opportunity to work to understand topics of education law, including aspects of constitutional law and criminal justice.

**Credits:** 3

**LAW-779: \*CD: Juvenile Justice**

The course examines the history and legal framework governing the juvenile legal system in the United States. Coursework includes substantive and practical analysis of the juvenile legal system, including status offenses, delinquency matters, intersectionality of delinquency and child welfare, diversion programs, and restorative practices. Coursework also includes an analysis of the causes, dynamics, and consequences of juvenile delinquency, an understanding of adolescent brain development, systemic and structural influences on delinquency, prevention and intervention considerations, and the cradle-to-prison pipeline. Students also will analyze and research current legal and systemic issues and propose alternative responses to micro- and macro-level injustices. Students also will examine issues of race, class, gender, and economic status in the juvenile legal system.

**Credits:** 1

**LAW-781: IP/ Patent Law Clinic I & II**

The IP Patent Clinic is a course where students interact with inventors or designers, and prepare actual patent applications which will be filed for inventors under the supervision of licensed a Patent Attorney. The students will be assigned an invention disclosure. They will work directly with the inventor(s) to draft a patent application covering the invention. The patent application worked on by the student can include design patents. The inventors or designers in need of the preparation of a patent application are generally from the local community in need of pro bono representation. Students will be instructed as to best practices with regard to meeting with the inventor(s) and drafting the patent applications. They will then be critiqued regarding their written applications. The patent applications will be written in stages, including drawings, claims, and specification, with critique on each step in the process.

**Credits:** 2

**LAW-789: Howard Law- WBG ADR Externship Program**

The Program is a unique collaboration between the Law School ADR Clinic and the General Externship Program, to provide Howard Law students with a capstone ADR experience. Through this program, students are afforded an experiential opportunity to learn how alternative dispute resolution mechanisms function in an international organization. Activities include engagement in mediation services, internal investigations, neutral administrative dispute resolution, and leadership building.

**Credits:** 3-8

**LAW-804: Criminal Justice Clinic**

Students represent indigent members of the community charged with misdemeanor offenses in DC Superior Court. Students are responsible for all aspects of the representation of the client, under the direct supervision of the CJC faculty, including preparation for presentation of the case at all stages of the proceeding. Such preparation includes, but is not limited to, client and witness interviews, interaction with the Office of the United States Attorney and the Metropolitan Police Department, legal research and the drafting and filing of litigation pleadings. Students also appear in court at pretrial hearings, trials, sentencing proceedings, and parole revocation hearings.

**Credits:** 3-12



**LAW-805: \*Howard Law Journal**

Founded in 1955, the Howard Law Journal is a student-managed, faculty-supervised academic program of the Howard University School of Law. The Journal is the principal scholarly publication of Howard University School of Law. The Journal is published in one annual volume consisting of no less than three issues that contain articles, essays, and book reviews authored by legal scholars, as well as notes and comments authored by Howard Law Journal members. Consistent with the mission of the law school, the Journal is dedicated to promoting the civil and human rights of all people, in particular those groups who have been the target of subordination and discrimination. During their two-year membership, Journal members are afforded a unique scholarly and analytical experience by performing substantive and technical editorial work. Student editors make all editorial and organizational decisions and, together with a professional business manager, carry out the day-to-day operations. Journal membership also allows students the opportunity to produce thoughtful, intelligent legal analysis and the ability to communicate that analysis through excellent legal writing.

**Credits:** 3-6

**LAW-806: CHH-National Moot Court Team**

This course is offered to all students who compete and are accepted on to the CHH National Moot Court Team. The course examines various appellate issues and prepares students for appellate writing and oral argument. Once on the team, students will be provided with appellate training in the form of course work over the Summer and Fall semesters. This training will prepare them for competing in external competitions in the Spring semester.

**Credits:** 6

**LAW-807: International Moot Court Team**

This course prepares various international moot court teams competing on behalf of Howard University School of Law around the world. The course includes lectures on developing trends in contemporary international human rights law. The course also focuses on developing the oral, writing, and research skills needed to compete in some of the world's toughest international moot court competitions. Howard University School of Law's International Moot Court Team competes in some of the world's largest and most prestigious competitions during the spring semester. Competitions include The Philip C. Jessup Moot Court Competition, which is the largest moot court competition dedicated to public international law in the world as well as the U.S. Nepal International Moot Court Competition hosted by the U.S. Embassy in Kathmandu.

**Credits:** 4-2

**LAW-810: Investor Justice & Education Clinic (I & II)**

Student Attorneys are assigned investor cases and pursue claims against some of the largest financial services companies in the nation, as well as their brokers and investment advisers. Students will handle cases involving a variety of financial products and transactions including stocks, bonds, mutual funds, exchange traded funds, stock options, Real Estate Investment Trust ("REITs"), variable annuities, limited partnerships, and initial public offerings. Students also work as a team with other Student Attorneys to develop and conduct investor education programs around Washington, DC area. Students the one semester IJEC program, can return as an Advanced Student in the IJEC II program for a second semester.

**Credits:** 2

**LAW-811: \*IP/Trademark Clinic I & II**

Howard University School of Law participates in the United States Patent and Trademark Office's (USPTO) Law School Clinic Certification Program (Trademarks). As a result, this 3-credit semester-long course was created, for which a maximum of ten (10) students will be selected. The IP & Trademark Clinic course includes a classroom seminar and actual client representation. The one time per week, two-hour classroom seminar includes a review of trademark law & federal registration procedures. The practice includes the representation of individuals and small businesses in their efforts to secure federal trademark registrations with the USPTO. Student-attorneys are responsible for all aspects of representing clients, under the direct supervision of the IPTC faculty. The practice includes, but is not limited to: adhering to the USPTO's ethics rules; client interviewing and counseling (e.g., gathering information; reviewing & reporting-out Office Actions & Notices); trademark selection and clearance (e.g., conducting searches; ordering & reviewing search reports; rendering availability opinions) and all aspects of preparing, filing & prosecuting trademark applications before the USPTO (e.g., reviewing Office Actions and drafting responses thereto, and legal research). Students are also required to meet with IPTC faculty once per week for 30 minute supervisory meetings.

**Credits:** 2

**LAW-815: CD: International Trade & Development**

This course discusses the unique laws surrounding international trade and the development of global economies.

**Credits:** 3

**LAW-817: \*Howard Human & Civil Rights Law Review**

Founded in 2015, Howard Human & Civil Rights Law Review ["HCR"] is a student-managed, faculty-supervised law review published by the Howard University School of Law. HCR focuses on issues related to human rights, civil rights, and international law. HCR holds an annual Symposium related to these issues, with the keynote speaker giving the C. Clyde Ferguson Jr. Lecture. HCR publishes an annual volume of the lectures given at the Symposium, together with articles from eminent scholars and practitioners, a student Note written by the winner of the Pauli Murray Prize, a nationwide competition for the best student Note on human and civil rights.

**Credits:** 3-6

**LAW-819: Bar Skills**

This course is designed to help students develop the problem solving and analytical skills necessary to maximize scores on each portion of the bar exam. It will assist students in developing writing and multiple choice testing competency sufficient for any bar exam. This course is a skills-based course, and not a course in substantive law. For substantive review, consult substantive outlines and coursework.

**Credits:** 3

**LAW-821: DC Law Students in Court-Civ Litigation**

This course is an overview of the structure and function of court systems in the United States. Emphasis will be placed on the relationships between state and federal courts within the context of judicial decision making.

**Credits:** 12

**LAW-822: CD: Law, Economics & Capitalism**

This seminar provides students a broad view of business law and economics.

**Credits:** 3

**LAW-823: Private Equity & Hedge Funds**

This advanced seminar gives students an in-depth learning experience in corporate law practice.

**Credits:** 3

**LAW-824: Lawyer's Committee/ Civil Rights Litigation**

This seminar provides a practice-based learning experience for students interested in the broad array of litigation opportunities in civil rights law.

**Credits:** 3

**LAW-826: Environmental Justice Center Research and Advocacy**

This course provides students an opportunity for students to put into practice the material they have learned in their environmental law courses.

**Credits:** 6-4

**LAW-841: CD: Movement Lawyering Clinic**

This clinic gives students an opportunity to practice many aspects of civil rights law in both local and national settings.

**Credits:** 3

**LAW-841: CD: Movement Lawyering**

The Movement Lawyering Clinic advocates on behalf of clients and communities fighting for the realization of the civil and human rights guarantees promised by the United States Constitution and International Human Rights treaties. Projects address a range of matters, including police brutality, racial justice, mass incarceration and unconstitutional prison conditions, and other concerns that implicate core constitutional and human rights. This clinic focuses on advocating for systemic change using policy projects, advocacy in front of domestic and international tribunals, and other movement lawyering techniques.

**Credits:** 3

**LAW-841: CD: Movement Lawyering Clinic**

This clinic gives students an opportunity to practice many aspects of civil rights law in both local and national settings.

**Credits:** 3

**LAW-842: CD: Movement Law. Clin. II EXP**

A continuation of LAW-841. This interactive workshop will introduce participants to the theory and practice of "movement lawyering," and is designed to assist lawyers and law students in becoming better equipped to participate within mass movements and support grassroots organizing. Topics to be covered include: what is movement lawyering and why is it necessary, working with grassroots organizers, lawyering for power-building, how lawyers often fail social movements, how legal strategies fit alongside other social change strategies, and the disconnect between conventional legal training and the skills needed to support social movements. Several of the most effective movement lawyers and grassroots organizers in the country will participate as guest speakers.

**Credits:** 6

**LAW-843: CD: Mergers & Acquisitions**

This course covers the law applicable to mergers and acquisitions, including takeover law. We will often use cases as much as vehicles to become familiar with deal terms and practices as for their substantive holdings. The purpose of this course is to familiarize students with what transactional lawyers do, i.e., what their clients negotiate about, what resolutions are achieved, how clients choose who they wish to contract with, and who they wish to spurn. What transactional lawyers do is informed as much by norms in the broader transacting community, economic principles of relationships, and bargaining, as it is by law.

**Credits:** 3

**LAW-844: CD: The Black Family: Growth, Stability & Implications**

This seminar explores a range of topics affecting families and the neurobiological foundations that affect Black families, in particular.

**Credits:** 3

**LAW-845: \*CD: Reentry Clinic**

The Reentry Clinic combines individual representation with policy work around the central theme of mass incarceration. This course investigates some of the drivers, including long sentences and collateral consequences of arrests and convictions. Under direct supervision, this course affords the opportunity to represent clients in record sealing matters in D.C. Superior Court and participate in policy advocacy as well. This semester students will focus on a new law that increases access to occupational and professional licensing for returning citizens in the district. Students will work on community outreach including designing a community step-by-step education guide or designing an educational video to inform the community regarding the new occupational licensing statute in DC. Under direct supervision, this course affords the opportunity to represent clients in record sealing matters in D.C. Superior Court and participate in policy advocacy as well. This semester students will focus on a new law that increases access to occupational and professional licensing for returning citizens in the district. Students will work on community outreach including designing a community step-by-step education guide or designing an educational video to inform the community regarding the new occupational licensing statute in DC. Students can expect to develop an extensive array of lawyering skills, including interviewing and counseling clients, developing case histories, maintaining case files, investigating cases, and developing effective oral and written advocacy. You will gain an expertise in how to read statutes, particularly the District's record sealing regime and new occupational licensing law. The classroom component of the clinic will focus on skills development such as storytelling, problem-solving and developing case theories, but will also focus on broader systemic reentry challenges due to race and social inequality in the criminal justice system. Individual case rounds are designed to develop oral advocacy skills. Students will work collaboratively with local and national reentry groups to identify and promote effective reentry strategies.

**Credits:** 3

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**Credits:** 3

**LAW-847: CD: Information Privacy & Data Security**

This seminar will explore the rapidly evolving fields of information privacy and data security law, with an emphasis on consumer rights, theories of consumer harm, and the role of technology in both exposing and protecting personal information.

**Credits:** 3

**LAW-848: Asylum & Refugee Law**

This course will cover international and U.S. refugee law, with a focus on asylum law in the United States. The course will examine the history of the U.N. Convention on the Status of Refugees, the implementation of that convention through the U.S. Refugee Act of 1980 and subsequent related legislation, political and judicial efforts to define the extent of the protections afforded under international and domestic law, current proposals to amend the laws, and the practices of asylum law in the United States. It examines the international origins of Refugee Law, the meaning of well-founded fear, and the definition of persecution. It analyzes the protections against persecution on account of political opinion, religion, race of nationality, and a social group. The central goal of this course is to help students understand the legal and policy issues affecting asylum-seekers. We will make connections throughout the semester between local asylum issues and national and global issues. By the end of the course, students will understand U.S. and international law and procedures concerning refugees, identify and practice the skills you will need in order to meaningfully engage with clients seeking asylum, and identify issues in law and policy that your generation of lawyers must struggle with, and hopefully resolve.

**Credits:** 2

**LAW-850: \*Introduction to Investment Management**

In this class, you will learn the many ways that money managers, portfolio managers, asset managers and other investment advisers can get themselves into trouble with the SEC and criminal prosecutors. Better yet, the class is also about how investment advisers can avoid getting themselves into trouble.

**Credits:** 3

**LAW-851: \*CD: Equality According to Pauli**

This upper-level seminar will cover subjects including the following: (1) constitutional race, sex, and gender equality; (2) employment discrimination and Title VII of the Civil Rights Act of 1964; (3) race, sex, and voting rights (including the Fifteenth and Nineteenth Amendments and the Voting Rights Act of 1965); (4) juries (both jury service and fair trial rights); (5) intersectionality/multidimensionality and the law; (6) identity; (7) feminist legal theory; (8) Black feminisms (including Critical Race Feminism); (9) civil and human rights; (10) education (including Title IX); (11) poverty; (12) parenting, reproduction, and morality; (13) public accommodations; and (14) social justice lawyering. This course will reinforce the law of constitutional equality covered in Constitutional Law II and present Pauli Murray's words and work as part of the larger narrative about equality as a matter of contemporary legal doctrine and theory.

**Credits:** 3

**LAW-852: \*CD: FOIA: An Examination of the Trump Years**

The federal Freedom of Information Act (usually referred to as FOIA) was originally enacted in 1966 as an amendment to §3 of the original Administrative Procedures Act. The FOIA imposes on federal agencies three types of disclosure requirements, codified in §552(a)(1), (a)(2), and (a)(3). Section 552(a)(1) requires federal agencies to publish certain information in the Federal Register. Section 552(a)(2) requires federal agencies to make certain other information "available for public inspection and copying." Section 552(a)(3) requires federal agencies to disclose, "upon any request," information that has not been made available under subsections (a)(1) or (a)(2). Section 552(a)(3) is what entitles people to file what are called "FOIA requests" and the statute establishes nine exemptions from this requirement in §552(b). The course will, however, focus primarily on those exemptions deemed controversial. It will, therefore, examine and analyze the approach taken by the Trump administration in both complying with §552(a)(3) and invoking the exemptions of §552(b) by reviewing the President's Executive Orders and the guidelines issued by the various government agencies. It will also review the role of the judiciary by examining and analyzing several recent Supreme Court and other federal court decisions. Consequently, the required seminar papers will be focused on analyzing the federal government's approach to transparency during the Trump administration, and the role, if any, that "politics" played in the interpretation and the application of the statute.

**Credits:** 3

**LAW-853: \*CD: Regulatory State - LW3**

The Regulatory State course explores how administrative agencies make law. It focuses on political control and influence over administrative agencies, and how political control and influence affects the content of the law that agencies produce. But to understand the politics of administrative agencies, one first has to understand something about the law that governs them.

**Credits:** 3

**LAW-856: Entertainment Law**

This experiential course focuses on developing the foundational expertise required for proficiency in handling legal issues specific to the entertainment industry. We will examine principles of contract, tort, employment, labor, copyright, and trademark law, as applied to television, film, music and other segments of the entertainment industry. Students will analyze real and hypothetical case scenarios in the context of exploring legal strategies for meeting client objectives and drafting pertinent agreements and/or litigation pleadings throughout the semester. Readings will be drawn from the required text and selected supplemental materials to be provided. Course performance is primarily measured by performance on final drafts of interim assignments and on the capstone assignment.

**Credits:** 3

**LAW-858: Advanced Torts**

This 2-hour course explores Advanced Torts with a Product Liability emphasis. Product Liability is the principle governing damages for wrongs that are non-contractual (i.e., legal responsibility for losses not grounded in contract). This course will comprehensively review and explore the circumstances and theories under which liability and damages may be imposed upon those who sell products that are unreasonably dangerous because they are defectively designed, manufactured, or have inadequate warnings or instructions.

Components of this course will include reading, class discussion and practical exercises that develop and shape legal analysis, reasoning, strategy and advocacy from the perspective of both Plaintiffs and Defendants. Practical exercises will be comprised of oral (and written) presentations that, among other things: 1) focus on skill sets and techniques to present extremely complex information to juries; 2) explore jury selection strategies; and, 3) address the challenges that arise when trial testimony is largely dependent on doctors, scientists and engineers as witnesses.

**Credits:** 3

**LAW-862: Habeas Practicum**

In the seminar, students will be introduced to basic aspects of habeas law, a unique field that uses civil law to challenge wrongs in the criminal and immigration sectors of the American legal system. All students will be expected to attend a weekly 2-hour seminar via Zoom that will introduce basic habeas concepts. The seminar will incorporate hands-on learning to teach the theories of habeas law to prepare students for their work in the practical component of the course. As part of the seminar, students will be asked to work on a practice problem based off a real case. Throughout the course, students will need to submit an outline of their work, an initial draft, and a final draft of the pleading. Christina and Emily will work with students to provide individualized feedback on the outline and first draft of the problem. In addition, we will provide some time at the end of the seminar sessions to discuss the problem and how it relates to either students' practicum work or the theoretical work of the seminar.

**Credits:** 2

**LAW-863: Morality of Intellectual Property**

In this seminar we will delve into the philosophical underpinnings of intellectual property law and examine moral conflicts and questions that arise in the context of granting, enforcing, and disallowing intellectual property rights and related intangible rights. Sample topics include: patent law impact on access to healthcare, farming, and food supply; privacy issues and ownership of rights relating to medical innovations derived from patient tissues; and the scope of moral rights granted under the Copyright Act. Other topics selected by students for their required scholarly paper may be incorporated into the seminar by student-led discussions. Readings will be drawn from selected cases, articles, and essays, in addition to the required text on scholarly writing for law students. Course performance is primarily measured by timely submission of milestone assignments and quality of final draft of scholarly paper.

**Credits:** 3

**LAW-865: Sports & Social Justice Law**

This course focuses on the importance of social justice activism and its intersection with the legal and sports industries. This course will address contemporary Sports and Social Justice topics and case studies based on historical examples of athletes who leveraged their personal brands and platforms anchored primarily in sport to promote racial equity and social justice in the United States. The course has four key objectives: (1) to provide an historical overview of the athlete as a social activist, (2) to highlight the power of sport to drive social justice, racial equity, and civic engagement, (3) to examine the power of the partnership between athletes and lawyers as social engineers, and (4) to provide law students with historical legal perspectives, foundational legal skills, and new capabilities to best serve and amplify the voice and impact of the athlete activist client.

**Credits:** 3

**LAW-890: Trial Advocacy Moot Court Team**

This co-curricular course focuses on developing trial lawyers and preparing students to compete against other law schools in trial competitions. There is a strong emphasis on the application of Federal Rules of Evidence, developing persuasive arguments and trial advocacy skills. Students will be required to have a basic understanding of both civil and criminal procedures and how they apply to trial practice.

**Credits:** 1-2

**LAW-900: Thesis**

Thesis guidance for students.

**Credits:** 3

**LAW-902: Sustainable Development Planning**

This course is an introduction to the practical, procedural, and substantive planning engaged in by lawyers helping governments and nongovernmental organizations that seek to balance economic and social development with conservation of natural resources and also promote environmental stability in developing countries and in underdeveloped regions of developed countries. Students will write a research paper on the strategy and tactics of lawyering for sustainable development, based not only on library work but also on interviews with practitioners. Our focus for this year will be the widening gap between rich and poor and the social conflict and escalating environmental disturbance associated with it.

**Credits:** 1

**LAW-917: Sports Law**

This course will provide theoretical groundwork and experiential opportunities for students interested in serving as in-house counsel in professional sports for companies like unions, leagues and teams, as well as media companies in television, live events and social media. We will cover topical issues ranging from states legalizing sports gambling, to the impact of social media on celebrities and the organizations that represent and employ athletes. Each class meeting will be split between, first, substantive business and legal issues pertaining to sports, media and entertainment, and second, skills-based exercises, workshops and guest lecturers. The latter will include live mock negotiations, oral advocacy, presentation of executive strategic plans and real-time business problem solving. This course is designed to provide relevant knowledge and hands-on experience for students interested in sports, media and entertainment. It is also designed for students who simply have an interest in the topics and would like to gain negotiation, drafting and advocacy experience.

**Credits:** 3

**LAW-925: CD: Workforce Development**

The Workforce Development seminar/skills course considers the question: What does it take to build a pipeline from “poverty” to prosperity for historically economically disadvantaged people? The course does not presuppose that there is one correct answer. Instead, by exploring the problems that have created and maintained economic disparities and the tools that traditionally have been used to address it, the course aims to begin to equip students with the skills to develop models for possible solutions. Students in the course will have an opportunity to volunteer to participate in the Inside/out portion of the class, in which 5 classes will be held inside the DC jail and attended by incarcerated individuals. “The Inside-Out Prison Exchange Program is an educational program with an innovative pedagogical approach tailored to effectively facilitate dialogue across difference. It originated as a means of bringing together campus-based college students with incarcerated students for a semester-long course held in a prison, jail or other correctional settings. While those core Inside-Out Prison Exchange courses have been replicated across the United States and in multiple countries since its inception nearly 20 years ago, the program has expanded into a variety of other forms of educational and community-based programming. It also has grown into an international network of trained faculty, students, alumni, think tanks, higher education and correctional administrators, and other stakeholders actively engaged with, and deeply committed to, social justice issues.” <http://www.insideoutcenter.org/about-inside-out.html>

**Credits:** 1



**LAW-928: \*Child Welfare/Family Justice Clinic**

Howard Law's Child Welfare Clinic (CWC) is designed to introduce students to a broad array of advocacy and advisory skills and substantive law to enable them to provide direct legal representation to parents who have or are alleged to have neglected or abused their children in a way that has resulted in state intervention. The Clinic is an eight (8) credit, year-long course and enrolls up to 12 students per year. Admission preference will be given to those students currently participating in our previously established Family Law Certificate Program. CWC combines classroom instruction with case work. Students will attend three hours of classroom instruction per week, to include the necessary law, legal, ethical and advocacy training and skills required to successfully represent adults involved in child abuse and neglect cases, including Client Interviewing Skills, Trial Advocacy Skills, Family Division Practices and Procedures, DC Rules of Professional Conduct, DC Code Title 16 and Child Abuse & Neglect Attorney Practice Standards. Classes will also include case rounds, analysis of ethical, strategic and client representation issues, litigation planning and litigation skill development. Students will work on cases appointed to the Clinic by the Family Court Division of the District of Columbia Superior Court and accepted by the Supervising Attorney. Students will work on actual court matters with assignments to include interviewing clients by telephone and in person, case analysis and adherence to Child Abuse and Neglect Practice Standards. Case work includes factual investigation and research of various issues and claims, court appearances, team meetings with other service providers, and community outreach projects, as well as research and preparation of pleadings, motions, memoranda, and oral arguments on relevant pending cases. Students staff the intake system (which is an integral component of the clinical program at Howard Law) by devoting in-office hours each week to the Clinic and which include interviewing and triage of requests for representation which come from write-ins, walk-ins, e-mails via our clinical program's Web site [www.law.howard.edu](http://www.law.howard.edu), and referrals from outside organizations.

**Credits:** 3-8

**LAW-935: \*Food Law**

This Food Law & Policy course will familiarize students with the basics of food law (e.g., standards, labeling and date marking, quality and safety) and today's principal food law and policy issues (e.g., food and health, access to adequate food and food deserts, emerging technologies and developments). In studying these issues, the class will learn the legislative, regulatory and judicial responsibilities of federal and state governments, and the roles and responsibilities/liabilities of food companies, civil society and public private partnerships. All are influenced by the global nature of the food supply, international regulations and food cultures. Students will have the opportunity to apply their knowledge of food law to address a current practical issue, either domestic (e.g., advising a business interested in opening a small retail food store or farmer's market in a food desert in Washington, D.C.) or international (e.g., advising an exporters' cooperative planning to export a spice or fish product to the U.S.) The contributions of each student in the group will include a short legal memorandum (750-1000 words) delivering legal advice about an assigned issue, to be presented in a classroom presentation. In addition each student must submit a 12-15 page legal research paper developing the student's legal memorandum.

**Credits:** 6

**LAW-941: CD: Bar Skills**

This course is designed to prepare you for the bar exam by focusing on skill development. Specifically, you will receive in-depth skill instruction on reading comprehension, issue identification, rule mastery, critical thinking, legal analysis and recognition of distractors.

**Credits:** 2

**LAW-942: Arbitration: 21st Century Litigation**

\*note to students that this course was called Modern Law of Arbitration. Students cannot take this course if they took that course.

**Credits:** 3

**LAW-946: Current Topics in Patent Law**

This seminar provides students a detailed look into the issues surrounding the law of patents and other topics in intellectual property.

**Credits:** 4

**LAW-947: CD: Bar Skills (MBE)**

This course is designed to prepare you for the bar exam by focusing on skill development. Specifically, you will receive in-depth skill instruction on reading comprehension, issue identification, rule mastery, critical thinking, legal analysis and recognition of distractors.

**Credits:** 2

**LAW-948: CD: Bar Skills / Essay Writing**

This course will provide students with strategies and tactics needed for success on the essay portion of the Bar Exam. It will also enhance essay writing skills for law school. This course will begin with an overview of the essay portion of the Bar examination, followed by specific writing approaches, outlining and issue spotting techniques, time management strategies and essay writing using actual bar exam essays. Essays will be reviewed in class and submitted for grading. This course will also serve as a refresher to selected subjects tested on the essay portion of the Bar exam.

**Credits:** 2

**LAW-951: CD: Title VI, Civil Rights and the Environment**

This seminar provides a full exploration of environmental justice issues affecting communities.

**Credits:** 3

**LAW-973: Housing Discrimination**

This course provides students with an opportunity to delve more deeply into the areas surrounding discrimination in housing law and policy.

**Credits:** 3

**LAW-993: Family Law Practice**

Family Law will provide the student with a practical analysis of family law through a study of case law and in class discussion.

**Credits:** 3

**LAW-993: Family Law Practice**

Family Law will provide the student with a practical analysis of family law through a study of case law and in class discussion.

**Credits:** 3

**LAW-996: CD: Child, Family & State**

In this course, we'll examine the socio-legal and neurobiological issues that arise when parents or other guardians and the state disagree about decisions involving the care, the conduct, disciplinary approaches, and the well-being of children. We'll also consider the dynamics that arise when children become old enough to take responsibility over their decisions in which the state and the parents take an interest, and when a guardian ad litem or other representative speaks for/as the child. Seminar issues may include: the allocation of power between parents and state; the authenticity of a child's voice; protecting children from abuse and neglect; adolescent (mental) health care; adoptions; and state-enforced limitation of the liberty of minors; juvenile delinquency. But we cannot best understand these issues, unless we also fold in the social, cultural, psychological, and neurobiological contexts, which form the multivariate factors in which parents and children live. Such factors suggest ecology, and apart from legal and interdisciplinary readings, we'll also read neuroscience, which tells us that the architecture of children's brain is positively affected by specific experiences of love and security, fear and threat. Likewise, a child's brain development can be negatively affected by early childhood adversities like loss, abandonment, fear, rejection, pain, violence, etc. Basically, then, these issues and factors flow from the earliest attachment experiences between caregivers and children, issues that remain throughout the adult's entire life. Accordingly, in this course, we'll take an interdisciplinary approach to understanding the issues and factors that affect families and the lives of parents and children.

**Credits:** 2

**Law-996: CD: Child, Family & State**

In this course, we'll examine the socio-legal and neurobiological issues that arise when parents or other guardians and the state disagree about decisions involving the care, the conduct, disciplinary approaches, and the well-being of children. We'll also consider the dynamics that arise when children become old enough to take responsibility over their decisions in which the state and the parents take an interest, and when a guardian ad litem or other representative speaks for/as the child. Seminar issues may include: the allocation of power between parents and state; the authenticity of a child's voice; protecting children from abuse and neglect; adolescent (mental) health care; adoptions; and state-enforced limitation of the liberty of minors; juvenile delinquency. But we cannot best understand these issues, unless we also fold in the social, cultural, psychological, and neurobiological contexts, which form the multivariate factors in which parents and children live. Such factors suggest ecology, and apart from legal and interdisciplinary readings, we'll also read neuroscience, which tells us that the architecture of children's brain is positively affected by specific experiences of love and security, fear and threat. Likewise, a child's brain development can be negatively affected by early childhood adversities like loss, abandonment, fear, rejection, pain, violence, etc. Basically, then, these issues and factors flow from the earliest attachment experiences between caregivers and children, issues that remain throughout the adult's entire life. Accordingly, in this course, we'll take an interdisciplinary approach to understanding the issues and factors that affect families and the lives of parents and children.

**Credits:** 2

## Law (EMBA)

**XLAW-500: Legal and Ethical issues in Business**

Treats the social, economic, and historical background of the law of contracts, property, sales, secured transactions, negotiable instruments, agency, partnerships, and corporations. The course will also discuss legal and ethical issues relating various organizations and industries such as health and medical, etc.

**Credits:** 3

# Literature & Materials (I)

## **MUSC-005: Music Literature to 1600**

Examines concepts, definitions, musical literature, trends, performance practices, and composers from antiquity to 1600.

**Credits:** 3

## **MUSC-006: Music Literature of the Baroque and Classical Periods**

Study of symphony, chamber music, opera, and other forms from 1600 to 1830.

**Credits:** 3

**Prerequisites:**

MUSC-005.

## **MUSC-007: Music Literature of the Nineteenth and Twentieth Centuries**

Analyzes styles, composers, and techniques from 1830 to the present.

**Credits:** 3

**Prerequisites:**

MUSC-006.

## **MUSC-008: African and Afro-American Music Literature**

Explores traditional African music and American music influenced by the African idiom.

**Credits:** 3

**Prerequisites:**

MUSC-007.

## **MUSC-009: Intro to Ethnomusicology**

The course examines the formation of ethnomusicology through a survey of its intellectual history, theories, methodologies, and research practices. We will read and discuss the works of major scholars in the field, and review their intellectual contributions.

**Credits:** 3

## **MUSC-010: Music History I: Antiquity to 1680**

Explores concepts, definitions, musical literature, trends, performance practices, and composers from antiquity to 1680.

**Credits:** 3

## **MUSC-011: Music History II: The Eighteenth and Nineteenth Centuries**

This course focuses on the study of symphony, chamber music, opera, and other forms from 1680 to 1880. It exposes students to core aesthetic concepts and musical repertoire from notated European and North American traditions.

**Credits:** 3

## **MUSC-012: Music History III: The Twentieth Century**

Analyzes styles, composers, and techniques from 1880 to the present.

**Credits:** 3

## **MUSC-101: Music Literature of the Eighteenth Century**

Examines changes from baroque to classical ideals, including the works of Bach, Handel, Haydn, Mozart, and Beethoven.

**Credits:** 3

**Prerequisites:**

MUSC-008.

**MUSC-102: Music Literature of the Nineteenth Century**

Study of romanticism, beginning with the mature Beethoven.

**Credits:** 3

**Prerequisites:**

MUSC-008.

**MUSC-103: The Symphony**

Presents the origins and development of the symphony and related forms, including an intensive study of scores.

**Credits:** 3

**Prerequisites:**

MUSC-007.

**MUSC-104: Chamber Music**

Deals with string quartet literature and its antecedents, along with other chamber music forms from Haydn to Bartok.

**Credits:** 3

**Prerequisites:**

MUSC-008.

**MUSC-105: Choral Music**

Treats the emergence and growth of choral music and such related forms as the chanson and madrigal, with emphasis on the Afro-American contribution.

**Credits:** 3

**Prerequisites:**

MUSC-008.

**MUSC-106: Dramatic Music**

Covers such dramatic forms in music as the cantata, passion, oratorio, opera, and musical theater.

**Credits:** 3

**Prerequisites:**

MUSC-008.

**MUSC-125: Introduction to African Music**

Presents African life and culture with music as a focal point. No previous music training required.

**Credits:** 3

**MUSC-155: Style Criteria**

Examines styles, composition techniques, and performance standards of Western music from the seventeenth to the twentieth centuries.

**Credits:** 3

**Prerequisites:**

MUSC-008.

**MUSC-156: Music Literature of the Twentieth Century**

Treats techniques and trends from 1900 to the present, with special lectures and demonstrations by Composition faculty members.

**Credits:** 3

**Prerequisites:**

MUSC-008.

**MUSC-161: Senior Seminar**

Research projects assigned to seniors. Each student must complete one research project on an Afro-American subject.

**Credits:** 3

**MUSC-162: Senior Seminar**

Research projects assigned to seniors. Each student must complete one research project on an Afro-American subject.

**Credits:** 3

**MUSC-204: Chamber Music**

Deals with string quartet literature and its antecedents, along with other chamber music forms from Haydn to Bartok. (Graduate).

**Credits:** 3

**MUSC-207: Individual Research**

Directed by a member of the faculty. Students may receive credit for this course twice.

**Credits:** 3

**Prerequisites:**

Permission of faculty member.

**MUSC-221: Vocal Literature**

Study of music for solo voice from its beginnings to present, with consideration of literature for the voice teacher.

**Credits:** 3

**Prerequisites:**

MUSC-008.

**MUSC-222: Vocal Literature**

Study of music for solo voice from its beginnings to present, with consideration of literature for the voice teacher.

**Credits:** 3

**Prerequisites:**

MUSC-008.

**MUSC-300: Graduate Seminar**

Forum for the presentation of current research activities of graduate students, faculty, and guest speakers.

**Credits:** 3

**MUSC-307: Individual Research in Music Literature**

Directed by a member of the faculty.

**Credits:** 3

**Prerequisites:**

Permission of faculty member.

**MUSC-311: Graduate Expository Writing Examination**

It provides instruction and practice in critical reading, creative thinking, and clear writing. It provides additional instruction in analyzing and interpreting written texts, the use of written texts as evidence, the development of ideas, and the writing of both exploratory and argumentative essays. The course stresses exploration, inquiry, reflection, analysis, revision, and collaborative learning.

**Credits:** 1

### **MUSC-312: Oral Comprehensive Examination**

an organized class that focuses on the final preparation of the thesis defense presentation and the thesis document of the graduate students in the Landscape Architecture program.

**Credits:** 1

## Management (EMBA)

### **XMGT-500: Organizational Behavior and Leadership**

Examines the principles, human resources, and structural framework involved in the organization and management of profit and nonprofit organizations. This operational approach to problem solving analyzes motivation, behavior, and executive leadership within the organizational framework

**Credits:** 3

### **XMGT-590: Strategic Management Capstone**

This capstone course involves the formulation and implementation of corporate strategy. Topics include long-range planning, acquisitions and mergers, and business policy.

**Credits:** 3

### **XMGT-599: Management Consulting**

This course offers a detailed view of the management consulting process and industry. Topics include the structure, conduct, and performance of the management consulting process. Course also covers a wide variety of topics that include how to build client strategy, identify and lead process improvements, and how to facilitate complex client interventions

**Credits:** 3

## Management (GR)

### **GMGT-500: Organizational Management**

This course is a study on managing people in the workplace, focusing on the important policies and processes associated with recruiting, hiring, training and evaluating personnel in order to achieve strategic organizational goals.

**Credits:** 3

### **GMGT-589: Advanced Management Consulting**

Designed to equip you with the hard and soft skills required of successful consultants, whether working for a big named firm like Grant Thornton, Deloitte, or PwC, a regional firm, a boutique firm, or as an internal consultant for a traditional company. The skills you will develop are also transferable to general management, entrepreneurial endeavors, non-profit organizations and public agencies.

**Credits:** 3

# Marketing (EMBA)

## **XMKT-500: Marketing Strategy**

This course covers the theory and practices related to the management of the marketing function in business organizations. It examines how the marketing function interfaces with other business functions while emphasizing the planning and implementation activities required to attain marketing goals for the organization. Topics covered include the analysis of marketing opportunities, researching and selecting target markets, developing marketing strategies, operating in the international market, and planning and controlling marketing programs.

**Credits:** 3

# Marketing (GR)

## **GMKT-500: Marketing Management**

In this course, you will learn how businesses create value for customers. We will examine the process by which Marketing builds on a comprehensive understanding of buyer behavior to create value. You will learn the major elements of the marketing mix -- product policy, channels of distribution, communication, and pricing -- and see how they fit within different analytical frameworks that are useful to managers. This will enhance your understanding of how marketing works in the business world.

**Credits:** 3

## **GMKT-501: Marketing**

This course studies the interacting business activities designed to plan, price, promote and distribute wantsatisfying products and services to present and potential customers. The course incorporates current developments in marketing to acquaint students with the present-day challenges of marketing activities.

**Credits:** 3

# Master of Accounting

## **MAcc-502: Advanced Cost Accounting**

This course takes a user-oriented approach to the design of management accounting procedures and systems. The course also emphasizes the challenges and opportunities from new information technology and the new technology of modern operating and service processes. The course features the innovative management accounting developments that leading companies around the world are using, including activity-based costing and management, kaizen and target costing and the Balanced Scorecard.

**Credits:** 3

## **MAcc-503: Corporate Financial Reporting**

The objectives of this course are to 1) increase your familiarity with advanced financial reporting topics by considering the economics of selected transactions, 2) develop your understanding regarding whether and how treatment under generally accepted accounting principles captures the economics of those transactions and events, and 3) enhance your ability to rigorously evaluate corporate financial reports. The course builds on the concepts and methods introduced in Intermediate Accounting taking the perspective of both the user and the preparer of financial statement information. It examines in more detail the FASB/GAAP accounting model and the financial reporting environment, including management reporting incentives. The course focuses on contemporary reporting issues critical to understanding corporate financial statements, emphasizing the interpretation of financial statement disclosures and how this information is used by analysts to evaluate the financial health of a firm.

**Credits:** 3



**MACC-504: Entity Taxation**

This course presents the tax skills necessary to make business decisions regarding Corporations, Partnerships, Estates and Trusts. Emphasis is placed on such areas as organization and capital structure, earnings and profits, dividend distribution, redemptions, liquidations and reorganization of corporations. In addition, flow through entities such as partnerships and S Corporations will be studied along with estates, trusts, family tax planning and exempt entities. Practical application of the tax law will be emphasized with proper consideration placed on the historical, economic and political perspectives of the Internal Revenue.

**Credits:** 3

**MACC-506: Advanced Auditing**

Designed to broaden and deepen a student's conceptual and technical understanding of the attest function from an external and internal perspective. Provide a student with a framework for analyzing contemporary auditing and assurance issues. Auditing expertise will be developed by reading and discussing current academic and professional literature and by analyzing auditing case studies.

**Credits:** 3

**MACC-507: Business Ethics for Accounting and Auditors**

The globalization of business along with greater advances in technology has increased the complexity of ethical decision making in business. An understanding of business ethics has thus become a crucial element in the organizational environment. The purpose of this course is to help students improve their ability to make ethical decisions in business by providing them with a framework that they can use to identify, analyze, and resolve ethical issues in business decision making. In addition to individual decision making, business ethics and social responsibility are important parts of a firm's business strategy. Issues such as conflicts between personal values and organizational goals; the role of sustainability in business strategy; and the importance of stakeholder relationships, corporate governance, and the development of ethics programs and an ethical culture in an organization will be discussed.

**Credits:** 3

**MACC-508: Governmental Accounting**

The basic principles of fund accounting are covered, including the analysis of financial management systems applicable to local government units. Course will also introduce students to major pronouncements of the Governmental Accounting Standards Board (GASB). An introduction to government auditing is also provided, including a review of Government Auditing Standards, promulgated by the U.S. General Accounting Office (GAO). The Single Audit requirements for state and local governments will be covered, as well.

**Credits:** 3

**MACC-509: Seminar in Accounting**

This course provides selective analysis of current accounting topics addressing important issues in contemporary accounting practice.

**Credits:** 3

## Master Of Public Hth Program

**PUHE-205: Introduction to Epidemiology**

This graduate-level course is designed to provide a comprehensive introduction to the discipline. Epidemiology is a scientific method of studying the causes, transmission, incidence, and prevalence of health and disease in human populations. The course consists of a series of lectures, problem sessions, homework assignments, and journal club. The lectures will review and reinforce topic areas of discussion. Epidemiology will be taught from a research and practical perspective by faculty actively involved in scientific research and public health professionals involved in public health practice.

**Credits:** 3

**PUHE-206: Social and Behavioral Science In Public Health**

This course aims to develop the capacity to understand and apply principles of health behavior theory in the context of public health social work.

**Credits:** 3

**PUHE-300: Public Health Social Work Capstone Independent Study (Elective)**

This graduate-level course is designed to provide a culminating experience or integrative learning experience for social work students engaged in projects integrating course work in public health. The course allows students to reflect upon and illustrate their competency as a public health social worker and develop their project idea. Students are required to integrate their knowledge of public health with current best practices and research in the field. They will expand upon their idea in a written final product/report. The final Capstone project should be the result of work that is independently conducted and that represents original research and critical analysis. Each project will contain an approved plan, executed project, and dissemination strategy. The material produced from this course will be presented to an audience of faculty and students two to three weeks before the end of class. This course is limited to public health social work students See note on page 577 related to courses with a range of credit hours.

**Credits:** 1-3

**PUHE-501: Introduction to Statistical Reasoning**

This course is intended to provide students with a broad overview and understanding of statistical methods used in public health and medical research. The emphasis is to afford students the understanding of fundamental theoretical concepts, interpretation, and application to public health data. The overall purpose is to introduce students to basic probability concepts and statistical techniques that are utilized in public health and biomedical research. The objective is to be able to integrate data analyses into general public health planning and support public health research and policy decision-making. Students will be able to critically appraise public health reports and current literature and analyze public health and biomedical data using descriptive statistics and inferential statistics methods. Topics will include measures of central tendency, measures of variability and exploratory data analyses techniques, and sampling methods. Inferential methods will include concepts of hypotheses, and hypothesis testing, and decision making. Approaches to be covered will include T-test, F-test, oneway ANOVA, Chi-Square tests, and linear regression analysis. Students will be introduced and use representative statistical software tools to evaluate data quality and perform data analysis with relevant public health implications. Students will also be able to communicate and interpret statistical results in a professional and consistent manner with expectations for members of the public health profession.

**Credits:** 3

**PUHE-502: Health Disparities, Inequities & Inequalities**

During the course of the semester, students will examine health inequities; how race, ethnicity and health intersect; explore the nature of racial and ethnic categories; and learn about current US demographic trends. Students will also explore approaches for addressing health inequity, including health care inequities. Students are encouraged to pay critical attention to the multiple pathways by which race and ethnicity enter the body and how they lead to negative health consequences for people of color in the United States.

**Credits:** 3

**PUHE-503: Community Engagement (Elective)**

This course aims to develop public health professionals who can competently apply principles of community engagement in public health practice and research. Mastery of the course content should result in capacity to effectively engage diverse communities in health-related endeavors and develop research practices that will readily translate to applied settings. Upon completion of the course, students should have enhanced capacity to work collaboratively with community stakeholders to implement public health interventions, conduct research, and evaluation, improve the health of communities, and promote health equity. The major questions to be considered include: What is "community" and what is the relationship between community and health? What are the processes and structures for effectively engaging communities in research? What research methods can be employed in community-engagement? What ethical issues are relevant to community partnerships? How is community-engagement evaluated?

**Credits:** 3

**PUHE-504: Applied Biostatistics**

This course is designed to strengthen learners' understanding and demonstrate knowledge of advanced statistical tools for accessing and analyzing relevant public health and biomedical data, and to support research needs. Students will be introduced to various research design methodology and applicable analytic approaches. Students will obtain practical experience in techniques and software tools for accessing, linking and integrating large public health datasets, including environmental surveillance databases and/or electronic health records for analyses and to support research needs. The course will address such topics as Advanced Linear Regression, Logistic Regression, Database development, and management; Non-Parametric tests, Factorial Analyses, two-way ANOVA, ANCOVA, Survival(Time-to-Event) Analyses including risk assessment and multivariable techniques including Hotelling's Test and MANOVA. Data analyses applications to relevant public health data and clinical outcomes will be used for practice. Students will be able to communicate and interpret statistical results in a professional and consistent manner with expectations for members of the public health professions.

**Credits:** 3

**Prerequisites:**

PUHE 501

**PUHE-505: Health Policy and Management**

The principles of health policy and management will be discussed as they apply to public health agencies and organizations. At the completion of this course, students will be able to: identify and describe the key components of health; understand the current context of the healthcare system with respect to patient care, provider makeup and distribution, hospital and community health centers, public health departments, pharmaceutical companies, device makers, and medical education; critically analyze drivers of costs and incentive-based behavior in the management of different health care settings; describe key aspects of health policy at the local, regional, state, and federal levels; and analyze the historical and socio-cultural aspects of health.

**Credits:** 3

**PUHE-506: Principles of Public Health Practice (Required)**

This graduate-level course designed to introduce students to a broad view of public health and the basic concepts underlying public health practiced at the local, state, national, and global level. Students learn about the integration of the core elements of public health, determinants of health, and public health services, to address these determinants. The course will take a "hands-on approach" using problem based and student-directed learning through a series of lectures, group discussions, and various writeups. This course will be offered in a hybrid format (live lectures, video lectures, and working sessions). This course is restricted to public health students.

**Credits:** 3

**PUHE-507: Public Health Emergency Preparedness and Response (Elective)**

Large-scale disasters are increasing worldwide. Disasters are nearly always a public health issue and require public health preparedness and response. This course provides an introduction to different types of public health and environmental health disasters, their consequences, and public health agencies and practitioners' role in preparedness, response, and recovery. The course will employ an all-hazards, domestic perspective and explore different types of natural, biological, chemical, radiological, nuclear, and other human-caused disasters. Through course lectures and readings, case studies, discussion, and debate, students will learn and understand the foundational concepts of the public and environmental health community's role in preparing for, responding to, and recovering from disasters. Through in-course activities and assignments, students will learn to apply these concepts to real-world disasters and identify, evaluate and synthesize information related to public health disaster response. The course is designed to develop proficiency in analyzing and evaluating the public health response to disasters and identifying solutions and methods for improvement.

**Credits:** 3

**PUHE-508: Public Health Capstone Project I**

This two-part graduate-level course is designed to provide a culminating experience or integrative learning experience for students engaged in projects integrating course work in public health. The course allows students to reflect upon and illustrate their competency as a public health practitioner and develop their project idea. Students are required to begin creating their capstone project, in which they apply the knowledge gained in the MPH Program. They must integrate their knowledge of public health with current best practices and research in the field. Students will expand upon their idea in a written final product/report in the Public Health Capstone Part II course. The final Capstone project should be the result of work that is independently conducted, and that represents original research and critical analysis. Each project will contain an approved plan, executed project, and dissemination strategy. The material produced from both Capstone I and II will be presented to an audience of faculty and students the last week of class (for Part I) and two to three weeks before the end of class for Part II. \*Both courses are restricted to public health students.

**Credits:** 1

**PUHE-509: Public Health Practicum I**

This course provides an intensive, sustained exposure to public health practice. The Practicum is a required Applied Practice Experience. The experience is tailored to each learner's primary area(s) of professional interest and may occur in any setting where public health issues are addressed. This course is limited to public health students.

**Credits:** 3

**PUHE-510: Environmental Health Science in Public Health**

This course is designed to present an interdisciplinary perspective on human health risks from biological, chemical, and physical agents in their environment. The environmental settings that the course will focus on include the outdoors, the home, and the work setting. The course will cover the issues, principles, and trends in the study of the environmental impact on public health. These factors will be illustrated by a discussion of specific environmental exposures, hazards, and illnesses. In addition, the issue of environmental justice in minority communities will be presented and discussed. The course will also be utilizing the databases from the National Library of Medicine, particularly those from Environmental Health, Toxicology, & Chemical Information system. Further, the course will also utilize GIS as a component in determining environmental health risk. Finally, the impact of the rapidly evolving knowledge about genetics on public health environmental issues will be assessed.

**Credits:** 3

**PUHE-511: Research Methods (Elective)**

This graduate course aims to provide students with an understanding of advanced research designs, data collection techniques, and analyses methods commonly used in public health and social science investigations. Students will be introduced to quantitative, qualitative, and mixed methods research approaches. Topics will include ethical consideration in data collections and reporting, sampling methods, sample size consideration, secondary data analyses, and metaanalyses. Students will gain skills in the design and rigor of proposal development and manuscript preparation. Lectures will be built through a mix of texts, public health literature, and course work, and students will build skills for conducting research and evaluation.

**Credits:** 3

**PUHE-512: Global Health**

This graduate-level course is designed to develop global health practitioners/professionals who can competently apply global health principles in health practice and research. Mastery and understanding of the course content should result in the learner's capacity to better understand global health's impact both locally and globally. Additionally, the course aims to assist the learner to effectively reflect on the engagement of diverse global communities in health-related endeavors to develop research practices that will readily translate to their applied settings. Upon completion of the course, learners should have enhanced capacity of the global health arena to work collaboratively with perspective global community stakeholders, to implement global health interventions, conduct global research and evaluation, improve the global health of communities, and promote global health equity in the current reality, and those of the world.

**Credits:** 3

**PUHE-513: Public Health Planning & Evaluation (Elective)**

Health programs usually are implemented to achieve specific outcomes by performing some type of intervention or service. This graduate-level course will provide students with the basic language, knowledge, skills, and sensibilities to plan and conduct evaluations of public health programs even though the concepts and methods are equally relevant to other sectors. The evaluation cycle, including conceptualization and design, implementation, and dissemination of results/use of findings, will be discussed.

**Credits:** 3

**PUHE-514: Public Health Capstone Project II**

Continuation of PUHE-508. . This two-part graduate-level course is designed to provide a culminating experience or integrative learning experience for students engaged in projects integrating course work in public health. The course allows students to reflect upon and illustrate their competency as a public health practitioner and develop their project idea. Students are required to begin creating their capstone project, in which they apply the knowledge gained in the MPH Program. They must integrate their knowledge of public health with current best practices and research in the field. Students will expand upon their idea in a written final product/report in the Public Health Capstone Part II course. The final Capstone project should be the result of work that is independently conducted, and that represents original research and critical analysis. Each project will contain an approved plan, executed project, and dissemination strategy. The material produced from both Capstone I and II will be presented to an audience of faculty and students the last week of class (for Part I) and two to three weeks before the end of class for Part II. \*Both courses are restricted to public health students.

**Credits:** 3

**PUHE-515: Public Health Capstone Independent Study (Elective)**

The independent study course requires departmental approval to enroll. Public health students can conduct individual or group projects that focus on public health research or community outreach topic. Students are required to work with a faculty preceptor or public health agency, and all work is conducted under their supervision and evaluation. After completing the course, students should be able to demonstrate a command of public health knowledge and scientific principles of the topic area of interest and demonstrate an ability to apply for graduate-level work in an area of specific professional and personal interest. See note on page 577 related to courses with a range of credit hours.

**Credits:** 1-3

## Mathematics

**MATH-5: College Algebra**

College Algebra is the introductory course in algebra. The course is designed to familiarize learners with fundamental mathematical concepts such as inequalities, polynomials, linear and quadratic equations, and logarithmic and exponential functions.

**Credits:** 3

**MATH-184: Introduction to Number Theory**

This is an introductory course in Number Theory for students interested in mathematics and the teaching of mathematics. The course begins with the basic notions of integers and sequences, divisibility, and mathematical induction. It also covers standard topics such as Prime Numbers; the Fundamental Theorem of Arithmetic; Euclidean Algorithm; the Diophantine Equations; Congruence Equations and their Applications (e.g. Fermat's Little Theorem); Multiplicative Functions (e.g. Euler's Phi Function); Application to Encryption and Decryption of Text; The Law of Quadratic Reciprocity.

**Credits:** 3

**MATH-185: Introduction to Complex Analysis**

The complex number system, analytic functions, the Cauchy integral theorem, series representation, residue theory, and conformal mapping.

**Credits:** 3

**MATH-186: Introduction to Differential Geometry**

In this elementary introductory course, we develop much of the language and many of the basic concepts of differential geometry in the simpler context of curves and surfaces in ordinary 3 dimensional Euclidean space. Our aim is to build both a solid mathematical understanding of the fundamental notions of differential geometry and sufficient visual and geometric intuition of the subject.

**Credits:** 3

**MATH-189: Probability and Statistics**

Probability & Statistics introduces students to the basic concepts and logic of statistical reasoning and gives the students introductory-level practical ability to choose, generate, and properly interpret appropriate descriptive and inferential methods.

**Credits:** 3

**MATH-195: Introduction to Analysis I (A)**

Covers linear, quadratic, exponential, and logarithmic functions; systems of linear equations; elementary linear programming; matrix algebra; inverse; and mathematics of finance.

**Credits:** 3

**MATH-196: Introduction to Analysis II (A)**

Covers limits, continuity, derivatives, indefinite and definite integrals, and applications.

**Credits:** 3

**MATH-197: Introduction to Modern Algebra I (A)**

This course is an introduction to abstract algebra and will survey basic algebraic systems-groups, rings, and fields. Although these concepts will be illustrated by concrete examples, the emphasis will be on abstract theorems, proofs, and rigorous mathematical reasoning.

**Credits:** 3

**MATH-198: Introduction to Modern Algebra II (A)**

The course offers a solid introduction in modern algebra by covering basic concepts that are at the foundation of modern mathematics. It continues the first course in algebra which introduced groups. This course will emphasize the understanding of the concepts, through examples and proof writing. The course will discuss the foundations of ring and field theory: notion of ideals, fundamental theorems of isomorphism for rings, polynomial rings, divisibility in rings, field extensions, algebraic extensions, vector spaces, module theory and other topics if time permits.

**Credits:** 3

**MATH-199: Introduction to General Topology**

This course introduces topology, covering topics fundamental to modern analysis and geometry.

**Credits:** 3

**MATH-208: Introduction to Modern Algebra I (B)**

A continuation of MATH-197. This course is an introduction to abstract algebra and will survey basic algebraic systems-groups, rings, and fields. Although these concepts will be illustrated by concrete examples, the emphasis will be on abstract theorems, proofs, and rigorous mathematical reasoning.

**Credits:** 3

**MATH-209: Introduction to Modern Algebra II (B)**

A continuation of MATH-198. The course offers a solid introduction in modern algebra by covering basic concepts that are at the foundation of modern mathematics. It continues the first course in algebra which introduced groups. This course will emphasize the understanding of the concepts, through examples and proof writing. The course will discuss the foundations of ring and field theory: notion of ideals, fundamental theorems of isomorphism for rings, polynomial rings, divisibility in rings, field extensions, algebraic extensions, vector spaces, module theory and other topics if time permits.

**Credits:** 3

**MATH-210: Algebra I**

Algebra 1 introduces students to variables, algebraic expressions, equations, inequalities, functions, and all their multiple representations. In this class, students will develop the ability to explore and solve real-world application problems, demonstrate the appropriate use of graphing calculators, and communicate mathematical ideas clearly. This course lays the foundation for mathematical literacy that will help students be successful in every subsequent course in mathematics.

**Credits:** 3

**MATH-211: Algebra II**

Algebra II is a second-year algebra course with an overall theme of problem solving. The overriding themes of the course are: algebraic manipulation, equation solving, graphing, and probability. This Algebra II course is designed to prepare students for college level mathematics.

**Credits:** 3

**MATH-214: Number Theory I**

This course covers standard topics such as Prime Numbers; the Fundamental Theorem of Arithmetic; Euclidean Algorithm; the Diophantine Equations; Congruence Equations and their Applications (e.g. Fermat's Little Theorem); Multiplicative Functions (e.g. Euler's Phi Function); Application to Encryption and Decryption of Text; The Law of Quadratic Reciprocity.

**Credits:** 3

**MATH-220: Introduction to Analysis I (B)**

A continuation of MATH-195. Covers linear, quadratic, exponential, and logarithmic functions; systems of linear equations; elementary linear programming; matrix algebra; inverse; and mathematics of finance.

**Credits:** 3

**MATH-221: Introduction to Analysis II (B)**

A continuation of MATH-196. Covers limits, continuity, derivatives, indefinite and definite integrals, and applications.

**Credits:** 3

**MATH-222: Real Analysis I**

This course covers the fundamentals of mathematical analysis: convergence of sequences and series, continuity, differentiability, Riemann integral, sequences and series of functions, uniformity, and the interchange of limit operations.

**Credits:** 3

**MATH-223: Real Analysis II**

A continuation of MATH-222. This course covers the fundamentals of mathematical analysis: convergence of sequences and series, continuity, differentiability, Riemann integral, sequences and series of functions, uniformity, and the interchange of limit operations.

**Credits:** 3

**MATH-224: Applications of Analysis**

This course will cover various techniques for solving linear and nonlinear partial differential equations (PDEs) arising from physical and engineering applications; this includes both analytical and numerical methods.

**Credits:** 3

**MATH-229: Complex Analysis I**

Complex Analysis, in a nutshell, is the theory of differentiation and integration of functions with complex-valued arguments  $z = x + iy$ , where  $i = (-1)^{1/2}$ . While the course will try to include rigorous proofs for many - but not all - of the material covered, emphasize will be placed on applications and examples.

**Credits:** 3

**MATH-230: Complex Analysis II**

A continuation of MATH-229. Complex Analysis, in a nutshell, is the theory of differentiation and integration of functions with complex-valued arguments  $z = x + iy$ , where  $i = (-1)^{1/2}$ . While the course will try to include rigorous proofs for many - but not all - of the material covered, emphasize will be placed on applications and examples.

**Credits:** 3

**MATH-231: Functional Analysis I**

This will be a basic Functional Analysis course covering the three major theorems, the Hahn-Banach theorem, Uniform boundedness principle and the Open mapping-Closed Graph theorem. We shall also do Fredholm theory as it is useful to people doing PDE and also the Spectral theory of self-adjoint and bounded operators. The course will emphasize applications of Functional Analysis to PDE via illustrations in the use of Sobolev spaces.

**Credits:** 3



**MATH-232: Functional Analysis II**

A continuation of MATH-231. This will be a basic Functional Analysis course covering the three major theorems, the Hahn-Banach theorem, Uniform boundedness principle and the Open mapping-Closed Graph theorem. We shall also do Fredholm theory as it is useful to people doing PDE and also the Spectral theory of self-adjoint and bounded operators. The course will emphasize applications of Functional Analysis to PDE via illustrations in the use of Sobolev spaces.

**Credits:** 3

**MATH-234: Adv Ordinary Diff Equations I**

First-order scalar equations: geometry of integral curves, symmetries and exactly soluble equations; existence, uniqueness and dependence on parameters with examples. Systems of first-order equations, Hamilton's equations and classical mechanics, completely integrable systems. Higher-order equations. Initial value problems for second order linear equations, series solutions and special functions. Boundary value problems with applications. Introduction to perturbation theory and stability.

**Credits:** 3

**MATH-235: Adv Ordinary Diff Equations II**

A continuation of MATH-234. First-order scalar equations: geometry of integral curves, symmetries and exactly soluble equations; existence, uniqueness and dependence on parameters with examples. Systems of first-order equations, Hamilton's equations and classical mechanics, completely integrable systems. Higher-order equations. Initial value problems for second order linear equations, series solutions and special functions. Boundary value problems with applications. Introduction to perturbation theory and stability.

**Credits:** 3

**MATH-236: Partial Diff Equations I**

Initial and boundary value problems, waves and diffusions, reflections, boundary values, Fourier series.

**Credits:** 3

**MATH-237: Partial Differential Equations II**

A continuation of MATH-236. Initial and boundary value problems, waves and diffusions, reflections, boundary values, Fourier series.

**Credits:** 3

**MATH-239: Fourier Series & Boundary Value Problems**

Fourier series and integrals. The Laplace, heat, and wave equations: Solution by separation of variables. D'Alembert's solution of the wave equation. Boundary-value problems.

**Credits:** 3

**MATH-240: Advanced Statistical Methods**

This course cover selected topics in statistical methods and research workflow related to statistical analysis. The topics covered are typically not included in statistical methods courses at the Master's Level. In academic and applied research in sociology and allied disciplines, methods knowledge is key. The same holds for individuals with sociology degrees in business and government roles for. Statistical social science is moving forward at high speed, and this course delivers practical and theoretical knowledge that allow students to do cutting-edge analyses and implement efficient workflows.

**Credits:** 3

**MATH-243: Dynamical Systems I**

Theory and applications of mathematical models of dynamical systems (discrete and continuous). Topics include linear and non-linear equations, linear and non-linear systems of equations, bifurcation, chaos and fractals.

**Credits:** 3

**MATH-244: Dynamical Systems II**

Continuation of MATH-243. Theory and applications of mathematical models of dynamical systems (discrete and continuous). Topics include linear and non-linear equations, linear and non-linear systems of equations, bifurcation, chaos and fractals

**Credits:** 3

**MATH-245: Methods of Applied Mathematics**

A survey of mathematical methods for the solution of problems in the applied sciences and engineering. Topics include: ordinary differential equations and elementary partial differential equations. Fourier series, Fourier and Laplace transforms, and eigenfunction expansions.

**Credits:** 3

**MATH-246: Meth of Applied Math**

Possible topics include variational, integral, and partial differential equations; spectral and transform methods; nonlinear waves; Green's functions; scaling and asymptotic analysis; perturbation theory; continuum mechanics.

**Credits:** 3

**MATH-247: Numerical Analysis I**

This course is an introduction to the numerical analysis. The primary objective of the course is to develop the basic understanding of numerical algorithms and skills to implement algorithms to solve mathematical problems on the computer. a) Basic concepts: round-off errors, floating point arithmetic, Convergence.

**Credits:** 3

**MATH-248: Numerical Analysis II**

A continuation of MATH-247. This course is an introduction to the numerical analysis. The primary objective of the course is to develop the basic understanding of numerical algorithms and skills to implement algorithms to solve mathematical problems on the computer. a) Basic concepts: round-off errors, floating point arithmetic, Convergence.

**Credits:** 3

**MATH-250: Topology I**

This first course will cover the basics of point-set topology. Meeting Time The course meets on MWF at 12, in Science Center 507. Topological spaces, continuous maps, and convergence.

**Credits:** 3

**MATH-252: Algebraic Topology I**

Algebraic topology uses techniques from abstract algebra to study how (topological) spaces are connected. Most often, the algebraic structures used are groups (but more elaborate structures such as rings or modules also arise).

**Credits:** 3

**MATH-253: Algebraic Topology II**

A continuation of MATH-252. Algebraic topology uses techniques from abstract algebra to study how (topological) spaces are connected. Most often, the algebraic structures used are groups (but more elaborate structures such as rings or modules also arise).

**Credits:** 3

**MATH-259: Differential Geometry I**

This course will introduce the theory of the geometry of curves and surfaces in threedimensional space using calculus techniques, exhibiting the interplay between local and global quantities.

**Credits:** 3

**MATH-260: Differential Geometry II**

A continuation of MATH-259. This course will introduce the theory of the geometry of curves and surfaces in three-dimensional space using calculus techniques, exhibiting the interplay between local and global quantities.

**Credits:** 3

**MATH-280: History of Mathematics**

A survey of the historical development of mathematics. The emphasis will be on mathematical concepts, problem solving, and pedagogy from a historical perspective. Graduate students will be required to do some additional work beyond what is expected of the undergraduate members of the class.

**Credits:** 3

**MATH-350: Thesis I**

Thesis guidance for M.A. students. See note on page 577 related to thesis hours.

**Credits:** 6

**MATH-550: PhD Dissertation**

Dissertation guidance for doctoral students. See note on page 577 related to research and dissertation hours.

**Credits:** 1-6

**MATH-551: PhD Dissertation**

Dissertation guidance for doctoral students. See note on page 577 related to research and dissertation hours.

**Credits:** 1-6

## Mechanical Engineering

**MEEG-500: MS Directed Research**

This course can be used by master's students to meet their course registration requirements and also conduct some preliminary work on their master's research projects. See page 577 for additional information related to courses with a range of hours.

**Credits:** 6

**MEEG-501: Aerodynamics Theory**

Covers the foundations of incompressible, compressible, and ideal and viscous aerodynamics theory.

**Credits:** 3

**MEEG-503: Advanced Thermodynamics I**

Reviews of the basic laws of classical thermodynamics, cycles, and reactive systems.

**Credits:** 3

**MEEG-504: Advanced Thermodynamics II**

Examines the statistical basis of thermodynamics and irreversible thermodynamics.

**Credits:** 3

**MEEG-505: Advanced Dynamics I**

Analyzes particle dynamics, systems of particles, Hamilton's principle, Lagrange's equations, central force motion, rigid body dynamics, and Euler's equations.

**Credits:** 3

**MEEG-506: Astronautics**

Studies the satellite position relative to rotating earth, perturbation theory, restricted three-body problem, ascent trajectories, staging, mass ratio, and near - earth atmosphere.

**Credits:** 3

**Prerequisites:**

MEEG 505.

**MEEG-507: Advanced Fluid Mechanics**

Studies the physical properties of fluids, kinematics and conservation equations of fluid motion in rigid coordinate systems, tensor analysis, boundary conditions, vorticity, Navier - Stokes equations, some of their analytic solutions and selected topics on creeping flows, laminar boundary layers, instability of viscous flows and turbulence.

**Credits:** 3

**MEEG-508: Advanced Heat Transfer I**

Presents analytical and numerical techniques for the analysis of convective heat-transfer problems.

**Credits:** 3

**MEEG-509: Advanced Gas Dynamics**

Examines sound waves, waves of finite amplitudes in gases, shock and expansion waves, onedimensional gas-dynamic flows, linearized steady subsonic and supersonic flows and the theory of characteristics.

**Credits:** 3

**MEEG-510: Advanced Fluid Mechanics II**

Deals with the mathematical formulation of basic equations of fluid dynamics and potential flow theory.

**Credits:** 3

**MEEG-511: Advanced Heat Transfer II**

Presents analytical and numerical techniques for the solution of heat conduction problems.

**Credits:** 3

**MEEG-512: Applications of Continuum Mechanics**

Presents the kinematics of a general continuum and fundamental laws of continua.

**Credits:** 3

**MEEG-514: Acoustics and Noise**

Covers fundamentals as well as contemporary topics in acoustics.

**Credits:** 3

**MEEG-515: Experimental Stress Analysis**

Specialized experimental stress analysis course, with emphasis on design, construction, and use of complex models.

**Credits:** 3

**MEEG-518: Master's Thesis**

Intensive investigation carried out by students involving analysis, design, and/or experimentation in the student's area of interest. See note on page 577 related to thesis hours.

**Credits:** 1-6

**MEEG-519: Graduate Seminar**

Forum for the presentation of current research activities of graduate students, faculty, and guest speakers.

**Credits:** 1

**MEEG-521: Variational Methods in Applied Mechanics**

Emphasizes formulation and application of variational principles for static, steady state and transient problems in solid and fluid mechanics.

**Credits:** 3

**MEEG-523: Radiation Heat Transfer**

Analyzes radiation heat transfer, including radiation exchange between surfaces and radiative transfer in participating and nonparticipating media.

**Credits:** 3

**MEEG-524: Special Topics in Solid Mechanics**

Varies on demand; topics offered include finite element methods, fracture mechanics and fatigue. See page 577 for additional information related to Special Topics courses.

**Credits:** 3

**MEEG-532: Advanced Robotics**

Advanced treatment for several complex topics for robotic manipulator analysis, design and control. Robot kinematics, dynamics based on Newton, Euler-Lagrange and Kane's method of formulations, linearization and control techniques, determination of positioning errors and modeling, and computer simulation.

**Credits:** 3

**MEEG-533: CAD in Manufacturing**

Advanced work in computer-aided analysis and 3D geometric modeling with integration of manufacturing automation system, application of CAD techniques such as expert system and other advance developments to the concept of computer integrated manufacturing and flexible manufacturing system.

**Credits:** 3

**MEEG-534: Finite Element Analysis**

Basic concepts, formulation, and application of finite element techniques for numerical solution of problem in structural mechanics, heat transfer, dynamic response and fluid mechanics. Applications using general purpose FEM software such as ANSYS.

**Credits:** 3

**MEEG-535: Projects in Manufacturing**

Advanced treatment of several topics of an interdisciplinary manufacturing environment and the critical examination of recent literature describing application of these topics to new technology areas.

**Credits:** 3

**MEEG-600: Ph.D. Directed Research**

This course can be used by doctoral students to meet their course registration requirements and also conduct some preliminary work on their master's research projects. See page 577 for additional information related to courses with a range of hours.

**Credits:** 1-9

**MEEG-606: Computer Applications in Mechanical Engineering**

Theory and practice of the application of digital computers to mechanical engineering problems.

**Credits:** 3

**MEEG-609: Computational Fluid Dynamics**

Includes numerical analysis fundamentals and difference methods for partial differential equations of fluid dynamics.

**Credits:** 3

**MEEG-610: Space Flight Dynamics and Attitude Control**

Examines rigid body dynamics, forces and torques that act on a spacecraft, passive and active stabilization of spacecraft, stability theory-Lyapunov's direct method, and Floquet theory.

**Credits:** 3

**Prerequisites:**

MEEG 505 and MEEG 506.

**MEEG-611: Turbulence**

Presents theories of turbulence, dynamics of turbulence and closure schemes, turbulent shear flows, and turbulent transport of momentum and heat.

**Credits:** 3

**MEEG-612: Advanced Dynamics II**

Treats stability of linear systems - small oscillations; Hamilton's equations - phase space; canonical transformations; and the Hamilton- Jacobi equation.

**Credits:** 3

**MEEG-613: Special Topics in Aerospace Mechanics**

Presentation of selected topics in contemporary aerospace mechanics that are of current interest to student and faculty researchers. See page 577 for additional information related to Special Topics courses.

**Credits:** 3

**MEEG-614: Special Topics in Fluid Mechanics**

Presentation of selected topics in contemporary fluid mechanics that are of interest to researchers. See page 577 for additional information related to Special Topics courses.

**Credits:** 3

**MEEG-615: Special Project (Non-Thesis Option)**

Project course taken by master's program students enrolled in the non-thesis option with specialization in various areas of interest.

**Credits:** 3

**MEEG-616: Special Topics in CAD/CAM**

Presentation of specialized topics in contemporary CAD/CAM discipline that are of interest to researchers. See page 577 for additional information related to Special Topics courses.

**Credits:** 3

**MEEG-617: Spacecraft Attitude Estimation**

The attitude representations, attitude kinematics, attitude measuring devices, elementary estimation theory, three-axis and spinaxis attitude estimation, deterministic and optimal attitude estimation, the Kalman filter, attitude error analysis and accuracy prediction, spacecraft system identification.

**Credits:** 3

**Prerequisites:**

MEEG 505

**MEEG-618: Dissertation I**

Intensive investigation carried out by Ph. D. candidates involving analysis, design, and/or experimentation in the student's area of interest that will culminate in an original contribution to the field. See note on page 577 related to thesis hours. \*Note: A maximum of 12 dissertation credits may be taken per semester. In addition, a maximum of 12 dissertation credits may be counted toward the 72 required for program completion.

**Credits:** 12

**MEEG 615: Special Projects**

Project course taken by master's program students enrolled in the non-thesis option with specialization in various areas of interest. See page 577 for additional information related to Special Topics courses.

**Credits:** 3

# Medicine

**DERM-202: Dermatology**

The purpose of the dermatology elective is to provide a learning environment for the student to develop basic outpatient and inpatient dermatology skills.

**Credits:** 4

**INDI-326: Neurology**

The student will be exposed to clinical pulmonary medicine including consultations, conferences, ambulatory service clinics, diagnostic procedures, pulmonary function testing and interpretation.

**Credits:** 4

**INDI-342: Population Health I**

After the completion of the unit, students should be able to describe and discuss the topics in Public Health.

**Credits:** 4

**INDI-404: Population Health II**

This unit focuses on professionalism as it relates to becoming a physician and issues of health care policy

**Credits:** 3

**INDI-405: Population Health III**

This unit focuses on professionalism as it relates to becoming a physician and issues of health care policy

**Credits:** 4

**MASX-300: Anesthesiology**

The student will be assigned to daily care (pre-op/peri-op/post-op) of patients who require care by anesthesiologists. The students will work under the supervision of an anesthesiologist in the main operating room, labor & delivery suite, pain clinic, endoscopy suites, cystoscopy, and other laboratories. Students will also actively participate in lectures and other teaching/learning sessions. Attendance and punctuality at these sessions are mandatory. Students will be assigned topics for presentation and discussion in teaching sessions. Training in managing airways will be accomplished by use of mannequins. Each student is required to write up a case report of a patient they encountered during the rotation or conduct a literature review of an assigned topic that will be written in the form of a paper suitable for publication. All students are required to maintain a log of all patients whose care they were involved.

**Credits:** 4

**MDEX-407: Research in Dermatology**

A four-week elective offered by the department of dermatology, designed to provide experience in research in dermatology either clinical or laboratory. Research design methods will be analyzed. Statistical analysis methods will be assessed. The student will formulate and undertake a short research project and will prepare a written report describing findings of the research project.

**Credits:** 4

**MEDI-169: Gastroenterology (Research)**

This is a four-week elective offered by the Division of Gastroenterology in the Department of Medicine. It is designed to provide some experience in clinical gastroenterology research.

**Credits:** 4

**MEDI-170: Cultural Competence in HIV**

This four-week elective offered by the department of Infectious Diseases will expose students to broad concepts of cultural competency in the delivery of health care. Lectures and workshops on topics addressing the role of cultural competency in reducing health disparities and ensuring quality care for diverse populations will be presented. Specifically, students will be instructed in the BESAFE Model of Cultural Competency for clinicians. BESAFE addresses six core components: Barriers to Care, Ethics, Sensitivity, Assessment, Facts, and Encounters. Case studies will be used as a potent tool to illustrate and demonstrate the six components of BESAFE as they relate to real life clinical situations. Students will also be introduced to the National HIV Curriculum (NHC) and are required to complete the six (6) module accessible via this link <https://www.hiv.uw.edu/>. The NHC provides ongoing, up-to-date information needed to meet the core competency knowledge for HIV prevention, screening, diagnosis, and ongoing treatment and care to U.S. healthcare providers.

**Credits:** 4

**MEDI-402: Senior Medicine**

The objective of this rotation is to provide students with hands on clinical experiences that are specifically designed to mirror their upcoming roles as interns in postgraduate training. The medical Sub-intern will master specific core competencies and basic principles of inpatient medical care.

**Credits:** 4

**MEDI-405: Endocrinology**

The elective in endocrinology is designed to acquaint the student with the presentation, evaluation, and management of patients with a spectrum of endocrine and metabolic disorders both on an inpatient as well as an outpatient basis. To this end, experience with adult medical, pediatric, and gynecologic endocrinopathies as well as some exposure to the basic science aspects of endocrinology is planned.

**Credits:** 4

**MEDI-406: Gastroenterology**

Senior medical students who choose an elective in gastroenterology are assigned to the G.I. Service at Howard University Hospital. Each student answers consultations along with the fellow, seeing and working up in-patients referred for gastrointestinal problems. The student will be expected to write the formal consultation after presentation of the case to an attending physician. In addition, the student will assist in (or perform under direct supervision) diagnostic maneuvers for assessing gastrointestinal disorders.

**Credits:** 4

**MEDI-409: Medical Oncology**

Emphasis is placed on clinical oncology and the clinical pharmacology of the antineoplastic agents. Students are expected to develop a diagnostic and therapeutic plan for each patient seen. Pathology, pathophysiology, staging and the selection of treatment modalities will be taught as well as the recognition and management of the complications of cancer and toxicity of its treatment. The student will participate in the section's seminars, journal clubs and conferences. A pretest and post-test will be given. The preparation and presentation of a short paper will be required.

**Credits:** 4

**MEDI-420: Clinical Pulmonary Medicine**

The student will be exposed to clinical pulmonary medicine including consultations, conferences, ambulatory service clinics, diagnostic procedures, pulmonary function testing and interpretation.

**Credits:** 4



**MEDI-427: Geriatrics**

This elective is an introduction to clinical geriatrics. The students will evaluate elderly patients at the Washington Center for the Aging Services (WCAS) and at Howard University Hospital. He/she will learn to appreciate the common and/or unique illnesses and disorders in the elderly.

**Credits:** 4

**MEDI-428: General Internal Medicine**

During this four-week elective, students are exposed to broad concepts of internal medicine and their application in the delivery of comprehensive health care.

**Credits:** 4

**MEDI-520: Cardio Vasc Med-Consult SRC**

This elective is designed to acquaint the student with the recognition and management of various cardiovascular disorders as they present in various settings, as well as monitoring by telemetry. Daily teaching rounds by faculty emphasize the pathophysiology of cardiac illness, physical diagnosis, electrocardiography, hemodynamic monitoring, and patient management. The student's educational experience is enhanced through interaction with cardiovascular medicine faculty and fellows, as well as through weekly imaging, electrocardiography, catheterization/electrophysiology, and clinical cardiovascular conferences. Students will have the opportunity to gain exposure to invasive procedures in the catheterization laboratory, the electrophysiology laboratory, noninvasive procedures including stress testing and echocardiography, and transesophageal echocardiography. Each rotation block will include a lecture about academic career development in cardiovascular medicine for interested students.

**Credits:** 4

**MEDI-523: Cardiovasc Med-Consult Serv**

This exciting elective is designed to acquaint the student with the recognition, diagnosis and management of various acute cardiovascular disorders, which require advanced cardiovascular treatment (e.g. acute myocardial infarction, complex arrhythmias, advanced heart failure) as well as monitoring by telemetry such as angina, atrial fibrillation, and heart failure. Daily teaching rounds by faculty will emphasize the pathophysiology of cardiac diseases, physical examination, electrocardiography interpretation, hemodynamic monitoring, preventive cardiology, innovations in cardiovascular medicine, and patient management. The student's educational experience is enhanced through interaction with cardiovascular medicine faculty and fellows, as well as through weekly imaging, electrocardiography, catheterization/electrophysiology, and clinical cardiovascular conferences. Students will have the opportunity to gain exposure to invasive procedures in the catheterization laboratory, the electrophysiology laboratory, noninvasive procedures including stress testing and echocardiography, and transesophageal echocardiography. Each rotation block will include a lecture about academic career development in cardiovascular medicine for interested students.

**Credits:** 4

**MEDI-551: Critical Care Medicine (MICU)**

The elective is designed to provide the student with supervised first-hand experience in the care and management of critically ill patients. Physical diagnosis, hemodynamic monitoring/support and respiratory monitoring/support are stressed. Students may be taught routine ICU procedures which include Swan-Ganz catheterization, arterial catheterization, etc. and will be introduced to computer applications to patient care.

**Credits:** 4

**MEDI-552: Nephrology**

The student is given broad exposure to the clinical practice of nephrology. He/she works as part of the ward team, doing patient workups, participating in daily attending rounds, and attending scheduled renal conferences. He/She becomes proficient in interpretation of blood chemistry and urine test results and observes first-hand the management of renal patients with acute kidney injury and chronic kidney disease including those on hemodialysis, peritoneal dialysis and those with renal transplant and fluid and electrolyte problems.

**Credits:** 4

**MEDX-406: Infectious Diseases**

A four-week elective offered by the department of Internal Medicine; Division of Infectious Disease designed to:

- Learn basic and advanced principles of the pathogenesis of infectious diseases and host-pathogen interactions which provide the basis for understanding infectious diseases;
- Accumulate knowledge about practical approaches for the diagnosis, management and prevention of infectious diseases;
- Learn the optimal use of antimicrobial agents, including their appropriate use, toxicities, cost-effectiveness as well as their mechanisms of action.; and
- Be able to present a clear, cohesive, and in-depth presentation of an infectious disease topic to the infectious diseases team.

**Credits:** 4

**MEDX-411: Emergency Medicine**

The student will be involved in the management of a variety of medical/surgical emergencies. During the four-week elective the student will attend four (4) laboratory sessions (splint suture, slit lamp and arrhythmia recognition) and the emergency medicine departmental conferences which are offered for a total of six hours each week, as well as emergency medicine conferences designed for medical students only. An emergency medicine workbook will be distributed for each student.

**Credits:** 4

**MEDX-449: Endocrinology (Research)**

Safe use of laboratory practices quality control assessment, and statistical methods Development of protocols with familiarization of Institutional Review Board process. Structure and function assessment of protein hormones and their receptors; Clinical applications of the research presentation of research results in the form of manuscript.

**Credits:** 4

**MFDX-403: Community Health Family Practice (Fam Med) Clerkship**

Focuses on the role of the family physician in the therapeutic relationship in terms of the entire patient, family and community.

**Credits:** 4

**MFPX-415: Family Medicine**

The preceptorship elective exposes students to primary care medical setting during their basic professional training years. Students work on a one-to-one basis with a primary care physician in a private office setting, or community health clinic. Each student is assigned to a preceptor, who shall orient the student to office procedures and management. The student may be involved in nursing home visits, hospital rounds, medical meetings, and other practice-related activities. The preceptor shall emphasize the family physician's role as a member of the health care team providing longitudinal and comprehensive care. Primary Care is defined as care for patients in the ambulatory settings in the following areas: general internal medicine, family medicine, gynecology, pediatrics, and adolescent medicine.

**Credits:** 4

**MNUE-405: Aging Brain**

The student will be exposed to clinical pulmonary medicine including consultations, conferences, ambulatory service clinics, diagnostic procedures, pulmonary function testing and interpretation.

**Credits:** 4

**MPED-211: Neonatology**

Neonatology is the study of the neonate. Pathophysiology of the neonate and disease states of the fetus and the newborn, both term and preterm are discussed. Basic principles of newborn resuscitation are reviewed, and skills assessed.

**Credits:** 4

**MPED-215: Pediatric Endocrinology**

Endocrine and metabolic influences in health and disease are studied. Both outpatients and inpatients are managed. Some clinical genetics are included.

**Credits:** 4

**MPED-235: Adolescent Medicine**

This elective is designed to introduce students to common medical presentations of Problems. The assessment of the adolescent in terms of developmental, psychological and environmental influences will be reviewed. Students will be exposed to different clinical settings that provide adolescent health care. Students are also expected to spend time on an individual research project and attend any scheduled didactic lectures.

**Credits:** 4

**MPEX-406: Pediatric Hematology**

Emphasis is placed on management of children and adolescents with hematological disorders especially sickle cell disease and children and adolescents with HIV infection. Basic laboratory studies such as interpretation of peripheral blood and bone marrow smears are taught. Opportunities are available for clinical and biochemical research for students who are interested.

**Credits:** 4

**MPEX-429: Ped Allergy & Immunology**

The student will be taught the evaluation and care of children with allergies such as asthma, eczema, and allergic rhinitis. Evaluation and care of children with suspected immuno-deficiencies will also be taught. Activities include attendance at three clinics per week, consultation, lectures, presentations, and discussions.

**Credits:** 4

**MPMX-420: Physical Med and Rehabilitation**

This is an elective clerkship in the evaluation and psychiatric management of patients with disabilities. Emphasis will be given during the first four (4) weeks to functional evaluation and disability assessment. The student will receive experience in the prescription of common physical modalities (heat, light, sound, electricity, water, and therapeutic mechanical energy) and in the coordination of rehabilitation team efforts to deliver comprehensive care.

**Credits:** 4

**MPSX-401: Clin Psychiatry**

The purpose of the elective is to give the student a more detailed theoretical and practical experience in general Psychiatry. The student will be expected to: Develop thorough knowledge and experience in the conduct of an initial interview including the mental status evaluation; Acquire keener recognition of symptoms and greater familiarity with psychiatric terminology; Develop knowledge and skill in consultation and liaison psychiatry; Develop knowledge and skill in addiction psychiatry; Develop skills in working with children and adolescents as well as adults; Develop skills and knowledge in working with the severely mentally ill and their rehabilitation; Develop an increased awareness of terminology in accordance with DSM V; Develop an increased awareness of the psychiatric therapies including insight oriented therapy, cognitive behavioral therapy, interpersonal therapy hypnotherapy, in individual and group settings. • Develop an increased awareness of pharmacotherapy, contraindications, mechanisms of action, actions, interactions and side effects of drugs commonly used and experience in novel agents in late stage clinical drug trials.; Develop knowledge and skill in formulating a treatment plan, to monitor such plan and make necessary changes based on the patient's response.

**Credits:** 4

**MPSX-414: Psychiatry Acting Internship**

This is a four-week elective that can be extended to a year. As part of the overall goal of helping the medical student to develop the skills to become an independent practitioner the objectives are to: Further develop diagnostic skills for psychiatric disorders and related disorder; Further develop treatment management skills for psychiatric disorders and related disorder; To further expand the knowledge base for psychiatric and related disorders.

**Credits:** 4

**MPSX-416: Psychiatry Research**

The student will develop skills in diagnosing mental and substance abuse disorders and in the use of psychiatric research assessment instruments and clinical protocols. The student will also gain knowledge about new treatment interventions in psychiatry. The elective also offers opportunities to conduct an in-depth literature review and secondary data from local and national databases. Research opportunities are available to medical students through multiple research grants. Projects explore understanding of the psychology, culture and biology of post-traumatic stress disorder, related sleep disturbances, the genetics and treatment of bipolar disorder and novel treatments for depression, schizophrenia, opiate addiction. Opportunities will be provided for community outreach, interventions involving the faith community, homeless shelters, and public schools. Integrated care research projects are being done involving HIV or hepatitis C. Students will be expected to develop publishable research papers, and or to present poster or paper presentations at local or national meetings.

**Credits:** 4

**MRAX-402: Diagnostic Radiology**

To provide a broader understanding of the principles of radiology and a familiarity with the many diagnostic techniques available, their values and limitations, and how they may best be used in the management of the patient. To train the student in the basic skills of image interpretation with emphasis on, but not limited to, the brain, neck, chest, abdomen, pelvis and extremities.

**Credits:** 4

**MRTX-404: Radiation Oncology**

Introduction to basics of radiation physics, radiation biology and clinical radiation oncology.

**Credits:** 4

**MSUX-401: General Surgery**

Daily rounds with surgical teams and attending physicians; participation in conferences and clinics; involvement in the care of severely ill surgical patients in intensive care and recovery room areas; assistance in patient work-up, preoperative, operative and postoperative care; also personal discussion with residents and attending physicians on a variety of surgical topics. On occasion, assistance with and participation in research projects will be required.

**Credits:** 4

**MSUX-403: Neurosurgery**

This is a four-week elective offered by the Division of Neurosurgery in the Department of Surgery. Daily rounds with the attending, outpatient clinics, in-patient pre- and postop management, and the consultation service will provide the educational experiences that will allow students to meet the educational objectives of this rotation.

**Credits:** 4

**MSUX-404: Ophthalmology**

A four-week elective offered by the department of Ophthalmology designed to: Obtain skills in ophthalmic history and examination; Gain knowledge of ophthalmic disease; Observation of surgical procedures; Participate in teaching conference and rounds; Participate in patient consultation; Learn the proper use of the slit lamp biomicroscopy, indirect and direct ophthalmoscope.

**Credits:** 4

**MSUX-405: Orthopedic Surgery**

Students will: Participate in the pre-operative, operative and postoperative care of orthopaedic patients; Make daily rounds with orthopaedic team that includes residents and attending physicians; Participate in orthopaedic clinics; Actively participate in conferences, including preparation of brief presentations on a variety of orthopaedic topics.

**Credits:** 4

**MSUX-415: Surgical IC Unit**

Students are required to attend daily rounds with Hyperalimentation and the Intensive Care Unit teams, assist in patient management activities and participate actively in central venous pressure measurements, and in monitoring of patients with arterial and Swan-Ganz catheters. Students will also assist in critical postoperative patient care.

**Credits:** 4

**MSUX-416: Senior Surgery**

Provide senior medical students an in-depth experience in general surgery and a surgical specialty

**Credits:** 4

**MSUX-429: Urology**

The student will participate fully in the primary care of urologic inpatients and outpatients under the direct supervision of attending and resident personnel. He/she is expected to participate in daily rounds, surgery, clinic and conference. If interested, he/she can be assigned to a clinical research problem.

**Credits:** 4

**OBGY-410: Gynecology**

The student will be exposed to and interact with patients who present with common gynecological diseases in the hospital and the clinic with emphasis on diagnostic procedures and therapy.

**Credits:** 4

**OBGY-411: Maternal Fetal Medicine**

Clinical experience in dealing with high-risk obstetrics and basic ultrasound training.

**Credits:** 4

**OBGY-416: Obstetrics**

The student will have clinical experience in obstetrics dealing with basic physiology and anatomy of mother and fetus. Some high-risk obstetrical cases will be included.

**Credits:** 4

**PSYH-400: Emergency Psychiatry (CPEP) EI**

This is a four-week elective. The goal of this elective is to further develop knowledge and skills in problem-focused emergency evaluation of individuals with mental illness, crisis management and planning of appropriate disposition. Students will further advance their theoretical psychopharmacologic therapy knowledge to manage a variety of psychiatric symptoms. Students will further their skills in collecting data evaluating and making diagnoses in emergency psychiatry. Note: Students will not be working with international medical students.

**Credits:** 4

**RADI-250: Research in Radiology**

This course is ONLY accessible to students who during their first three years of medical school have spent a long summer rotation in Dr Wang's laboratory and wish to complete the write up on a project that is almost completed. This is a four-week elective offered by the Department of Radiology in the Molecular Imaging Laboratory. It is designed to provide added time to complete a previous experience in clinical radiology research.

**Credits:** 4

**SURG-408: Surgical Oncology**

This four-week elective offered by the Department of Surgery is designed to provide senior medical students with exposure to aspects of surgical oncology.

**Credits:** 4

**SURG-419: Otolaryngology**

Upon completion of this unit, students should be able to: Label diagrams of external and internal structures of the ear, nose, and throat; Describe and discuss the physiological functions of the anatomical structures of the ear, nose, and throat; Describe and discuss logical growth patterns pertinent to ENT development; Complete a patient's history and physical examination; Identify and complete necessary tests for diagnosing ENT problems; Identify, recognize and explain signs and symptoms of ENT abnormalities and diseases presented by patients; Identify and recommend treatment for common conditions, abnormalities and diseases associated with ENT.

**Credits:** 4

**SURG-431: Ophthalmology (Advanced)**

Students will become skillful at history taking, ophthalmologic examination, diagnosis and management of common disease: dry eye; red eye; glaucoma; cataracts; retina; strabismus; trauma. Students will be involved in weekly lecture series, grand rounds and combined retina lectures. Students will observe surgery and become a part of the resident team.

**Credits:** 4

## Microbiology

**MICR-228: Research in Microbiology**

The course in two sequential semesters of 9 credits each engages advanced graduate students to undertake experimental research of interest under the guidance and supervision and in the laboratory of a faculty member. \*Note: A maximum of 9 research credits may be taken per semester. In addition, a maximum of 18 research credits may be counted toward the 79 required for program completion.

**Credits:** 1-9

**MICR-300: Biology of Pathogens I**

Review of factors and mechanisms utilized by pathogenic bacteria, fungi and protozoan parasites as determinants of their pathogenicity. Roles of plasmids, exotoxins, extracellular enzymes and outer wall components that mediate virulence and microbial adherence.

**Credits:** 5

**MICR-303: Biology of Pathogens II**

A continuation of MICR-300. Review of factors and mechanisms utilized by pathogenic bacteria, fungi and protozoan parasites as determinants of their pathogenicity. Roles of plasmids, exotoxins, extracellular enzymes and outer wall components that mediate virulence and microbial adherence.

**Credits:** 4

**MICR-304: Cellular and Molecular Immunology**

This course focuses on mechanisms of immunological processes and emphasizes skills in problem-solving and experimental design.

**Credits:** 4

**Prerequisites:**

immunology, cell biology, biochemistry or equivalent.

**MICR-305: Cell/Molecular Biology**

Review of the molecular and biochemical structure and function of eukaryotic cells.

**Credits:** 3

**Prerequisites:**

biochemistry and general biology.

**MICR-307: Virology**

Review the basic principles of virology, including assays of viral infectivity and analysis of biosynthesis of viral gene products.

**Credits:** 4

**MICR-413: Molecular Biology**

This course focuses on recombinant DNA technology and instrumentation, utilizing current molecular techniques to study selected recombinant molecules.

**Credits:** 4

**MICR-417: Seminar**

A facilitation course imparting skill of communication of scientific information to a body of peers.

**Credits:** 3

**MICR-418: Special Topics in Microbiology**

Discusses laboratory experiences for students on various methodologies and techniques employed in research laboratories. See page 577 for additional information related to Special Topics courses.

**Credits:** 3

**MICR-600: Dissertation Research**

The purpose of this course is for the design and performance of research leading to a Ph.D. See note on page 577 related to dissertation hours.

**Credits:** 1-12

# Music Education

## **MUSD-051: Elementary Choral Conducting**

Primary emphasis is placed on growth in four key areas: score study, musicianship, manual gesture, and rehearsal preparation and pedagogy.

**Credits:** 3

## **MUSD-052: Advanced Choral Conducting**

A continuation of MUSD-52. Primary emphasis is placed on growth in four key areas: score study, musicianship, manual gesture, and rehearsal preparation and pedagogy.

**Credits:** 3

## **MUSD-058: Instrumental Conducting**

The primary objectives of this course are to enable students: (1) to develop gestures which effectively convey a sense of musical meaning; (2) to develop skills to interpret musical scores; (3) to develop the ability to self-critique one's own conducting; (4) to demonstrate competence using standard musical notation.

**Credits:** 3

## **MUSD-250: Graduate Research in Music Education**

This course provides graduate students interested in music education research with an introduction to techniques of educational research, with an emphasis on design and analysis, and with a critical review of selected current research studies in music education procedures for reviewing research literature.

**Credits:** 3

## **MUSD-256: Administration & Supervision of Music Education**

The clinical supervision process is explored in the first half of the course, which is most helpful for working with student teachers. Administrative techniques such as budgeting, grant writing, personnel management, etc., studied in second part of course.

**Credits:** 3

## **MUSD-258: Foundations of Music Education**

An investigation of historical, philosophical, aesthetic, and pedagogical principles that provide the background and context for contemporary music education. The course focuses on developing a vision of music education for the future.

**Credits:** 3

## **MUSD-260: Psychology of Music**

This course considers human behavior from both the psychological and musical perspectives. ... The course explores why music exists, why people listen to music, how people understand music, and how social relationships influence musical tastes.

**Credits:** 3

## **MUSD-280: Instrumental Conducting**

The primary objectives of this course are to enable students: (1) to develop gestures which effectively convey a sense of musical meaning; (2) to develop skills to interpret musical scores; (3) to develop the ability to self-critique one's own conducting; (4) to demonstrate competence using standard musical notation.

**Credits:** 3

## **MUSD-303: Thesis**

Thesis guidance for M.A. students.

**Credits:** 3



**MUSD-304: Recital**

A solo recital, of at least one hour in length, required of all graduating seniors in applied music.

**Credits:** 3

## Music Instrument

**MUSK-011: Instrument Repair**

Teaches basic skills of instrument repair.

**Credits:** 1

**MUSK-012: Instrument Repair**

Teaches basic skills of instrument repair.

**Credits:** 1

**MUSK-021: Instrument Repair**

Continuation of MUSK-011, 012.

**Credits:** 1

**Prerequisites:**

MUSK-011, 012, or consent of instructor.

**MUSK-022: Instrument Repair**

Continuation of MUSK-011, 012.

**Credits:** 1

**Prerequisites:**

MUSK-011, 012, or consent of instructor.

**MUSK-031: Instrument Repair**

Continuation of MUSK-021, 022.

**Credits:** 1

**Prerequisites:**

MUSK-021, 022, or consent of instructor.

**MUSK-032: Instrument Repair**

Continuation of MUSK-021, 022.

**Credits:** 1

**Prerequisites:**

MUSK-021, 022, or consent of instructor.

**MUSK-041: Instrument Repair**

Continuation of MUSK-031, 032.

**Credits:** 1

**Prerequisites:**

MUSK-031, 032, or consent of instructor.

**MUSK-042: Instrument Repair**

Continuation of MUSK-031, 032.

**Credits:** 1

**Prerequisites:**

MUSK-031, 032, or consent of instructor.

**MUSK-111: Piano Technology: Lecture and Practicum**

Analysis of the acoustical construction of the piano and mechanical functions, with concentration on maintenance and repair.

**Credits:** 1

**Prerequisites:**

Junior classification.

**MUSK-112: Piano Technology: Lecture and Practicum**

Analysis of the acoustical construction of the piano and mechanical functions, with concentration on maintenance and repair.

**Credits:** 1

**Prerequisites:**

Junior classification.

**MUSK-121: Piano Technology: Lecture and Practicum**

Continuation of MUSK-111, 112.

**Credits:** 1

**Prerequisites:**

MUSK-112.

**MUSK-122: Piano Technology: Lecture and Practicum**

Continuation of MUSK-111, 112.

**Credits:** 1

**Prerequisites:**

MUSK-112.

## Music Theory

**MUSB-351: Graduate Analysis**

The course focuses on the interaction of harmony and counterpoint as the underlying basis of common practice tonal music. Emphasis on analysis at surface and reductive levels. Methods of instruction are lecture and discussion.

**Credits:** 3

**MUSG-312: Graduate Voice Major II**

A continuation of MUSG-311. This course investigates the vocal physiology and various teaching methods and tools necessary to the successful singer and pedagogue. Required study for all voice majors, undergraduate and graduate.

**Credits:** 5

## Non-Tradl Doctor of Pharmacy

**NTDP-606: Integrated Pharmaceutical Care and Science Laboratory: I-Care Lab-1**

I-Care lab involves case study discussion for application of therapeutic decision-making high impact problems in pharmacy. The course is correlated with Integrated Pharmaceutical Care and Science. During the topic discussions addressed within the sequenced courses, students will participate in the applications laboratory in order to develop skills for applying information in a practice context.

**Credits:** 2

**NTDP-607: Cardiovascular**

The course is structured in a modular format and complemented with Integrative Therapeutics Laboratory I with lectures, labs and learning activities led by clinical faculty. In order for students to achieve the course goals and objectives, a variety of teaching methods will be applied. In conjunction with Integrative Therapeutics laboratory I, students participate in traditional lectures, small group discussions, practical laboratory exercises, SOAP case write-ups, case simulation, and oral exam to reinforce didactic teachings and overall student learning; however, the primary focus of the module is provided by traditional lectures.

**Credits:** 3

**NTDP-610: Infectious Diseases**

This course will be taught by the clinical and basic science faculty together to provide instruction utilizing both didactic and practical experience sessions. The course is organized by organ systems of the human body and various diseases associated with them. Students will learn about the pathophysiology and pharmacotherapy of various disease states that health care practitioners (pharmacists) may encounter in their practice settings. Students will also learn to make appropriate therapy choices, define goals of therapy, and learn to assess whether these goals are being achieved. Students will learn to create, implement, and monitor pharmaceutical care plans. A goal of this course is to prepare students with the ability to render pharmaceutical care and participate successfully for the experiential program.

**Credits:** 4

**NTDP-615: Pharmacoepidemiology**

The Pharmacoepidemiology and Outcomes Research section is an introduction to the evaluation of the scientific studies that supports the rational use of medication use in humans. The goal of this block is to provide opportunities for students to understand the concepts, methods, and applications of pharmacoepidemiology, pharmacoeconomics, and outcomes studies utilized in clinical settings as well as with to provide tools to critically assess the clinical literature. In addition, the methods for the interpretational and generalization of findings from these studies relevant to medical and pharmaceutical care practice will be introduced by utilizing knowledge developed from the Research Methods/Biostatistics block. Students will be also prepared for problem-based critique sessions in the Integrative Therapeutics blocks.

**Credits:** 4

**NTDP-617: Hematology/Oncology**

This course module follows Integrated Therapeutics I, II, III and IV and is taught by clinical faculty using both didactic and simulated practice-oriented learning experiences. Specifically, IT-V focuses on hematology and oncology related diseases and conditions. Students learn and apply appropriate pathophysiologic and pharmacotherapeutic concepts and principles in an INTEGRATED fashion to establish competent methodology toward achieving optimal patient outcomes. This includes defining goals of therapy and selecting appropriate therapy from among available choices. Students will gain experience with various medication therapy management processes through lecture, discussion, and simulation. Upon completion of this course, students should be prepared to participate in offering medication therapy management services for the covered diseases and conditions.

**Credits:** 3

**NTDP-620: Neurology and Psychiatry**

Integrated Therapeutics (IT) III lecture is the third component in the integrated therapeutics series designed to combine the pathophysiologic and pharmacotherapeutic management of various disease states encountered routinely by pharmacist practitioners. Where appropriate, cultural competency principles will be integrated with lecture topics. Student knowledge of basic pharmaceutical principles, acquired in IT-I&II, will be applied to clinical principles of additional organ systems presented in IT-III. This is a team-taught course.

**Credits:** 3

**NTDP-623: Patient Assessment Skills**

Overview of Cardiopulmonary assessment, discussion of the "when," "why," and "what" of physical assessment of the cardiac and pulmonary. Patient cardiovascular physical assessment instruction: peripheral edema, vital signs. Enrollment is limited to students enrolled in the Non-Traditional Doctor of Pharmacy program only.

**Credits:** 1

**NTDP-624: Drug Information Resources**

This course refers to the application of technology in the delivery of drug information services. Drug information services, in turn, include responding to drug information inquiries, conducting medication use evaluations and participating in medication quality assurance programs, such as; monitoring adverse drug reactions, drug and herbal product interactions, and medication errors. This course is intended to introduce students to drug information skills required to deliver pharmaceutical care. Students will be trained to develop the skills to obtain information from various literature and reference sources to answer drug information questions efficiently. Techniques for researching and evaluating drug literature will be covered. Emphasis will be placed on systemic approaches to formulation of responses utilizing both verbal and written communication skills.

**Credits:** 1

**NTDP-625: Pharmacokinetics**

In-depth discussions of the basic concepts of pharmacokinetics, the pharmacokinetics of drugs with narrow therapeutic range and the influence of pathophysiological and dosage form variables on drug therapy. Emphasis will be placed on the design and modification of drug dosage regimens in the individual patient and the use and reliability of drug assays for this purpose. Computer simulations and case studies will be used to complement the didactic teaching.

**Credits:** 4

**NTDP-626: Principles of Pharmacy Administration**

This course is an expansive and in-depth Introduction to Pharmacy Administration. It facilitates the student's management and leadership training by introducing them to a comprehensive overview of management and leadership principles, concepts, and practices in pharmacy-based environments. The course further addresses the economic, administrative, entrepreneurial, innovative, and human resource aspects of pharmacy practice while furthering students' knowledge on details about the US Health Care System.

**Credits:** 3

**NTDP-627: Introduction Concepts**

This course will be taught by the clinical faculty to provide instruction utilizing both didactic and practical experience sessions. The course is organized by organ systems of the human body and various diseases associated with them. Students will learn about the pathophysiology and pharmacotherapy of various disease states that health care practitioners (pharmacists) may encounter in their practice settings. Students will learn to make appropriate therapy choices, define goals of therapy, and learn to assess whether these goals are being achieved. Students will learn to create, implement, and monitor pharmaceutical care plans. A goal of this course is to prepare students with the ability to render pharmaceutical care and participate successfully for the experiential program.

**Credits:** 3

**NTDP-628: Endocrine/Renal/GI**

Integrated Therapeutics (IT) III lecture is the third component in the integrated therapeutics series designed to combine the pathophysiologic and pharmacotherapeutic management of various disease states encountered routinely by pharmacist practitioners. Where appropriate, cultural competency principles will be integrated with lecture topics. Student knowledge of basic pharmaceutical principles, acquired in IT-1, will be applied to clinical principles of additional organ systems presented in ITIII. This is a team-taught course.

**Credits:** 3

**NTDP-629: Integrated Pharmaceutical Care and Science Laboratory: I-Care Lab**

I-Care lab involves case study discussion for application of therapeutic decision-making high impact problems in pharmacy. The course is correlated with Integrated Pharmaceutical Care and Science. During the topic discussions addressed within the sequenced courses, students will participate in the applications laboratory in order to develop skills for applying information in a practice context.

**Credits:** 2

**NTDP-630: Bone Joint and Immunology**

The course is structured in a modular format and complemented with Integrative Therapeutics Laboratory with lectures, labs and onsite practice activities led by clinical faculty. In order for students to achieve the course goals and objectives, a variety of teaching methods will be applied. Students are required to participate actively in both flipped (30%) and non-flipped (70%) portions of the course to earn a passing grade. Traditional lectures will be replaced by first participating in online, blackboard assignments (Tegrity and discussion board and quizzes) before in class participation and small group discussions, role play, question, and answer sessions to reinforce didactic teachings and overall student learning. In class discussions will increase student presentation skills as they each role play to counsel patients on proper use of their prescribed medications; making optimal recommendations to physicians to alter prescription regimens and give general advise on best therapies for patients. This approach will also improve student communication skills, which have been a problem with the old approach of traditional lectures. Students will also gain/build confidence as they exercise critical thinking and interact with classmates on discussion board as well as in class discussions.

**Credits:** 3

**NTDP-631: Special Populations**

IT3C lecture is the final component in the integrated therapeutics series designed to combine the pathophysiologic and pharmacotherapeutic management of various disease states encountered routinely by pharmacist practitioners. Where appropriate, cultural competency principles will be integrated with lecture topics. Student knowledge of basic pharmaceutical principles, acquired in IT-1, will be applied to clinical principles of additional organ systems presented in ITIII-C.

**Credits:** 3

**NTDP-632: Integrated Pharmaceutical Care and Science Laboratory: I-Care Lab-3**

I-Care lab involves case study discussion for application of therapeutic decision-making high impact problems in pharmacy. The course is correlated with Integrated Pharmaceutical Care and Science. During the topic discussions addressed within the sequenced courses, students will participate in the applications laboratory in order to develop skills for applying information in a practice context.

**Credits:** 2

**NTDP-633: Profess. Practice-1**

The primary purpose of the NTDP APPE course is to ensure that the student is prepared to be an excellent practicing pharmacist in a variety of settings through the provision of structured pharmacy practice experiences.

**Credits:** 7

**NTDP-634: Profess. Practice-2**

The primary purpose of the NTDP APPE course is to ensure that the student is prepared to be an excellent practicing pharmacist in a variety of settings through the provision of structured pharmacy practice experiences.

**Credits:** 7

**NTDP-635: Profess. Practice-3**

The primary purpose of the NTDP APPE course is to ensure that the student is prepared to be an excellent practicing pharmacist in a variety of settings through the provision of structured pharmacy practice experiences.

**Credits:** 7

# Nursing

**NURC-503: Ethics for Health Professionals**

**Credits:** 2

**NURG-520: Teaching and Learning in Nursing Education**

This course introduces students to major theoretical perspectives on nursing education/practice/research and how this body of knowledge can be used to guide policies and practices in nursing education to promote student learning and development, nursing research, and ultimately nursing practice.

**Credits:** 2

**NURG-521: Curriculum and Instruction in Nursing Education**

Includes philosophical values, educational concepts, and theories of learning used to link nursing education to standards of nursing practice. Guides students to develop curriculum plans and propose related teaching and evaluation strategies.

**Credits:** 3

**NURG-522: Role Development as a Nurse Educator**

In this course, students will examine the role of the nurse educator in relation to broader perspectives of selected higher education and/or health care agencies. Further, students will implement aspects of the nurse educator role in selected academic units, institutions, and in the profession of nursing.

**Credits:** 2

**NURG-523: Nurse Educator Practicum**

This course is an exploration of the nurse educator role in structuring teaching strategies that assure effective individual and group learning, safe clinical practice, and a commitment to lifelong learning. Nurse educator practicum placements are arranged within pre-licensure nursing education programs.

**Credits:** 2

**NURG-524: Clinical Role Specialty for the Nurse Educator**

Capstone clinical in a specialty focusing on critical examination, synthesis, and evaluation of professional nursing care. Client populations include individuals and/or groups reflecting diverse settings, ages, and ethnic communities. Emphasis on mastering theoretical concepts, applying theory and research findings, improving skill competency, and developing leadership capabilities in the clinical setting.

**Credits:** 2

**NURG-525: Clinical Role Practicum for the Nurse Educator**

This course is a continuation of prior nursing courses. Students will participate in clinical practicum experiences which provide opportunities to further develop competencies in patient-centered care, teamwork and collaboration, safety, quality, informatics, and evidence-based practice.

**Credits:** 2

### **NURG-526: Measurement and Evaluation in Nursing Education**

Assessment of theories and strategies of measurement and evaluation as they apply to nursing education. Combines theories of measurement and evaluation with outcomes-based approaches to promote safe effective professional nursing practice. Experiential exercises in the development, use, and critique of measurement and evaluation methods to classroom and clinical learning situations as well as to nursing education program evaluation.

**Credits:** 3

## Oboe

### **MUTU-100: Oboe Instruction**

Private lessons to non-music major. Course can be repeated.

**Credits:** 1

**Prerequisites:**

Permission of coordinator/instructor required.

### **MUTU-111: Oboe Minor**

Consists of major and minor scales and arpeggios, tone production, and etudes and solos in all styles.

**Credits:** 2

### **MUTU-112: Oboe Minor**

Consists of major and minor scales and arpeggios, tone production, and etudes and solos in all styles.

**Credits:** 2

### **MUTU-121: Oboe Minor**

Continuation of MUTU-111, 112.

**Credits:** 2

**Prerequisites:**

MUTU-111, 112 or consent of instructor.

### **MUTU-122: Oboe Minor**

Continuation of MUTU-111, 112.

**Credits:** 2

**Prerequisites:**

MUTU-111, 112 or consent of instructor.

### **MUTU-131: Oboe Minor**

Continuation of MUTU-121, 122.

**Credits:** 2

**Prerequisites:**

MUTU-121, 122 or consent of instructor.

### **MUTU-132: Oboe Minor**

Continuation of MUTU-121, 122.

**Credits:** 2

**Prerequisites:**

MUTU-121, 122 or consent of instructor.

### **MUTU-141: Oboe Minor**

Continuation of MUTU-131, 132, with preparation for senior recital.

**Credits:** 2

**Prerequisites:**

MUTU-131, 132 or consent of instructor.

**MUTU-142: Oboe Minor**

Continuation of MUTU-131, 132, with preparation for senior recital.

**Credits:** 2

**Prerequisites:**

MUTU-131, 132 or consent of instructor.

**MUTU-211: Oboe Major**

Includes major and minor scales and arpeggios, along with etudes and solos in all styles.

**Credits:** 4

**MUTU-212: Oboe Major**

Includes major and minor scales and arpeggios, along with etudes and solos in all styles.

**Credits:** 4

**MUTU-221: Oboe Major**

Continuation of MUTU-211, 212, with preparation for qualifying recital.

**Credits:** 4

**Prerequisites:**

MUTU-211, 212 or consent of instructor.

**MUTU-222: Oboe Major**

Continuation of MUTU-211, 212, with preparation for qualifying recital.

**Credits:** 4

**Prerequisites:**

MUTU-211, 212 or consent of instructor.

**MUTU-231: Oboe Major**

Continuation of MUTU-221, 222.

**Credits:** 4

**Prerequisites:**

MUTU-221, 222 or consent of instructor.

**MUTU-232: Oboe Major**

Continuation of MUTU-221, 222.

**Credits:** 4

**Prerequisites:**

MUTU-221, 222 or consent of instructor.

**MUTU-301: Graduate Oboe Minor I**

This course is designed to help you develop comprehensive practice strategies as well as how to develop your dexterity and playing abilities.

**Credits:** 3

**MUTU-302: Graduate Oboe Minor II**

A continuation of MUTU-301. This course builds upon Oboe performance techniques.

**Credits:** 3

**MUTU-303: Graduate Oboe Minor III**

A continuation of MUTU-302. This course builds upon Oboe performance techniques.

**Credits:** 3

**MUTU-304: Graduate Oboe Minor IV**

A continuation of MUTU-303. This course builds upon Oboe performance techniques.

**Credits:** 3



**MUTU-311: Graduate Oboe Major I**

Private instruction in performance for graduate students.

**Credits:** 5

**MUTU-312: Graduate Oboe Major II**

Private instruction in performance for graduate students.

**Credits:** 5

**MUTU-321: Graduate Oboe Major III**

Private instruction in performance for graduate students.

**Credits:** 5

**MUTU-322: Graduate Oboe Major IV**

Private instruction in performance for graduate students.

**Credits:** 5

## Occupational Therapy (Grad)

**OCCG-316: Clinical Kinesiology**

This course is designed to study and analyze human movement and principles of physics in a person-environment-occupation context.

**Credits:** 3

**OCCG-513: Clinical Neuroscience**

This course covers basic principles of neural science followed by an examination of motivation and emotions within a neuroscience framework.

**Credits:** 3

**OCCG-514: Principles of Disease**

Study of the pathology and general health management of diseases and injuries across the life span. Topics include etiology, symptoms, and the physical and psychological reactions to diseases and injuries.

**Credits:** 3

**OCCG-515: Life Participation & Aging**

This course provides an overview of aging with respect to leisure services. Physical, social, psychological, economic and political aspects of aging will be examined as they relate to designing recreation programs and leisure opportunities to improve the quality of life for older adults.

**Credits:** 2

**OCCG-516: Human Performance & Movement Analysis**

Students learn to critically analyze human movement patterns during the use of activities from the biomechanical, developmental, cognitive, and psychosocial perspectives. Students exhibit the ability to analyze tasks and therapeutic media relative to areas of occupation, performance skills, performance patterns, activity demands, context(s), such as crafts, games and other activities. Students also learn to apply the teaching/learning process, occupational analysis, ICDH-2 classification, WHO and OT terminology under the Occupational Therapy Practice Framework to emphasize the health maintenance perspective of human occupation

**Credits:** 2

**OCCG-517: Health & Wellness**

This course focuses on the latest trends in health, nutrition, physical activity, and wellness. From stress management and sleep to overall wellbeing, we will explore personal health, health related attitudes and beliefs, and individual health behaviors..

**Credits:** 2

**OCCG-518: Research Method in OT**

Qualitative, quantitative, and mixed methods types of research are introduced and applied to relevant occupational therapy questions. Students acquire the fundamental skills of conducting research such as formulating research questions and identifying appropriate research designs and/or methods. Students also develop the ability to critically analyze research studies and apply the outcome to evidence-based practice in occupational therapy.

**Credits:** 2

**OCCG-520: Pediatrics in OT**

This course introduces the role and function of occupational therapy with pediatric populations and settings, including infancy, early childhood, middle childhood, adolescence, and young adulthood. This course introduces the student to physiological, cognitive, and psychosocial function commonly referred to pediatric occupational therapy practice. Evidence-based evaluation and screening, and intervention planning for dysfunction and health promotion are emphasized throughout the occupational therapy process and within the scope of practice for the occupational therapy assistant. The significance of utilizing a family-centered approach in the intervention of pediatric populations is emphasized.

**Credits:** 3

**OCCG-521: OT Theory & Concepts**

This course explores how occupational therapy can be used as a change process to impact and influence health at the individual and societal levels, given current healthcare trends. Using seminal literature and assigned textbooks, learners will critically analyze and apply theories and constructs that underlie the practice of current occupational therapy and determine theories' utility to explain and predict phenomena or therapeutic change.

**Credits:** 3

**OCCG-523: Occupational Science**

Occupational science is the scientific study of human occupation related to the purposeful and meaningful activities that comprise everyday life experiences. Within the curriculum students address the science of human occupation and occupation in practice.

**Credits:** 3

**OCCG-530: Theories & Assessment in Mental Health**

This course introduces students to major counseling theories that inform case conceptualization and practice in clinical settings. Students will learn to distinguish between different counseling interventions based upon client need and evidence-based research practices. Students will also examine how a counselor's self-awareness, self-reflection and self-care impact both treatment and establishing a strong therapeutic alliance.

**Credits:** 3

**OCCG-531: Theories of Occupational Performance & Assessment in Physical Dysfunctions**

This course focuses on the features of major diseases, injuries, and disorders on adult occupational performance. Physical dysfunction theories, models of practice, frames of reference that provide the foundation of occupational therapy.

**Credits:** 3

**OCCG-532: Clinical Decision-Making I**

This course has a number of learning activities in which the student retrieves, interprets through critical appraisal, and applies the results of scientific studies to determine the best course of action for a patient, whether a diagnostic procedure, a therapeutic intervention, or no intervention.

**Credits:** 1

**OCCG-533: Analysis of Human Performance & Technology**

This course is designed to explore the field of human performance improvement and focuses on the concepts and principles of human performance technology, human performance technology models, training needs assessment, and knowledge management.

**Credits:** 3

**OCCG-534: OT Administration & Management**

This course introduces the student to the health care delivery system from an administrative and management perspective. This course utilizes the basic skills of administration (planning, organizing, directing, coordinating, and controlling) in the development of a model of practice for occupational therapy services.

**Credits:** 2

**OCCG-535: Independent Research Project I**

Allows the student to explore a topic of interest under the close supervision of a faculty member. The course may include directed readings, applied work, assisting a faculty member with a research project, carrying out an independent research project, or other activities deemed appropriate.

**Credits:** 3

**OCCG-537: Theories of Group Dynamics & Interventions in Mental Health**

This course will introduce the basic theories and procedures of group counseling. Lecture, class discussion, demonstration and videotaped material will be utilized. Upon course completion, class participants should be able to demonstrate an understanding of theories and procedures used in group settings.

**Credits:** 3

**OCCG-538: Theories of Occupational Performance & Intervention in Physical Dysfunctions**

Focuses on the theory and application of occupational therapy in the evaluation and treatment of physical dysfunction.

**Credits:** 3

**OCCG-539: Clinical Decision-making in OT II**

A continuation of OCCG-532. This course has a number of learning activities in which the student retrieves, interprets through critical appraisal, and applies the results of scientific studies to determine the best course of action for a patient, whether a diagnostic procedure, a therapeutic intervention, or no intervention.

**Credits:** 1

**OCCG-540: Theories of Human Performance & Interventions in Pediatrics**

The student will analyze the structure and function of the human body, apply physiological and biomechanical concepts to human movement, examine the acquisition of motor skills, explore the multi-dimensional nature of the health and human performance discipline, examine ethical issues and culturally diverse values related to the discipline, achieve the specific physical skills required to be competent in their profession, acquire a lifelong quest for knowledge, and develop a commitment to act responsibly in one's profession and on behalf of one's community.

**Credits:** 3

**OCCG-541: Fieldwork II Experience**

This is a part-time fieldwork experience in settings in which primarily psychosocial services are provided, to apply theories and techniques to practice in assessment for individual and group interventions and includes a concurrent seminar session to reflect on experience.

**Credits:** 6

**OCCG-542: Fieldwork III Experience**

This is a part-time experience in settings serving children or older adult populations, within the community. Experiences are integrated into course content in order to use "real life" examples for application of key theoretical concepts of development across the lifespan. This course bridges classroom to practice experiences to develop student critical reasoning about the respective populations.

**Credits:** 6

**OCCG-543: Clinical Decision Making In OT III**

A continuation of OCCG-539. This course has a number of learning activities in which the student retrieves, interprets through critical appraisal, and applies the results of scientific studies to determine the best course of action for a patient, whether a diagnostic procedure, a therapeutic intervention, or no intervention.

**Credits:** 1

**OCCG-544: Fieldwork Level I**

This is a full-time fieldwork experience in an adult practice setting. Students will observe occupational therapy practice in a setting to support and expand their knowledge acquired in first semester course work.

**Credits:** 1

**OCCG-545: Fieldwork Level (Intermediate)**

This is a continuation of the part-time fieldwork experiences offered in the fall. Students participate in the alternate setting from OCCG-544 serving either children or older adult populations. Experiences continue to be integrated into the concurrent course content through the spring semester. This course continues to bridge classroom to practice experiences to prepare students for level II fieldwork.

**Credits:** 1

**OCCG-546: Fieldwork Level I (Advanced)**

Full-time experiential learning for the application of theory and skills to practice. Application of knowledge from the classroom and practice settings simultaneously with guidance from faculty and community fieldwork educators. Level II courses use active reflection to foster integrated learning through an on-line seminar.

**Credits:** 1

**OCCG-616: Professional Issues & Ethics in OT**

This course reviews the ethical guidelines occupational therapists must adhere to in order to maintain best practice throughout the provision of services. It considers occupational therapy scope of practice, the American Occupational Therapy Association's Code of Ethics, and the procedures associated with reporting and investigating potential breaches of that Code. Case scenarios are provided.

**Credits:** 2

**OCCG-618: Independent Research Project in OT II**

The purpose of this course is for the design and performance of research leading to a Masters in OT.

**Credits:** 1

**OCCG-657: Evidence-Based Research**

This course introduces the importance of research to improve clinical practice, strategies to evaluate the quality of research and evidence, and increase integration of research into practice.

**Credits:** 2

**OCCG-701: Doctoral Capstone Experience**

The student works closely with a faculty mentor to establish achievable learning and action objectives and a select a Capstone Experience site that is willing and able to partner with the OTD student to achieve the objectives. This experience is intended to be immersive and intense and at least 80% of the student's time will be spent on site with the critical stakeholders for the implementation of their project.

**Credits:** 6

**OCCG-702: Doctoral Research Projects I**

The purpose of this course is for the design and performance of research leading to an OTD.

**Credits:** 1

**OCCG-704: Minority Health & Health Equity**

This course will introduce students to the concept of health equity and will provide a broad overview of health disparities in the United States. The course will examine relevant historical issues, theories, and empirical data, emphasizing critical analysis and application of knowledge.

**Credits:** 3

**OCCG-706: Doctoral Research Projects II**

The purpose of this course is for the design and performance of research leading to an OTD.

**Credits:** 1

**OCCG-707: Program Development, Entrepreneurship & Grant Writing**

This course is designed for students who hope to enter professional careers requiring knowledge of grant writing

**Credits:** 3

**OCCG-708: Doctoral Research Projects III**

The purpose of this course is for the design and performance of research leading to an OTD.

**Credits:** 1

**OCCG-709: Board Prep Seminar**

Course will emphasize preparation for board examination in these areas including an annual competency and exam.

**Credits:** 3

**OCCG-711: Capstone Project**

The course teaches the research and development (R&D) cycle, beginning with the conceptual planning and review phases of an engineering project. The students practice project documentation, formal design review presentations, oral defense of the project, and writing a final report.

**Credits:** 3

**OCCG-740: Evidence Based Research**

This course introduces the importance of research to improve clinical practice, strategies to evaluate the quality of research and evidence, and increase integration of research into practice.

**Credits:** 3

**OCCG-742: Organizational Leadership**

This course examines organizational planning, the process of organizational decisionmaking, the early research on leadership that focuses on personal traits, motivation in organizations, communicating in organizations, teamwork in organizations, the principles of organizations, and organizational control.

**Credits:** 3

**OCCG-760: Musculoskeletal Anatomy**

This course entails the study of the structures, relationships and functions of specific joints and associated ligaments, tendons and muscles. It provides a foundation for understanding of the etiologies and anatomic basis of musculoskeletal diseases.

**Credits:** 4

## Oral Diagnosis and Radiology

**ORDR-107: Intro to Clinical Dentistry**

This course is designed to provide the first-year dental students with an introduction to the various aspects of clinical dentistry. This is achieved by introducing the students to the various components of clinical dentistry through lecture, readings, and discussion. The students will become familiar with clinical terms and protocols of dentistry.

**Credits:** 1

**ORDR-215: Oral and Maxillofacial Radiology**

This course is designed to provide the student with a knowledge and understanding of the generation and use of x-radiation in the general practice of dentistry. Students will learn the biological implications of exposing patients to ionizing radiation (including x-rays) and the basic principles of radiographic interpretation.

**Credits:** 2

**ORDR-230: Treatment Planning Lecture**

This course is designed to give predoctoral dental students a basic understanding of the treatment planning process and provides the student with the fundamental knowledge that is needed to create a comprehensive treatment plan. Students are provided with cases and guided through treatment plans and will have the opportunity to develop and submit their own developed treatment plans based on these cases for assessment.

**Credits:** 1

**ORDR-262: Summer Radiology Tech (D2)**

The objective of this course is to broaden and deepen the student's theoretical knowledge and practical skills in clinical dental radiography. Upon completion of the course the student should be able to describe the process involved in exposing extraoral and intraoral film, the precautions and protection involved in exposing the film, the management of patient's during the process, infectious control and quality assurance in the process and interpret the film.

**Credits:** 1

**ORDR-309: Principles of Medicine**

The course is designed to give dental student a basic understanding of the etiology, clinical manifestations and management of the common systemic diseases encountered in the practice of dentistry. Emphasis will be placed on the specific oral correlations of diseases of the various major organ systems and upon the treatment of dental patients with existing conditions of these major organ systems. This course will endeavor to promote particular HUUCD competencies.

**Credits:** 2

# Oral Surgery

## **ORSU-222: Anesthesiology and Minor Oral Surgery**

The aim of this course is to introduce the pre-clinical dental student to basic concepts associated with oral and maxillofacial surgery. Primarily the focus will be placed on local anesthesia and exodontia. This course will expose the sophomore dental student to material he/she should become familiar with prior to managing patients presenting to the Oral and Maxillofacial Surgery Clinic, as well as other clinical disciplines where the use of local anesthesia is employed in patient management. It is expected that the student should be able to correlate the knowledge obtained from the basic sciences with the clinical practice of local anesthesia and oral surgery. The student is strongly advised to review material from their basic sciences courses, as necessary. It is anticipated that the student will develop a strong foundation in local anesthesia and basic exodontia which will prepare him/her to perform in other clinical activities, as well as in more advanced oral surgery courses given in the third and fourth years of the dental curriculum.

**Credits:** 2

## **ORSU-223: Head & Neck Anatomy**

This course is designed to afford the dental student with a comprehensive review of the anatomy of the head and neck as it relates to dental surgical procedures. The course is designed to present an intensive orderly approach to cranial anatomy with special reference to those regions which provide a background for the various aspects of practical dentistry. Further, the course is designed as a review and as an advanced presentation, with the presumption that the students have some knowledge of basic anatomy and physiology along with related terminology. The regions anterior to the vertebral-column and from the orbits to the hyoid bone will be covered in detail. The ear, larynx and neck viscera will not be treated in detail. Certain cranial and cervical relationships beyond the region of intensive study, however, will be reviewed as the course proceeds. Almost the entire course in head and neck anatomy is presented in terms of compartments or surgical spaces. Since most available American and English Texts do not organize the material in this way, this document will contain surgical spaces and compartments with their boundaries and contents in order to afford the student a better understanding of compartmental or relationship anatomy. During the course and review sessions visual aids of laboratory dissections of the various spaces and compartments of the head and neck will be presented and will be available to the students for individual study. Detailed lectures will not be given on the osteology of the skull and facial bone complex. However, the students will be held responsible for their individual study and 2 review of the osteology of the skull including the cranial cavity as this will also be included in the examinations for the evaluation of the student's progress in this course. It should be emphasized that the aim of this course is to provide an opportunity for the dental student to acquire a sound, well-organized and usable body of information on the anatomy of the head and neck regions.

**Credits:** 2

## **ORSU-322: Anesthesia and Minor Oral Surgery II**

This course is sequential to the second year Anesthesiology and Minor Oral Surgery I lecture course. At this point in the third- year student's clinical and didactic experience, he/she should have developed an appreciation for the basic concepts and techniques of local anesthetic administration. An understanding of simple exodontia is also expected. The student is strongly advised to review material from the prerequisite and concomitant courses, as necessary. Throughout this course, it is anticipated that the student will strengthen an already firm foundation in proper evaluation of the surgical patient, including medical issues as well as efforts to avoid surgical complications. Various methods of pain control will also be introduced thus preparing the student for more advanced subsequent surgical instruction.

**Credits:** 1

**ORSU-422: Major Oral Surgery II**

This course is designed to introduce the fourth year (D4) dental students to the principles of Major Oral and Maxillofacial Surgery. This dental specialty requires an understanding of establishment of the diagnosis, surgical and adjunctive treatment of oro-facial diseases, injury, and defects, that include not only the functional but also the aesthetic aspect of both the hard and soft tissues of the oral regions. Fundamental concepts learned through the Anesthesiology and Minor Oral Surgery aspects of the curriculum will be expanded on in the treatment of patients in the Oral Surgery Clinic. In order to accomplish this phase, history taking, patient evaluation, patient oro-facial examination, radiographic interpretation, head and neck anatomy, physiology, pharmacology, and basic surgical instrumentation and documentation will be addressed. The student will use their knowledge of local anesthetics, including dosages, complications, mode of action, contraindications, and the techniques of administration (landmarks etc.) learned from previous courses in pharmacology and minor oral surgery. The student must have knowledge of the minimum armamentarium necessary to carry out the indicated surgical procedure. See note on page 577 related to courses with a range of credit hours.

**Credits:** 0-5

**ORSU-423: Major Oral Surgery Seminar II**

The purpose of this course is to expose the senior dental student to the surgical procedures included in the specialty of Oral and Maxillofacial Surgery, while at the same time reinforcing the principles and techniques covered in the courses entitled "Pain Control and Minor Oral Surgery I & II". Through the usage of seminars, lectures, visual aids and demonstrations the enrolled students will be exposed to all the important theories and techniques. The students will not be expected to completely manage the majority of conditions or perform most of the procedures presented in this course, they will, however, have a good basic understanding of the subject matter that should increase their overall proficiency in diagnosing, treatment planning and comprehensive patient management. They will also be able to correlate their knowledge of the basic sciences with the clinical practice that includes local anesthetics, types of medications and oral surgical procedures.

**Credits:** 5

## Orthodontics

**ORTH-316: Growth & Development/Orthodontic Lecture**

This course is designed as a series of introductory lectures to familiarize the pre-doctoral dental student with the specialty of Orthodontics. The student first learns about abnormal and normal growth and development of the cranial facial complex including the dental, skeletal, soft tissue and embryological growth and development of the individual. This will equip the student to allow them to examine and identify the patient's status when it comes to growth and development. The student also learns to correlate the basic science of growth and development of the skeletal components and the teeth with overall growth. The student will also learn how to diagnose, create a problem list, treatment plan, treat and manage the adolescent and adult patient utilizing fixed and removable appliance therapy. Common orthodontic concerns such as malocclusions, dental discrepancies, skeletal discrepancies, space management (maintenance and regaining), rationales for interceptive and comprehensive treatment, as well as minor tooth movements will be addressed.

**Credits:** 2



### **ORTH-417: Orthodontics**

This course is designed to continue the dialogue with the student to familiarize the future general dentist with the many aspects of the practice of Orthodontics. Orthodontics is a specialty of the practice of dentistry in which the general dentist does not usually engage. The lectures and slides presented will acquaint the general dentist with those portions of Orthodontic treatment in which he can participate as well as those reserved for the specialist. The lectures will also emphasize the role of the general dentist in the comprehensive dental care of a patient, especially one in which Orthodontic therapy is needed to promote and maintain oral health. At the end of the course, the student is expected to understand the role of the Orthodontist in the rendering of these services and understand the different treatment sequencing involved with these services.

**Credits:** 1

## Pediatrics

### **PEDI-245: Pre-Clinical Ortho-Pediatric Dentistry**

This course is designed to enhance the predoctoral student's knowledge of restorative treatment considerations for the primary tooth and the assessment of pediatric patients for various orthodontic treatment options (space maintainers, full fixed appliances, etc.). To better prepare students for and to ultimately increase the success rate on the NBDE II. Subject matter will be presented through lecture, laboratory activities and problem bases learning sessions. The lectures and labs are reinforced with 6 hours of independent lab sessions. Questions are constantly posed to stimulate discussion.

**Credits:** 3

## Pedodontics

### **PEDO-249: Pediatric Dentistry I**

This course will provide the pre-doctoral student with the fundamental knowledge and philosophy in the treatment of the pediatric patient. At the end of the course, the student should have acquired a basic understanding in the following areas: acquire diagnostic skills to evaluate the pediatric patient to become knowledgeable in formulating a comprehensive treatment plan, to become knowledgeable in child development and behavioral guidance techniques, recognition of gingival and periodontal conditions, pulpal and restorative techniques, how to manage traumatic injuries in the primary and permanent dentition, space management in the developing occlusion, recognition of child abuse and management of the special need patient.

**Credits:** 1

### **PEDO-481: Pediatric Dentistry II**

This course is designed to give the predoctoral student a broad base of information concerning the specialty of pediatric dentistry. It meets for 50minutes each week with a midterm and final examination as the primary venue for evaluation. Quizzes are given to review material given in the classroom. Moreover, National Board questions are reviewed for the students to prepare for that standardized examination. Each student will be expected to write examination questions for the midterm and final.

**Credits:** 1

## Percussion

### **MUSW-100: Percussion Instruction**

Private lessons to non-music major. Permission of coordinator/instructor required.

**Credits:** 1

**MUSW-111: Percussion Minor**

Instruction in major and minor scales and arpeggi, tone production, and etudes and solos in all styles.

**Credits:** 2

**MUSW-112: Percussion Minor**

Instruction in major and minor scales and arpeggi, tone production, and etudes and solos in all styles.

**Credits:** 2

**MUSW-121: Percussion Minor**

Continuation of MUSW-111, 112.

**Credits:** 2

**Prerequisites:**

MUSW-111, 112, or consent of instructor.

**MUSW-122: Percussion Minor**

Continuation of MUSW-111, 112.

**Credits:** 2

**Prerequisites:**

MUSW-111, 112, or consent of instructor.

**MUSW-131: Percussion Minor**

Continuation of MUSW-121, 122.

**Credits:** 2

**Prerequisites:**

MUSW-121, 122, or consent of instructor.

**MUSW-132: Percussion Minor**

Continuation of MUSW-121, 122.

**Credits:** 2

**Prerequisites:**

MUSW-121, 122, or consent of instructor.

**MUSW-141: Percussion Minor**

Continuation of MUSW-131, 132, with preparation for senior recital.

**Credits:** 2

**Prerequisites:**

MUSW-131, 132, or consent of instructor.

**MUSW-142: Percussion Minor**

Continuation of MUSW-131, 132, with preparation for senior recital.

**Credits:** 2

**Prerequisites:**

MUSW-131, 132, or consent of instructor.

**MUSW-151: Percussion Minor**

Continuation of MUSW-141, 142.

**Credits:** 2

**Prerequisites:**

MUSW-141, 142 or consent of instructor.

**MUSW-152: Percussion Minor**

Continuation of MUSW-141, 142.

**Credits:** 2

**Prerequisites:**

MUSW-141, 142 or consent of instructor.

**MUSW-211: Percussion Major**

Includes major and minor scales and arpeggi, along with etudes and solos in all styles.

**Credits:** 4

**MUSW-212: Percussion Major**

Includes major and minor scales and arpeggi, along with etudes and solos in all styles.

**Credits:** 4

**MUSW-221: Percussion Major**

Continuation of MUSW-211, 212, with preparation for qualifying recital.

**Credits:** 4

**Prerequisites:**

MUSW-211, 212, or consent of instructor.

**MUSW-222: Percussion Major**

Continuation of MUSW-211, 212, with preparation for qualifying recital.

**Credits:** 4

**Prerequisites:**

MUSW-211, 212, or consent of instructor.

**MUSW-231: Percussion Major**

Continuation of MUSW-221, 222.

**Credits:** 4

**Prerequisites:**

MUSW-221, 222, or consent of instructor.

**MUSW-232: Percussion Major**

Continuation of MUSW-221, 222.

**Credits:** 4

**Prerequisites:**

MUSW-221, 222, or consent of instructor.

**MUSW-241: Percussion Major**

Continuation of MUSW-231, 232, with preparation for senior recital.

**Credits:** 4

**Prerequisites:**

MUSW-231, 232, or consent of instructor.

**MUSW-242: Percussion Major**

Continuation of MUSW-231, 232, with preparation for senior recital.

**Credits:** 4

**Prerequisites:**

MUSW-231, 232, or consent of instructor.

**MUSW-301: Graduate Percussion Minor I**

This course is designed to help you develop comprehensive practice strategies as well as how to develop your dexterity and playing abilities.

**Credits:** 3

**MUSW-302: Graduate Percussion Minor II**

A continuation of MUSW-301. This course builds upon Percussion performance techniques.

**Credits:** 3

**MUSW-303: Graduate Percussion Minor III**

A continuation of MUSW-302. This course builds upon Percussion performance techniques.

**Credits:** 3

**MUSW-304: Graduate Percussion Minor IV**

A continuation of MUSW-303. This course builds upon Percussion performance techniques.

**Credits:** 3

**MUSW-305: Drum Set I (Grad)**

Instruction of advanced jazz drum set technique and idiomatic playing.

**Credits:** 3

**Prerequisites:**

Audition required.

**MUSW-306: Drum Set II (Grad)**

Instruction of advanced jazz drum set technique and idiomatic playing.

**Credits:** 3

**Prerequisites:**

Audition required.

**MUSW-307: Drum Set III (Grad)**

Instruction of advanced jazz drum set technique and idiomatic playing.

**Credits:** 3

**Prerequisites:**

Audition required.

**MUSW-308: Drum Set IV (Grad)**

Instruction of advanced jazz drum set technique and idiomatic playing.

**Credits:** 3

**Prerequisites:**

Audition required.

**MUSW-311: Graduate Percussion Major I**

Private instruction in performance for graduate students.

**Credits:** 5

**MUSW-312: Graduate Percussion Major II**

Private instruction in performance for graduate students.

**Credits:** 5

**MUSW-321: Graduate Percussion Major III**

Private instruction in performance for graduate students.

**Credits:** 5

**MUSW-322: Graduate Percussion Major IV**

Private instruction in performance for graduate students.

**Credits:** 5

# Percussion Ensemble

## **MUSX-301: Graduate Percussion Ensemble**

Rehearsals each week will be utilized for instruction in both percussion performance techniques and chamber percussion performance skills encompassing the various styles of the avante garde, standard works, marimba band, commercial/jazz, transcriptions, and original student compositions and arrangements.

**Credits:** 1

# Periodontics

## **PERI-115: Introduction to (Pre-Clinical) Periodontics**

This course is structured to prepare the dental student for clinical treatment of patients with periodontal disease. The student will learn to recognize normal anatomical periodontal structures and understand the importance of accurate probing in the identification of periodontal status. Chairside operator positioning, performance of recordation of patient blood pressure/vital signs, and an awareness of the limits of normal and abnormal will be covered. Students will implement proper asepsis, demonstrate proper infection control technique, and use of Personal Protective Equipment. Periodontal instruments and indications for use will be demonstrated and procedural technique will be evaluated.

**Credits:** 1

## **PERI-117: Introduction to Periodontics Lecture**

This course is designed to present a series of didactic lectures in periodontics to dental students. The present series covers the physiologic and clinical features of healthy periodontal tissues and introduction to the physical examination. It also covers the systemic influences on the periodontal patient, as well as on the periodontium. The students will also learn the importance of optimal oral home care and etiologic factors associated with periodontal disease.

**Credits:** 1

## **PERI-218: Periodontics I Lecture**

This course is designed to continue the presentation of a series of didactic lectures in periodontics to second year dental student. The present series covers the physiologic and clinical features of periodontal tissues in health and disease. Presentation of periodontal tissues in health and diseased states will be presented. Effects of various kinds of stressors on these tissues will be discussed. The pathogenesis of periodontal pockets and their impact on other tissues will be explained.

**Credits:** 1

## **PERI-260: Periodontics Lab I & II (D2)**

This course is structured to prepare the dental student for clinical treatment of patients with periodontal disease. Upon completion of the course, the student should be able to recognize normal anatomical structures; perform a head and neck examination; demonstrate accurate probing technique; perform an oral prophylaxis and polishing; familiar with all forms of periodontal disease, scaling and root planing procedures; identify hand instruments and perform instrument sharpening; interpret diagnostic radiographs; demonstrate proper patient and chair positioning and asepsis techniques; discuss etiology, epidemiology & prevention of periodontal disease; recommend plaque control & describe appropriate patient motivation methods of disease control for patients at all levels.

**Credits:** 1

**PERI-318: Periodontics II**

This course advances the Periodontics curriculum into a discussion of the basic and surgical principles of Periodontology, and relevance and application to clinical implementation. In turn, therapeutic and self-administered pharmaceuticals and their impact upon overall systemic health and treatment outcomes are presented. Dental implants and regenerative surgery will be covered along with surgical techniques and the indications and contraindications. Biomedical sciences associated with systemic health of the patient and that of the biomaterials used in the management of the periodontium will stimulate critical thinking and problem solving in determination of use in basic and advanced modalities of Periodontal therapy.

**Credits:** 1

**PERI-415: Periodontics III**

The main emphasis of this course is on the understanding of basic principles of periodontics and their application to clinical situations. The rationale for each treatment procedure is heavily stressed. Comprehensive periodontal treatment including restorative, prosthetics, endodontics, and implant dentistry are emphasized. Upon completion of this course, the student should be able to diagnosis periodontal disease, formulate a comprehensive treatment plan, and determine what treatment procedures fall within his (her) expertise and what should be referred.

**Credits:** 1

## Pharmaceutical Science

**PHSC-302: Research in Pharmaceutical Sciences**

The course deals with an introduction to techniques and methodologies in pharmaceutical sciences research. Emphasis on literature retrieval, design/conduct of experiments on a specific problem, analysis and interpretation of data for a written report.

**Credits:** 3

**Prerequisites:**

All Department of Pharmaceutical Sciences Courses in the first-year (fall and spring); minimum cumulative GPA of 2.75; and, permission of the instructor.

**PHSC-307: Pharmaceutics**

The design of the course is based on the integration of the study of physicochemical principles of pharmacy with formulation and preparation of pharmaceutical dosage forms. The integration is done within each main class of pharmaceutical dosage forms. The study of the physicochemical principles of pharmacy serves as a prologue to the materials covered in each section. Then the application of the knowledge of the physicochemical principles of pharmacy to the rational formulation, preparation/compounding, quality control, stability, packaging and storage of pharmaceutical dosage forms follows directly after the study of the physicochemical principles for each module (i.e., each major class of dosage forms).

**Credits:** 4

**PHSC-308: Pharmacological Therapeutics II**

This is a continuation of Pharmacological Therapeutics I. The course deals with the study and application of physico-chemical properties and the relationship between chemical structure and pharmacological activities of organic medicinal agents of natural and synthetic origin.

**Credits:** 3

**PHSC-309: Pharmaceutical Chemistry II**

This is a continuation of Pharmaceutical Chemistry I. The course deals with the study and application of physico-chemical properties and the relationship between chemical structure and pharmacological activities of organic medicinal agents of natural and synthetic origin.

**Credits:** 3

**PHSC-312: Pharmacological Therapeutics I**

The course deals with the study and application of physico-chemical properties and the relationship between chemical structure and pharmacological activities of organic medicinal agents of natural and synthetic origin

**Credits:** 3

**PHSC-313: Pharmaceutical Calculations II**

This course is the continuation of Pharmaceutical Calculation I course. Quantitative skills necessary for an understanding of the 37 basic and clinical pharmaceutical sciences will be explored. Various techniques necessary in pharmaceutical calculations employed by the pharmacist in formulation, compounding, manufacturing and dispensing of medications will be discussed. The course will also provide the student with the development of skills to recognize errors in prescribing in both oral and written medication orders, basic patient and professional staff communication and basic patient data collection skill. Commonly used equipment and pharmaceutical dosing devices available in a variety of simulated practice settings will be introduced.

**Credits:** 2

**PHSC-314: Pharmacokinetics**

At the end of the course, the student should have acquired competency in the selection, design and adjustment of drug dosing regimens to optimize patient therapy on the basis of the patient's age and disease condition and the drug's pharmacokinetic and pharmacodynamic properties. Special emphasis is placed on those drugs with narrow therapeutic windows, which require therapeutic monitoring.

**Credits:** 4

**Prerequisites:**

Biopharmaceutics

**PHSC-315: Pharmaceutical Chemistry I**

The course deals with the study and application of physico-chemical properties and the relationship between chemical structure and pharmacological activities of organic medicinal agents of natural and synthetic origin.

**Credits:** 3

**PHSC-316: Physico-chemical Principles of Pharmacy**

Drug action is dependent on a range of physico-chemical principles. These relate not only to the drug substance, or active pharmaceutical ingredient, but also to the excipients used in the production of the dosage form. An understanding of these physico-chemical principles affords a better understanding of drug action, and an appreciation of the factors that may influence such drug action. Course work and laboratory exercises relating to physico-chemical principles are not part of the pharmacy curriculum since the emphasis is on the clinical aspects. However, this course has been designed to provide a basic understanding of the factors involved. Various examples will be discussed during class time which may, in some instances, also include a laboratory demonstration. The latter affords students the opportunity to observe certain effects where physico-chemical principles play a role.

**Credits:** 2

**PHSC-317: Structures & Functions in Therapeutics**

This course is designed to provide the student with the fundamental knowledge of the general structure and function of the human body. A short introduction to basic cell structure, tissues, human development and physiological control mechanisms & membrane transport is given at the beginning of the course to help the student acquire a better understanding of human anatomy and physiology. Instruction using the systemic approach has been adopted for this course. This method provides a better correlation among the tissues and organs and their functions of a particular system and between the systems themselves. A systemic approach also promotes the understanding of structure and function of the human body. The lectures are designed to give the student fundamental and essential knowledge of the human body's various organ systems. Slide projections, power point presentations, computer simulations and lecture outlines are used as teaching aids in this course. Work in the laboratory provides students with the opportunity to study prosecuted cadaver materials, anatomical models and physiological applications. Students are further guided by printed laboratory organization and objectives.

**Credits:** 2

**PHSC-319: Making Medicines**

The Process of Drug Development is an innovative, eLearning course geared toward students with an interest in health and science fields with an emphasis on gaining knowledge in the area of medical research.

**Credits:** 3

**PHSC-320: Anions and Cations in Biological Systems**

The course deals with the study and application of physico-chemical properties and the relationship between chemical structure and pharmacological activities of inorganic medicinal agents.

**Credits:** 3

**Prerequisites:**

Pharmaceutical Chemistry I and Pharmacological Therapeutics I.

**PHSC-321: Applications for Pharmacy Practice**

The course will be co-coordinated by clinical and basic science faculty, who will provide instruction utilizing both didactic and practical teaching modalities. The applications for pharmacy practice I course is the first in a longitudinal series of courses meant to fully integrate knowledge and skills acquired from each course running during the same semester. It aims to incorporate the entrustable professional activities (EPAs), which emphasize practical applications for being a clinical pharmacist, using interactive and case-based learning activities during scheduled 3-hour sessions. Students will learn the purpose of the material taught in each course as well as how that material may be applied in practice-based real-world scenarios.

**Credits:** 1

**PHSC-323: Pharm Calculations I**

Quantitative skills necessary for an understanding of the 37 basic and clinical pharmaceutical sciences will be explored. Various techniques necessary in pharmaceutical calculations employed by the pharmacist in formulation, compounding, manufacturing and dispensing of medications will be discussed. The course will also provide the student with the development of skills to recognize errors in prescribing in both oral and written medication orders, basic patient and professional staff communication and basic patient data collection skill. Commonly used equipment and pharmaceutical dosing devices available in a variety of simulated practice settings will be introduced.

**Credits:** 2



### **PHSC-325: New Informatics Technologies in Pharmacy**

Virtual Reality (VR), Augmented Reality (AR), and Artificial Intelligence (AI) have been broad and fast-growing subfields of Informatics Technologies in recent years. We've heard all the media buzz, so what are the science, technology, and art issues to building these immersive and compelling experiences? And what are the impacts of those powerful techniques on traditional healthcare businesses, especially the Pharmacy as a profession? This course provides an overview of history, methods, and applications of VR, AR and AI. It covers current topics of hardware, software, interaction, psychology, algorithms (particularly machine learning), problem solving, and research that are involved in those technologies. In addition to the lectures, there will be course projects that the user will build their own virtual environments in Pharmacy settings, using novel interface and display devices. The apps and sample codes will be provided. However, the lectures will not provide any support to completing the projects, but rather to complement the learning. In the end, this course will inform the way the PharmD students can approach and contribute to those emerging technologies, thus prepare them well for the future development.

**Credits:** 3

**Prerequisites:**

None

### **PHSC-336: Pharm Compounding Lab**

The application of the knowledge of Physico-chemical principles to the formulation, compounding, quality control and storage of pharmaceutical dosage forms.

**Credits:** 2

**Prerequisites:**

Pharmaceutics.

### **PHSC-347: Applications for Pharmacy Practice 2**

This is a continuation of Application in Pharmacy Practice I course. The course will be co-coordinated by clinical and basic science faculty, who will provide instruction utilizing both didactic and practical teaching modalities. The applications for pharmacy practice I course is the first in a longitudinal series of courses meant to fully integrate knowledge and skills acquired from each course running during the same semester. It aims to incorporate the entrustable professional activities (EPAs), which emphasize practical applications for being a clinical pharmacist, using interactive and case-based learning activities during scheduled 3-hour sessions. Students will learn the purpose of the material taught in each course as well as how that material may be applied in practice-based real-world scenarios.

**Credits:** 1

### **PHSC-373: Applications for Pharmacy Practice 4**

This is a continuation of Application in Pharmacy Practice 3 course. The course will be co-coordinated by clinical and basic science faculty, who will provide instruction utilizing both didactic and practical teaching modalities. The applications for pharmacy practice 4 course is the fourth in a longitudinal series of courses meant to fully integrate knowledge and skills acquired from each course running during the same semester. It aims to incorporate the entrustable professional activities (EPAs), which emphasize practical applications for being a clinical pharmacist, using interactive and case-based learning activities during scheduled 3-hour sessions. Students will learn the purpose of the material taught in each course as well as how that material may be applied in practice-based real-world scenarios.

**Credits:** 1

### **PHSC-398: Advanced Biopharmaceutics**

This course provides the student with a practical understanding of the principles of biopharmaceutics that can be applied to drug product development and drug therapy. This course remains unique in teaching basic concepts that may be applied to understanding complex issues associated with in vivo drug delivery that are essential for safe and efficacious drug therapy.

**Credits:** 3

**PHSC-401: Research Rotation**

The purpose of this class is to work with faculty to conduct/prepare for elective course/research.

**Credits:** 3

**PHSC-410: Applied Pharmacokinetics**

Pharmacokinetics describe "what the body does to a drug" and thus is a central feature of applied pharmacology. The course will develop an understanding of the role that pharmacokinetics play in all aspects of drug administration, distribution, metabolism and excretion and how these effects can be modelled and predicted graphically and mathematically. Such modelling is a fundament of therapeutic regimen design, drug development, clinical pharmacology and drug safety and will be considered within all of these contexts providing a broad and relevant appreciation of the importance of pharmacokinetics to the Pharmaceutical Scientist

**Credits:** 3

**PHSC-422: Drug Design in Pharmaceutical Sciences**

This course covers the basic principles of how new drugs are discovered with emphasis on lead identification, lead optimization, classification and kinetics of molecules targeting enzymes and receptors, prodrug design and applications, as well as structure-based drug design methods.

**Credits:** 3

**PHSC-423: Advances in Drug Delivery Systems**

This course addresses Novel Drug delivery System (NDDS). It addresses the approaches, formulations, technologies, and systems for transporting a pharmaceutical compound in the body as needed to safely achieve its desired therapeutic effects. NDDS is a system for delivery of drugs other than conventional drug delivery systems. NDDS is a combination of advance technique and new dosage forms which are far better than conventional dosage forms.

**Credits:** 3

**PHSC-425: Organometallic Chemistry in Drug Synthesis**

This course is designed to introduce the students to the advanced concepts of organometallic chemistry and its applications towards the synthesis of biologically interesting compounds, such as drugs and druglike molecules. The course will emphasize the underlying principles of reactivity, transition state analysis, name reactions and applications in heterocyclic chemistry.

**Credits:** 3

**PHSC-429: Biopharmaceutics**

This course discusses basic concepts in pharmacokinetics (kinetics of drug absorption, distribution and elimination); bioavailability (rate and extent of absorption); influence of physicochemical, formulation, physiologic and disease variables on pharmacokinetics and bioavailability; and rationale for drug and dosage selection and monitoring in patient care.

**Credits:** 3

**Prerequisites:**

Pharmaceutical Chemistry I&II, Pharmacological Therapeutics I&II, Pharmaceutics and Physico-chemical principles of pharmacy.

**PHSC-430: Advanced Pharmacy Administration**

This is a core course within the pharmacy administration track and requires successful completion of Principles of Pharmacy Care Management, Biostatistics and Research Methods, Research Design and Methods and Pharmacoepidemiology prerequisites for enrollment. This course will first introduce them to the history of pharmacy administration, then introduce them to skills on critiquing pharmacoeconomics articles and then introduce them to advanced topics in the field of pharmacy administration. Students will also be required to perform a systematic review on a topic of their choosing and submit the work for publication in a scientific journal. In addition, the student will perform presentations on various topics.

**Credits:** 3

**PHSC-434: Pharm Care Organizational Management**

This course is an expansive and in-depth Introduction to Pharmacy Care Management and Pharmacy Administration. It facilitates the student's management and leadership training by introducing them to a comprehensive overview of management and leadership principles, concepts and practices in pharmacy based environments. The course further addresses the economic, administrative and human aspects of pharmacy practice while introducing students to details about the US HealthCare System and the specific roles of pharmacists.

**Credits:** 3

**PHSC-438: Applications for Pharmacy Practice 3**

This is a continuation of Application in Pharmacy Practice 2 course. The course will be co-coordinated by clinical and basic science faculty, who will provide instruction utilizing both didactic and practical teaching modalities. The applications for pharmacy practice 3 course is the third in a longitudinal series of courses meant to fully integrate knowledge and skills acquired from each course running during the same semester. It aims to incorporate the entrustable professional activities (EPAs), which emphasize practical applications for being a clinical pharmacist, using interactive and case-based learning activities during scheduled 3-hour sessions. Students will learn the purpose of the material taught in each course as well as how that material may be applied in practice-based real-world scenarios.

**Credits:** 1

**PHSC-509: Principles of Drug Formulation**

The course is based on basic knowledge within the pharmaceuticals and broadens and deepens the knowledge regarding formulation and production especially of solid preparations in aim to prepare the students for experimental scientific work and industrial pharmaceutical activities within this topic of pharmaceuticals. In the course, the following subject matter is treated: Characterization of the physical properties of solid material: Solid-state analysis, particle size analysis and particle statistics, form analysis, form factors, surface and pore-size analysis, analysis of mechanical properties and transmission at and modelling of the compression process. Formulation principles of controlled/optimized releasement and absorption of drugs: Systems for nasal, pulmonary and cutaneous drug administration and basic physiological aspects for pharmaceutical formulation. Formulation, stabilization and lyophilization of protein-targeted drugs and optimized administration of these

**Credits:** 3

**PHSC-511: Biostatistics**

This course introduces the biostatistics methods and their application of statistics in biology and biomedical science.

**Credits:** 4

**PHSC-523: Molecular Modeling**

The course includes 4 units teachings on computational chemistry, molecular modeling, elements of chemoinformatics, and drug design and discovery. Unit 1 focuses on experimental aspects and computer models of molecules and their behavior in gas and condensed phases; quantum and molecular mechanics etc. Unit 2 focuses on molecular modeling which includes ligand-based Drug Design, Quantitative structure-activity relationships (QSAR)- Introduction of Molecular Descriptors (1D,2D and 3D), Statistical analysis- Linear and Nonlinear Methods etc. Unit 3 focuses on history of chemoinformatics, definition of chemoinformatics, chemical structure representation as well as introduction to chemical structure file formats etc. Lastly, Unit 4 focuses on drug design and discovery of contour of Drugs -Development of New Drugs - molecular recognition in drug design- Introduction to molecular diversity etc.

**Credits:** 3

**PHSC-535: Pharmacoeconomics I**

The course will familiarize students with terms, concepts, and methods utilized in pharmacoeconomic research. The advantages and disadvantages of different tools and methods will be discussed. The course will use a variety of teaching strategies including lecture, small and in class discussions. Students will be evaluated using quizzes and will be required to write a paper and do a presentation(s).

**Credits:** 3

**PHSC-537: Pharmacoepidemiology**

The Pharmacoepidemiology and Outcomes Research section is an introduction to the evaluation of the scientific studies that supports the rational use of medication use in humans. The goals of this block is to provide opportunities for students to understand the concepts, methods, and applications of pharmacoepidemiology, pharmacoeconomics, and outcomes studies utilized in clinical settings as well as with to provide tools to critically assess the clinical literature. In addition, the methods for the interpretational and generalization of findings from these studies relevant to medical and pharmaceutical care practice will be introduced by utilizing knowledge developed from the Research Methods/Biostatistics block. Students will be also prepared for problem-based critique sessions in the Integrative Therapeutics blocks.

**Credits:** 3

**PHSC-601: Seminar**

The goal of the course is to expose graduate students in the Department of Pharmaceutical Sciences to the faculty research in our department. Students will be presented with a number of research topics, including pharmaceutics, pharmacokinetics, medicinal chemistry, Pharmacy administration, pharmaceutics, pharmacoepidemiology, pharmacoeconomics, Regulatory Affairs. In addition to the presentations by faculty members, several guest speakers will present their research topics and discuss their opinions on science careers outside of academia (i.e., industry, medical writing, medical science liaison, etc.). Through exposure to these diverse research topics, students will become more well-rounded scientists and become more aware of career opportunities that are available to them

**Credits:** 2

**PHSC-602: Seminar**

The goal of the course is to expose graduate students in the Department of Pharmaceutical Sciences to the faculty research in our department. Students will be presented with a number of research topics, including pharmaceutics, pharmacokinetics, medicinal chemistry, Pharmacy administration, pharmaceutics, pharmacoepidemiology, pharmacoeconomics, Regulatory Affairs. In addition to the presentations by faculty members, several guest speakers will present their research topics and discuss their opinions on science careers outside of academia (i.e., industry, medical writing, medical science liaison, etc.). Through exposure to these diverse research topics, students will become more well-rounded scientists and become more aware of career opportunities that are available to them

**Credits:** 1

**PHSC-604: Dissertation Writing**

Supervised execution of the doctoral dissertation.

**Credits:** 3

**Prerequisites:**

Successful completion of doctoral qualifying examination and admission to candidacy.

**PHSC-609: Statistical Experimental Design and Optimization**

The goal of the course is to expose students to Experimental Design Stages so that they may be able to a) Identify the factors which may affect the results of an experiment; b) Design an experiment so that the effects of uncontrolled factors are minimized; and c) Use statistical analysis to separate and evaluate results.

**Credits:** 3

**PHSC-611: Advanced Pharmacy Administration II**

A continuation of PHSC-430. This is a core course within the pharmacy administration track and requires successful completion of Principles of Pharmacy Care Management, Biostatistics and Research Methods, Research Design and Methods and Pharmacoepidemiology prerequisites for enrollment. This course will first introduce them to the history of pharmacy administration, then introduce them to skills on critiquing pharmacoconomics articles and then introduce them to advanced topics in the field of pharmacy administration. Students will also be required to perform a systematic review on a topic of their choosing and submit the work for publication in a scientific journal. In addition, the student will perform presentations on various topics.

**Credits:** 3

**PHSC-612: Pharmacoconomics II**

A continuation of PHSC-535. The course will familiarize students with terms, concepts, and methods utilized in pharmaco-economic research. The advantages and disadvantages of different tools and methods will be discussed. The course will use a variety of teaching strategies including lecture, small and in class discussions. Students will be evaluated using quizzes and will be required to write a paper and do a presentation(s).

**Credits:** 3

**PHSC-631: Research Design and Methods**

The purpose of this class is to introduce graduate students to the scientific process in research design and methodology for identification, solution and reporting of a specific problem relevant to basic pharmaceutical sciences, social/behavioral, and health services research. Emphasis will be given to acquire skills for literature retrieval and understanding on design of studies, analysis and interpretation of data. Each student will conduct an extensive literature evaluation and do a journal critique and attend relevant workshops in order to be successful in this course.

**Credits:** 3

**PHSC-632: Advanced Statistics**

This course provides an overview of statistical methods for analyzing correlated data produced by longitudinal measurements taken over time. Topics include study design, exploratory data analysis techniques and linear mixed effects regression models.

**PHSC-647: Advanced Physical Pharmacy**

This course covers the physical and chemical principles in drug formulation design, with emphasis on such topics as solutions of nonelectrolytes and electrolytes, ionic equilibria, drug complexation, reaction kinetics, mass transport, and interfacial phenomena.

**Credits:** 3

**PHSC-701: Research**

The purpose of this class is to work with faculty to conduct/prepare for elective course/research. See note on page 577 related to research and dissertation hours

**Credits:** 9

**PHSC-702: Foundations of Cancer Targeting**

This course discusses the foundational principles associated with the design and development of delivery systems for passive cancer targeting. As a foundational concept to cancer targeting, the enhanced permeability and retention (EPR) effect is introduced and discussed. All the challenges associated with the EPR effect are discussed and different drug delivery strategies that utilize the EPR effect are described. Additionally, approaches to improve the efficiency of the EPR effect are discussed. Primary literature is the sole resource used in this course and students are encouraged to interact and discuss these principles in a practical manner.

**Credits:** 3

**PHSC-703: Proposal Writing**

This course introduces students to the process of creating a competitive grant proposal. Students critique funding opportunities and develop a project consistent with the Request For Proposal (RFP). Detailed examination of the proposal components are considered, including the narrative, methodology and budget

**Credits:** 3

**PHSC-707: Cancer Targeting Approaches for Drug Delivery Applications**

This course essentially deals with the ways and mechanisms of active targeting to tumors. The different active targeting methods and chemistries used in drug delivery systems/applications are discussed. Specifically, we discuss examples of drug targeting to tumors using the pH differential of the tumor microenvironment and endosomes, drug targeting and release mechanisms via enzymes such as proteases for drug targeting, and selective targeting to receptors overexpressed on the surface of cancer cells. Primary literature is the sole resource used in this course and students are encouraged to interact and discuss these principles in a practical manner.

**Credits:** 3

**PHSC-714: Drug Stability & Packaging**

Governing bodies as well as pharmaceutical companies are paying great attention to the stability of drug products to enable delivery of the products to the final consumer in good quality. Packaging plays a major role in providing stability to the pharmaceutical products. This course discusses factors influencing stability of drugs and the techniques of packaging to maintain stability of the products.

**Credits:** 3

**PHSC-747: Nano Therapeutics**

This course addresses the biomedical applications of nanoparticles and helps students think and become aware of the issues involved in the design of nanoparticles and biomedical applications of nanoparticles. Students learn to anticipate new and novel developments and applications and are urged to think creatively with a future bent.

**Credits:** 3

**PHSC-801: Dissertation**

The purpose of this class is to work with faculty to conduct/prepare research for proposal/dissertation. See note on page 577 related to dissertation hours.

**Credits:** 9

# Pharmacology

## **CLPS-347: Applications for Pharmacy Practice 2**

This is a continuation of Application in Pharmacy Practice I course. The course will be co-coordinated by clinical and basic science faculty, who will provide instruction utilizing both didactic and practical teaching modalities. The applications for pharmacy practice I course is the first in a longitudinal series of courses meant to fully integrate knowledge and skills acquired from each course running during the same semester. It aims to incorporate the entrustable professional activities (EPAs), which emphasize practical applications for being a clinical pharmacist, using interactive and case-based learning activities during scheduled 3-hour sessions. Students will learn the purpose of the material taught in each course as well as how that material may be applied in practice-based real-world scenarios.

**Credits:** 1

## **CLPS-373: Applications for Pharmacy Practice 4**

This is a continuation of Application in Pharmacy Practice 3 course. The course will be co-coordinated by clinical and basic science faculty, who will provide instruction utilizing both didactic and practical teaching modalities. The applications for pharmacy practice 4 course is the fourth in a longitudinal series of courses meant to fully integrate knowledge and skills acquired from each course running during the same semester. It aims to incorporate the entrustable professional activities (EPAs), which emphasize practical applications for being a clinical pharmacist, using interactive and case-based learning activities during scheduled 3-hour sessions. Students will learn the purpose of the material taught in each course as well as how that material may be applied in practice-based real-world scenarios

**Credits:** 1

## **PHAR-200: Introduction to General Principles of Pharmacology**

The history and principles of pharmacology. Covers pharmacodynamics, pharmacokinetics, pharmacogenetics pharmacogenomics, neurotransmitters and their receptor systems and signaling pathways.

**Credits:** 3

## **PHAR-201: Introduction to Pharmacological Research Methods**

Covers the basic concepts of laboratory best practices, use of animals for research, use of radioactive materials in research, human research, and the use of chemical compounds in research, including drugs and toxins. Part of the course is hands-on workshops in the labs of faculty members teaching the course.

**Credits:** 3

## **PHAR-202: Experimental Design and Statistical Methods**

Elementary statistics with applications to fundamental pharmacological and toxicology evaluations.

**Credits:** 4

## **PHAR-203: Intro to theory and Methods in Toxicology**

Laboratory methods in toxicology and quantitative determinations of pharmacologically active and toxic agents.

**Credits:** 4

### **Prerequisites:**

215-20

## **PHAR-204: Literature Seminar**

It covers the basics of Research Writing and Presentations. How to prepare a poster, write a research article, and how to write a grant.

**Credits:** 1

**PHAR-205: Research Seminar**

Seminar on contemporary research topics by outstanding scientists. Students must write a synopsis of the presentation and present discuss the topic with the speaker.

**Credits:** 1

**PHAR-206: Special Problems in Cardiovascular Pharmacology**

Laboratory with discussion on the action of drugs pertaining to the cardiovascular system.

**Credits:** 4

**Prerequisites:**

201, BIOC-101, PHSI-171, 216, 217.

**PHAR-208: Advanced Problems in Pharmacology**

Advanced laboratory procedures in autonomic and cardiovascular pharmacology.

**Credits:** 4

**Prerequisites:**

201, BIOC-101, PHSI-171, 216, 217. See page 577 for additional information related to courses with a range of hours.

**PHAR-209: Drug Development in Clinical Pharmacology**

This course will provide an overview of the drug development process, focusing on drug development science, regulation, and industry from the U.S. perspective. Most sessions will consist of a brief didactic overview of the day's topic, followed by discussion of a primary scientific publication that emphasizes the most important principles covered.

**Credits:** 2

**PHAR-210: Drug Metabolism**

Study of biochemical mechanisms responsible for the biotransformation of drugs and chemicals.

**Credits:** 2

**PHAR-212: Cellular and Biochemical Pharmacology**

Studies of biochemical mechanisms of action of drugs or chemicals, Drug Receptor Theory, reaction mechanisms, cellular ultrastructure considerations, methodologies, kinetics, and current topics in molecular pharmacology.

**Credits:** 2

**PHAR-213: Methods in Biochemical Pharmacology**

A practical hands-on experience in laboratory technology.

**Credits:** 3

**PHAR-216: General and Systematic Pharmacology I**

Lectures and demonstrations dealing with the basic principles of pharmacology, and systems pharmacology.

**Credits:** 4

**Prerequisites:**

PHAR-200, BIOC-101, PHSI-171.

**PHAR-217: General and Systematic Pharmacology II**

Lectures and demonstrations dealing with systemic pharmacology.

**Credits:** 4

**Prerequisites:**

201, 216, BIOC-101 and PHSI-171.



**PHAR-219: Graduate Biomedical Informatics**

This is the core introductory course for students beginning a master's degree in Biomedical Informatics or for students in other graduate degree programs seeking an introductory overview of the core theories, challenges, research methods and areas for the development of health information management systems and applications.

**Credits:** 2

**PHAR-220: Alcohol Studies**

Covers topics from genetics of alcoholism to the molecular effects of alcohol in various tissues and organs, and the treatments of alcoholism.

**Credits:** 2

**PHAR-252: Cellular and Molecular Physiology**

The course develops a foundation in human physiology by examining the homeostasis of vital parameters within the body, and the biophysical properties of cells, tissues, and organs. Basic concepts in cell and membrane physiology are synthesized through exploring the function of skeletal, smooth, and cardiac muscle.

**Credits:** 3

**PHAR-300: Advanced Problems in Toxicology**

Responses of isolated organ systems and tissues to various toxicological agents, including methods used in biological assay.

**Credits:** 3

**PHAR-301: Forensic Toxicology**

Detection and quantitation of pharmacologically active and toxicologically important agents in tissue, blood, and other body fluids.

**Credits:** 3

**Prerequisites:**

215-170 and 215-172.

**PHAR-302: Biological Effects of Toxic Substances**

The toxicology of important insecticides, rodenticides, herbicides, fungicides, antioxidants, food colors, and such heavy metals as lead and mercury.

**Credits:** 3

**Prerequisites:**

Instructor'92s consent.

**PHAR-303: Skin, Eye, and Inhalation Toxicology**

Methods for determining toxicity to or via skin, eye, and respiratory system.

**Credits:** 3

**PHAR-304: Drug Interaction and Iatrogenic Disease**

Examination of toxicity resulting from combinations of drugs and chemicals, including therapeutic agents.

**Credits:** 3

**PHAR-305: Neuro-Behavioral Toxicology**

Analysis of the toxic effects of drugs and chemicals on various central nervous system functions and behavior.

**Credits:** 3

**PHAR-306: Teratology and Mutagenesis**

Study of the effects of drugs and chemicals on embryonic and fetal development and on genetic apparatus.

**Credits:** 3

**PHAR-307: Chemical Pathology**

Presentation of the histological and histochemical changes induced by drugs and chemicals on organs and tissues.

**Credits:** 3

**PHAR-308: Clinical Toxicology**

A study of the toxic effects of drugs and chemicals on humans resulting from industrial, environmental, or therapeutic short-term massive or long-term, low-level exposures.

**Credits:** 3

**PHAR-309: Carcinogenesis**

Comparative study of chemical carcinogens, with emphasis on their reactions with cellular macromolecules and on the methods employed to screen agents for carcinogenic activity.

**Credits:** 3

**PHAR-310: Good Laboratory Practices**

Overview of the biology of laboratory animals, emphasizing their anatomical variation, biochemistry, physiology, and common diseases.

**Credits:** 2

**PHAR-400: Research (M.S. Thesis or Ph.D. Dissertation)**

\*Note: This course can be taken for a maximum of 10 credits with the student taking 2 credits per semester.

**Credits:** 1-2

**PHAR-401: Thesis Writing for M.S**

Writing the thesis of the research performed. See note on page 577 related to courses with a range of credit hours. See note on page 577 related to thesis hours.

**Credits:** 1

**PHAR-402: Dissertation Writing for PhD**

Writing the dissertation of the research performed. See note on page 577 related to courses with a range of credit hours. See note on page 577 related to dissertation hours.

**Credits:** 1

**PHAR-424: Special Problems in Neuropharmacology**

Laboratory procedures for studying drug actions on the peripheral and central nervous system.

**Credits:** 4

**Prerequisites:**

201, BIOC-101, PHSI-171, 216, 217. See note on page 577 related to courses with a range of credit hours.

**PHAR-425: Advanced Seminar on Special Topics**

Review of the concepts of the mode of drug action, drug resistance, structure activity relationship, antimetabolites, neurohormones or other hot topics. See note on page 577 related to courses with a range of credit hours and special topics courses.

**Credits:** 2

## Physical Therapy

**PHTH-700: Advanced Human Anatomy**

In this course the student will learn to identify the components of the human body. Emphasis will be on muscles, bones, arteries, and nerves including observation of thoracic and abdominal relationships. Cadaver specimens, models, slides, computer programs and lectures will be presented.

**Credits:** 5

**PHTH-701: Clinical Kinesiology**

Students will learn how the body functions as a mechanical movement generator. Joint structure and function will be emphasized. Principles of biomechanics will be applied to human movement with an emphasis on gait and balance.

**Credits:** 3

**PHTH-702: Clinical Process in PT Practice**

This course introduces the clinical process of physical therapy practice. Emphasis is placed on fundamental skills and techniques utilized in patient care. Topics include professional behavior, communication, examination, assessment, mobility, and documentation. This course is presented through lecture, laboratory and clinical experiences.

**Credits:** 3

**PHTH-703: Tests and Measurements**

This course introduces the student to the clinical skills of physical therapy practice. Emphasis is placed on fundamental skills and techniques utilized in patient care. Topics include concepts of measurement and testing. This course is presented through lecture, laboratory and clinical experiences.

**Credits:** 2

**PHTH-704: Introduction to Physical Agents**

This course introduced the students to physical agents and modalities commonly used in physical therapy practice. This course is presented through lecture, laboratory and clinical experiences.

**Credits:** 2

**PHTH-706: Pathophysiology**

This course provides students with a foundation of human pathology and physiology, enabling them to have a general understanding of the disease process and how diseases affect the normal function of human cells and tissues. The pathology of human systems is integrated later in the program as part of the content of the clinical courses.

**Credits:** 2

**PHTH-707: Introduction to Radiology 1**

This lecture course will provide the student with an overview of radiography and its role within the health care delivery system. A radiographer's responsibilities will be outlined. Students will be oriented to academic and administrative structures, key departments and personnel in diagnostic imaging and to the profession as a whole. Basic x-ray equipment design and types of diagnostic imaging examinations performed will be introduced.

**Credits:** 1

**PHTH-708: Clinical Rehab. Medicine 2**

This course is an interactive online seminar designed to provide the Allied Health Student with Clinical pathology concepts that are studied within the context of each system in the body. Basic concepts learned in PHTH-700 Pathophysiology will be used to enable the student to understand the clinical signs and symptoms, progression and outcomes of pathological conditions. Strong emphasis will be placed on the Musculoskeletal system, Nervous system, as well as Cardiovascular and Integumentary disorders in order to prepare the student for advanced study courses later in the PT curriculum.

**Credits:** 2

**PHTH-710: Neurobiology**

Students will be presented with information on the foundation of the structure and function of the nervous system. This course will present a background in neurobiology that will enable the students to use the information in understanding neurological pathologies as the rationale for diagnosis, prognosis and therapeutic interventions later in the program.

**Credits:** 4

**PHTH-711: Introduction to the MS System**

This course is an applied course that introduces the student to the basic skills required in evaluation and treatment of the musculoskeletal system. The student will understand the pathophysiology, impairment, functional limitations, disabilities and societal limitations caused by various musculoskeletal conditions. Medical management and PT intervention including clinical modalities and gait will be introduced.

**Credits:** 4

**PHTH-712: Introduction to the CP System**

This course is an applied course that introduces the student to the basic skills required in evaluation and treatment of the cardiopulmonary system. The student will understand the pathophysiology, impairment, functional limitations, disabilities and societal limitations caused by various cardiopulmonary conditions. Medical management and PT intervention will be introduced.

**Credits:** 3

**PHTH-713: Intro to Therapeutic Exercise**

Students will explore the principles of exercise prescription and develop competency in the selection, implementation, and progression of therapeutic exercise.

**Credits:** 2

**PHTH-714: Intro to Evidence-Based Practice**

This course is specifically designed to allow for integration of clinical concepts presented in individual courses. Students are presented with basic research methodologies and statistics as they relate to evidencebased practice in physical therapy. Tutorials and case studies are included.

**Credits:** 2

**PHTH-715: Introduction to PT Practice**

This course is the first in a series of courses related to professional issues in physical therapy practice and serves as a foundation for future coursework. Topics introduced in this course include psychology of health, ethics, educational foundations, and scientific inquiry.

**Credits:** 2

**PHTH-716: Lifespan Development 2**

This course introduces the student to the lifespan development of the individual and relates that process to physical therapy practice. Physiological development, psychological development, social issues, environmental issues, cultural issues and family issues will be presented.

**Credits:** 2

**PHTH-717: Introduction to Pharmacology 2**

This course introduces the basic principles of pharmacology and precautions as it relates to physical therapy practice. Main topics include: pharmacokinetics; pharmacodynamics; routes of drug administration; drugs and cellular receptors; age, sex and race considerations in pharmacology; teratogenicity and drugs; and principle of decision-making in pharmacology. Pharmacology as it relates to various human systems (equivalent of 2 credit hours) is integrated later in the program as part of the content of the clinical courses.

**Credits:** 2

**PHTH-720: Introductory Clinical Internship**

This course serves to introduce the student to full-time clinical experience (8 weeks) in which the student is provided the opportunity to apply theory and clinical skills acquired during didactic coursework in the clinical setting. Students will complete a patient case report and present one in-service during this clinical experience.

**Credits:** 1

**PHTH-722: Intro to the Neuromuscular System**

This course is an applied course that introduces the student to the basic skills required in evaluation and treatment of the neuromuscular system. The student will understand the pathophysiology, impairment, functional limitations, disabilities and societal limitations caused by various neuromuscular conditions. Medical management and PT interventions including clinical modalities will be introduced.

**Credits:** 4

**PHTH-723: Advanced Study of the MS System**

This advanced course builds on the applied knowledge presented in Introduction to Musculoskeletal System. The evaluation of the pathophysiology, impairments, functional limitations, disabilities, and societal limitations of various injuries and the physical therapy interventions will be addressed. Students will be introduced to management of specific conditions including orthotics, prosthetics, and spinal dysfunction. This course includes a clinical experience component.

**Credits:** 4

**PHTH-724: Advanced Study of the CP System**

This course is an advanced course that builds on the knowledge gained in the Introduction to Cardiopulmonary System. The student will be introduced to the pathophysiology, cardiopulmonary pharmacology, impairment, functional limitations, disabilities and societal limitations caused by various cardiopulmonary conditions. Medical management and PT intervention will be emphasized. This course includes a clinical experience component.

**Credits:** 3

**PHTH-725: PT Health Admin and Policy**

An introductory course for undergraduate students in understanding the basic methods of interdisciplinary health services research and program evaluation in health systems and policy. The course covers a variety of topics related to policy, management, and program evaluation in health delivery systems.

**Credits:** 2

**PHTH-726: Adv. Evidence Based Practice**

This course is specifically designed to allow for integration of concepts presented in previous coursework related to evidence-based practice. Concepts specific to the capstone project and case reports will be introduced. Students will also participate in tutorials and review case studies.

**Credits:** 2

**PHTH-729: Integ. Assessment and Intervention**

This course is an applied course that introduces the student to the basic skills required in evaluation and treatment of the integumentary system. The student will understand the pathophysiology, impairment, functional limitations, disabilities and societal limitations caused by various integumentary conditions. Medical management and PT intervention will be introduced. This course includes a clinical experience component. The student will be introduced to the pathophysiology, integumentary pharmacology, impairment, functional limitations, disabilities and societal limitations caused by various integumentary conditions. Medical management and PT intervention will be emphasized.

**Credits:** 3

**PHTH-730: Adv Study of the Neuro System**

This advanced course builds on the applied knowledge presented in Introduction to Neuromuscular System. The evaluation of the pathophysiology, impairments, functional limitations, disabilities, and societal limitations of neuromuscular various injuries, and the physical therapy interventions will be addressed. Students will be introduced to the management of complex neurological conditions, frequently treated by physical therapists. This course includes a clinical experience component.

**Credits:** 4

**PHTH-731: Integrative Clinical Issues in PT**

Students will integrate previously learned material to address issues related to independent practice. This course will reinforce the student's knowledge and skills related to differential diagnosis, spinal dysfunction, radiography and related issues.

**Credits:** 4

**PHTH-732: PT in Special Populations**

Integration of materials previously learned will be emphasized in this course. Students will be presented with information specific to special populations including pediatrics, geriatrics, developmental disabilities, African Americans and other minorities.

**Credits:** 4

**PHTH-733: Integrative Clinical Seminar**

This course is designed to allow for advanced integration of concepts presented in individual courses. Students will participate in tutorials, clinical experiences, review case studies, and prepare a case report. This course prepares the student for their final clinical practicum experiences. This course also allows the faculty to assess the student's knowledge at this point in the professional program. This integrative comprehensive examination will also prepare the student for taking their board examination at the end of the professional program.

**Credits:** 4

**PHTH-736: Medical Imaging**

This course introduces the student to medical terminology. Emphasis is placed on terminology pertinent to diagnostic radiology.

**Credits:** 2

**PHTH-741: Advanced Clinical Internship I**

This is an advanced full-time clinical experience (7 weeks) in which the student is provided with the opportunity to apply theory and clinical skills acquired during didactic coursework in the clinical setting. Students will complete a patient case report and present one in-service during this clinical experience.

**Credits:** 1

**PHTH-742: Advanced Clinical Internship II**

This is an advanced full-time clinical experience (7 weeks) in which the student is provided with the opportunity to apply theory and clinical skills acquired during didactic coursework in the clinical setting. Students will complete a patient case report and present one in-service during this clinical experience.

**Credits:** 1

**PHTH-743: Clinical Specialty Internship**

This is a full-time, 8-week clinical experience period, during which the student is provided the opportunity to apply theory and clinical skills acquired during didactic coursework to a specialized clinical setting (dependent upon available clinical sites). Students will complete a patient case report and present one in-service during this clinical experience.

**Credits:** 8

**PHTH-744: Capstone Project**

This course provides an opportunity for students to synthesize the knowledge and skills gained in the DPT program into an individual research project. The project involves investigation and integration of current literature as well as implementation, using current best practices. The project will be supervised by a capstone committee and will include a substantial written report and oral defense.

**Credits:** 2

**PHTH-745: Wellness Practice**

Students will integrate previously learned material to plan for and participate in wellness practice for individuals and groups. Concepts of patient education, health promotion and disease prevention will also be reinforced.

**Credits:** 2

**PHTH-761: Health Mgt, Finance, Ethics & Law**

Students will survey health care law as it applies to physical therapy practice. Topics will include reimbursement, direct access, liability, malpractice, identifying applicable Health care law, and fraud and abuse. The student will examine prospective legislative actions that affect health care and the practice of physical therapy. The students will be introduced to ethical, bioethical and legal issues, as well as patient-provider relationships, and the concepts of moral judgment. Issues confronting health care professionals and practitioners within the practice setting will also be presented. Emphasis on the team approach to health care, through case analysis, is one of several approaches utilized to teach application of decision-making models.

**Credits:** 2

**PHTH-762: Clinical Management in PT**

This course is a continuation of the thread of professional issues that runs throughout the DPT curriculum. It provides a presentation of the current critical issues in physical therapy practice and prepares the student for practice in an autonomous health care environment. This course will also reinforce the student's knowledge and skills related to safety, differential diagnosis, spinal dysfunction, and radiography.

**Credits:** 2

## Physician Assistant

**PHAS-21: Clinical Medicine 1**

Covers the foundational knowledge and skills necessary for learning clinical medicine.

**Credits:** 4

**PHAS-22: Clinical Medicine 2**

Sophomore medical students will develop core medical knowledge, skills, and attitudes necessary to take an appropriate medical history, perform an appropriate physical examination and develop a reasonable differential diagnosis in the evaluation and management of a patient.

**Credits:** 4

**PHAS-31: Medicine Clerkship**

The clinical clerkship in Medicine is intended to enable the student to understand the clinical correlation of basic science knowledge and to acquire further medical information and clinical skills necessary for understanding and management of commonly encountered medical problems and diseases of adult patients

**Credits:** 12

**PHAS-50: Obstetrics-Gynecology Clerkship**

The Obstetrics and Gynecology (OBGYN) Clerkship utilizes a variety of well-supervised clinical settings to provide students with a broad array of hands-on educational opportunities. Organized interactive learning experiences and directed self-study allow motivated students to establish a solid foundation of skills and knowledge essential for any future career choice.

**Credits:** 8

**PHAS-52: Pediatrics Clerkship**

The core clerkship in Pediatrics is an eight-week experience in which students care for patients in both inpatient and outpatient (ambulatory) settings. The clerkship focuses on general pediatrics, but students participate in the care of patients with sub-specialty needs as well.

**Credits:** 8

**PHAS-53: Surgery Clerkship**

The Surgery core clerkship is an eight (8) week experience served in both ambulatory and inpatient settings.

**Credits:** 8

**PHAS-54: Emergency Medicine Clerkship**

This clerkship provides experience in caring for patients who present to the Emergency Department with a variety of acute and subacute problems. The emphasis is on learning to stabilize and correctly triage critically ill and injured patients, as well as common emergent conditions.

**Credits:** 2

**PHAS-57: Psychiatry Clerkship**

The psychiatry clerkship utilizes a wide variety of clinical settings including adult and child outpatient and inpatient settings. For most students, this will be their only supervised learning experience in Psychiatry. In such a short time, all of Psychiatry cannot possibly be covered.

**Credits:** 6

## Physics

**PHYS-200: Modern Physics**

Introduction to quantum physics and relativity. Includes discussion of Schrodinger equation and its application to atomic and molecular spectra, a brief introduction to lasers, solid state, nuclear physics, elementary particles. This course covers the same materials as PHYS-190, 191, however, additional assignments are given to graduate students.

**Credits:** 3

**PHYS-201: Modern Physics**

Introduction to quantum physics and relativity. Includes discussion of Schrodinger equation and its application to atomic and molecular spectra, a brief introduction to lasers, solid state, nuclear physics, elementary particles. This course covers the same materials as PHYS-190, 191, however, additional assignments are given to graduate students.

**Credits:** 3

**PHYS-202: Optics**

Explores refraction, optical instruments, interference, diffraction, and polarization.

**Credits:** 3

**PHYS-203: Thermodynamics**

Introduces the laws of thermodynamics and applications, along with kinetic theory and statistical mechanics.

**Credits:** 3

**PHYS-204: Electricity and Magnetism**

One-year intermediate level course which covers electrostatics, magnetostatics, electric circuits, Maxwell's equations and electromagnetic waves.

**Credits:** 3



**PHYS-204: Electricity and Magnetism**

One-year intermediate level course which covers electrostatics, magnetostatics, electric circuits, Maxwell's equations and electromagnetic waves.

**Credits:** 3

**PHYS-205: Electricity and Magnetism**

One-year intermediate level course which covers electrostatics, magnetostatics, electric circuits, Maxwell's equations and electromagnetic waves..

**Credits:** 3

**PHYS-205: Electricity and Magnetism**

One-year intermediate level course which covers electrostatics, magnetostatics, electric circuits, Maxwell's equations and electromagnetic waves..

**Credits:** 3

**PHYS-208: Physical Mechanics**

This one-year course examines particle and rigid body dynamics, central forces, vector analysis, oscillatory motion, and Lagrangian mechanics.

**Credits:** 3

**PHYS-209: Physical Mechanics**

This one-year course examines particle and rigid body dynamics, central forces, vector analysis, oscillatory motion, and Lagrangian mechanics.

**Credits:** 3

**PHYS-210: Classical Mechanics I**

Study of Lagrangian and Hamiltonian mechanics, variational methods, central force problems, rigid body motion, small oscillations and canonical transformations.

**Credits:** 3

**PHYS-211: Classical Mechanics II**

Study of Lagrangian and Hamiltonian mechanics, variational methods, central force problems, rigid body motion, small oscillations and canonical transformations.

**Credits:** 3

**PHYS-214: Electromagnetic Theory**

Electrostatics, magnetostatics, Maxwell equations, electromagnetic waves, waveguides, radiation scattering and diffraction, special theory of relativity, radiation by moving charges.

**Credits:** 3

**PHYS-214: Electromagnetic Theory**

Electrostatics, magnetostatics, Maxwell equations, electromagnetic waves, waveguides, radiation scattering and diffraction, special theory of relativity, radiation by moving charges.

**Credits:** 3

**Prerequisites:**

PHYS-178, 179 or PHYS-204/205.

**PHYS-215: Electromagnetic Theory II**

Electrostatics, magnetostatics, Maxwell equations, electromagnetic waves, waveguides, radiation scattering and diffraction, special theory of relativity, radiation by moving charges.

**Credits:** 3

**PHYS-215: Electromagnetic Theory II**

Electrostatics, magnetostatics, Maxwell equations, electromagnetic waves, waveguides, radiation scattering and diffraction, special theory of relativity, radiation by moving charges.

**Credits:** 3

**Prerequisites:**

PHYS-178, 179 or PHYS-204/205.

**PHYS-216: Mathematical Methods in Physics**

A study of vectors, matrices, tensors, linear transformations, complex variables, Fourier series, orthogonal functions, partial differential equations of physics, Fourier and Laplace transforms.

**Credits:** 3

**PHYS-216: Mathematical Methods in Physics I**

This course is designed to provide the mathematical skills needed by physics students to do well in their career. It consists of training topics in linear algebra and functional analysis such as transformation in linear vector space and matrix theory, Hilbert space and complete sets of orthogonal functions, etc.

**Credits:** 3

**PHYS-216: Mathematical Methods in Physics**

A study of vectors, matrices, tensors, linear transformations, complex variables, Fourier series, orthogonal functions, partial differential equations of physics, Fourier and Laplace transforms.

**Credits:** 3

**PHYS-217: Mathematical Methods in Physics II**

A study of vectors, matrices, tensors, linear transformations, complex variables, Fourier series, orthogonal functions, partial differential equations of physics, Fourier and Laplace transforms.

**Credits:** 3

**PHYS-217: Mathematical Methods in Physics II**

A study of vectors, matrices, tensors, linear transformations, complex variables, Fourier series, orthogonal functions, partial differential equations of physics, Fourier and Laplace transforms.

**Credits:** 3

**PHYS-218: Advanced Laboratory**

Experimental projects in spectroscopy, electronics, nuclear physics, low temperature and Solid- State Physics.

**Credits:** 3

**PHYS-219: Advanced Laboratory**

Experimental projects in spectroscopy, electronics, nuclear physics, low temperature and Solid- State Physics.

**Credits:** 3

**PHYS-219: Advanced Laboratory**

Experimental projects in spectroscopy, electronics, nuclear physics, low temperature and Solid- State Physics.

**Credits:** 3

**PHYS-220: Quantum Mechanics I**

A study of wave and matrix mechanics, angular momentum, perturbation theory, scattering theory, and applications. Physics.

**Credits:** 3

**PHYS-221: Quantum Mechanics II**

A study of wave and matrix mechanics, angular momentum, perturbation theory, scattering theory, and applications.

**Credits:** 3

**PHYS-222: Statistical Mechanics**

Ensemble theory, classical and quantum statistics, dense gases and liquids, magnetism, applications in solid state physics, superfluids, superconductivity, kinetic theories, special topics.

**Credits:** 3

**PHYS-222: Statistical Mechanics**

Ensemble theory, classical and quantum statistics, dense gases and liquids, magnetism, applications in solid state physics, superfluids, superconductivity, kinetic theories, special topics.

**Credits:** 3

**PHYS-223: Statistical Mechanics**

Ensemble theory, classical and quantum statistics, dense gases and liquids, magnetism, applications in solid state physics, superfluids, superconductivity, kinetic theories, special topics.

**Credits:** 3

**PHYS-223: Statistical Mechanics**

Ensemble theory, classical and quantum statistics, dense gases and liquids, magnetism, applications in solid state physics, superfluids, superconductivity, kinetic theories, special topics.

**Credits:** 3

**PHYS-226: Solid State Physics**

Crystal lattice, X-ray diffraction, electron in periodic potential, Bloch theorem, band structure, semiconductors, phonons, optical properties, amorphous structures, superconductivity, special topics.

**Credits:** 3

**PHYS-227: Solid State Physics**

Crystal lattice, X-ray diffraction, electron in periodic potential, Bloch theorem, band structure, semiconductors, phonons, optical properties, amorphous structures, superconductivity, special topics.

**Credits:** 3

**PHYS-230: Current Issues in Physics Education**

This course examines issues in teaching physics at the introductory level to a diverse student population. Topics include laboratory experiences, test taking skills, and reading comprehension, as well as physics content.

**Credits:** 3

**PHYS-232: Advanced Geophysical Fluid Dynamics**

This course provides an advanced treatment of fluid-flow phenomena in the atmosphere and will cover nonlinear wave theory and its use in the development and interpretation of the atmosphere. Hydrodynamics instability mechanism, which are in present in atmospheric flow and turbulence, will also be covered.

**Credits:** 3

**PHYS-233: Advanced Geophysical Fluid Dynamics**

This course provides an advanced treatment of fluid-flow phenomena in the atmosphere and will cover nonlinear wave theory and its use in the development and interpretation of the atmosphere. Hydrodynamics instability mechanism, which are in present in atmospheric flow and turbulence, will also be covered.

**Credits:** 3

**PHYS-234: Introduction to Atmospheric Science**

Introductory course designed to provide a comprehensive background in weather, climate, and atmospheric optics. Lectures will stress the understanding and application of basic principles of physics and chemistry for semi-quantitative description of the Earth's atmosphere.

**Credits:** 3

**PHYS-235: Molecular Simulation**

This course will introduce students to the range of methods currently being used to simulate the behavior of matter at the molecular scale. Basic methods for equilibrium Monte Carlo and molecular dynamics simulations will be described, including techniques for generating different ensembles and calculating free energies and phase equilibria. Assignments will involve applying these methods to sample problems. Papers of related work will be discussed.

**Credits:** 3

**PHYS-236: Electronic Physics**

An examination of analog and digital electronics and instrumentation. Consists of two one-hour lectures and a two-hour laboratory.

**Credits:** 3

**PHYS-237: Electronic Physics**

An examination of analog and digital electronics and instrumentation. Consists of two one-hour lectures and a two-hour laboratory.

**Credits:** 3

**PHYS-238: Theoretical Physics**

Special topics of current interest in mathematical physics and in quantum and statistical physics. See page 577 for additional information related to Special Topics courses.

**Credits:** 3

**PHYS-239: Theoretical Physics**

Special topics of current interest in mathematical physics and in quantum and statistical physics. See page 577 for additional information related to Special Topics courses.

**Credits:** 3

**PHYS-250: Atmospheric Physics**

Atmospheric thermodynamics, hydrostatics, cloud and radiative processes and chemical cycles. Cloud physics and formation, energy balance, and the impact on global climate. Elementary dynamics with applications to the earth and planetary atmospheres.

**Credits:** 3

**PHYS-251: Atmospheric Physics**

Atmospheric thermodynamics, hydrostatics, cloud and radiative processes and chemical cycles. Cloud physics and formation, energy balance, and the impact on global climate. Elementary dynamics with applications to the earth and planetary atmospheres.

**Credits:** 3

**PHYS-252: Remote Sensing of the Atmosphere**

Elements of radiative transfer as applied to the upper and lower atmospheres and ocean surface. Both passive and active remote sensing methods are discussed. Satellite technology and applications to the understanding of the Earth and extraterrestrial atmospheres will be discussed.

**Credits:** 3

**PHYS-253: Atmospheric Radiation**

Application of radiative transfer theory to problems in planetary atmospheres, with primary emphasis on the Earth's atmosphere; principles of atomic and molecular spectroscopy; infrared band representation; absorption and emissions of atmospheric gases; radiation flux and flux divergence computations; radiative transfer and fluid motions; additional application such as greenhouse effect, inversion methods and climate models.

**Credits:** 3

**PHYS-254: Current Topics in Atmospheric Physics**

Atmospheric Thermodynamics, hydrostatics, cloud and radiative processes, and chemical cycles. Cloud physics and formation, energy balance, and the impact on global climate. Elementary dynamics with applications to the Earth and planetary atmospheres.

**Credits:** 1

**PHYS-266: Advanced Mathematical Methods in Physics**

A selection of group theory, calculus of variations, integral equations, differential geometry, homotopy, homology, cohomology, K-theory and other topics with applications to physics.

**Credits:** 3

**PHYS-267: Advanced Mathematical Methods in Physics**

A selection of group theory, calculus of variations, integral equations, differential geometry, homotopy, homology, cohomology, K-theory and other topics with applications to physics.

**Credits:** 3

**PHYS-276: Advanced Topics in Quantum Mechanics**

Quantum radiation theory, relativistic quantum theory, and covariant perturbation theory.

**Credits:** 3

**PHYS-277: Advanced Topics in Quantum Mechanics**

Quantum radiation theory, relativistic quantum theory, and covariant perturbation theory. For General Seminar classes and Special Topics classes below, see page 577 for additional information related to Special Topics courses.

**Credits:** 3

**PHYS-278: General Seminar**

Lectures on current topics of interest in physics. specific topics will vary based upon current events and most recent scientific findings.

**Credits:** 3

**PHYS-279: General Seminar**

Lectures on current topics of interest in physics. specific topics will vary based upon current events and most recent scientific findings.

**Credits:** 3

**PHYS-280: General Seminar**

Lectures on current topics of interest in physics. specific topics will vary based upon current events and most recent scientific findings.

**Credits:** 2

**PHYS-281: General Seminar**

Lectures on current topics of interest in physics. specific topics will vary based upon current events and most recent scientific findings.

**Credits:** 2

**PHYS-282: General Seminar**

Lectures on current topics of interest in physics. specific topics will vary based upon current events and most recent scientific findings.

**Credits:** 1

**PHYS-283: General Seminar**

Lectures on current topics of interest in physics. specific topics will vary based upon current events and most recent scientific findings.

**Credits:** 1

**PHYS-284: Special Topics in Astrophysics**

Current topics of interest in astrophysics.

**Credits:** 3

**PHYS-285: Special Topics in Astrophysics**

Current topics of interest in astrophysics.

**Credits:** 3

**PHYS-286: Special Topics in Laser Spectroscopy**

Current research problems of interest in astrophysics.

**Credits:** 3

**PHYS-287: Special Topics in Laser Spectroscopy**

Current research problems of interest in astrophysics.

**Credits:** 3

**PHYS-290: Special Topics in Statistical Mechanics**

Special topics of current interest in statistical mechanics.

**Credits:** 3

**PHYS-291: Special Topics in Statistical Mechanics**

Special topics of current interest in statistical mechanics.

**Credits:** 3

**PHYS-292: Special Topics in Solid-State Physics**

Special topics of current interest in Solid-State Physics.

**Credits:** 3

**PHYS-293: Special Topics in Solid-State Physics**

Special topics of current interest in Solid-State Physics.

**Credits:** 3

**PHYS-298: Graduate Research.**

Supervised research for students without approved thesis or dissertation topics. See note on page 577 related to research hours.

**Credits:** 1-6

**PHYS-299: Graduate Research**

Supervised research for students without approved thesis or dissertation topics. See note on page 577 related to research hours.

**Credits:** 1-6

**PHYS-300: M.S. Thesis Research**

Independent research for the M.S. degree. See note on page 577 related to thesis hours.

**Credits:** 6

**PHYS-301: M.S. Thesis Research**

Independent research for the M.S. degree. See note on page 577 related to thesis hours.

**Credits:** 1-6

**PHYS-400: Ph.D. Dissertation Research**

Independent research for the Ph.D. degree. See note on page 577 related to dissertation hours.

**Credits:** 12

**PHYS-401: Ph.D. Dissertation Research**

Independent research for the Ph.D. degree. See note on page 577 related to dissertation hours.

**Credits:** 6

# Physiology

**PHSI-171: Basic Medical Physiology**

Provides an understanding how cells, tissues, organs, and organ systems function together to create one organism. Furthermore, the course lays the basis for understanding diagnosis and treatment of diseases.

**Credits:** 7

**PHSI-200: Research in Physiology**

A research problem is approved and supervised by members of the staff and is conducted by the student. The course number is dependent on the number of credits a semester.

**Credits:** 9

**PHSI-202: Advanced Physiology Seminar**

Weekly forum for the presentation and discussion of research findings and topics of current research interest. Presentations are made by graduate students, department faculty and scientists from other institutions.

**Credits:** 1

**PHSI-204: Advanced Mammalian Physiology**

The course includes a detailed study of the organ systems with emphasis on human physiology; it does not include the nervous system which is covered separately in the Neurophysiology course.

**Credits:** 7

**PHSI-206: Neurophysiology**

This course is a comprehensive study of the human nervous system. We will review the fundamental structures of the brain, spinal cord, and peripheral nervous system to better understand the amazing function of the nervous system. Neuroanatomy will be integrated into the functional aspects of the course. See page 577 for additional information related to courses with a range of hours.

**Credits:** 3

**PHSI-251: Advanced Endocrinology**

This advanced level course in endocrinology will focus to provide a well-rounded and up-to-date curriculum to address both basics and advancement in comparative (multi-species) endocrinology. Graduate students enrolled in this course will attend lectures, laboratories on endocrine research techniques, prepare essays and present to the class.

**Credits:** 3

**PHSI-252: Cell and Molecular Physiology**

The course provides an overview of the mammalian special sensory systems, including molecular and cellular bases of vision, audition, taste, olfaction, and somatosensation. Faculty with focus in those areas lead presentations and discussions on peripheral and central mechanisms.

**Credits:** 3

**PHSI-260: Cardiovascular Physiology**

This course focuses on the physiology and pathophysiology of the cardiovascular system. Unit One covers molecular and cellular aspects of cardiovascular tissues, the vascular endothelium, cardiac and smooth muscle and cell communication.

**Credits:** 3

**PHSI-269: Renal Physiology**

This course will expose students to in-depth discussion and understanding of several aspects of kidney function, as follows: physiological control of glomerular filtration and glomerular function in renal disease; regulation of renal sodium excretion; morphology of renal transporters; renal mechanisms of acid base balance; and the renal physiologic responses to normal pregnancy.

**Credits:** 3

**PHSI-282: Physiology of Homeostasis**

Principles of membrane biophysics, biological transport, control systems, acid-base balance, as well as regulation of fluids and electrolytes. Prerequisite for Advanced Mammalian Physiology.

**Credits:** 3

**PHSI-300: Thesis Seminar**

This is a credit for the oral defense and is only taken during the semester of the dissertation defense. Students must deliver a pre-defense seminar to their dissertation committee and submit an approved ♦Intent to Defend♦ form prior to registering for this credit. This course is reserved for graduate students majoring in Physiology.

**Credits:** 1

**PHSI-302: Special Problems in Physiology**

Research laboratory rotations and short-term research projects of limited scope are carried out in areas of physiology other than that of the thesis project. Area and project are selected and mutually approved by the faculty member supervising the project and the student. The course section number is dependent on the number of credits. This course is reserved for graduate students majoring in Physiology.

**Credits:** 4

## PIANO

**MUSE-301: Graduate Piano Minor I**

This course is designed to help you develop comprehensive practice strategies as well as how to develop your dexterity and playing abilities.

**Credits:** 3

**MUSE-302: Graduate Piano Minor II**

A continuation of MUSE-301. This course builds upon piano performance techniques.

**Credits:** 3

**MUSE-303: Graduate Piano Minor III**

A continuation of MUSE-302. This course builds upon piano performance techniques.

**Credits:** 3

**MUSE-304: Graduate Piano Minor IV**

A continuation of MUSE-303. This course builds upon piano performance techniques.

**Credits:** 3

**MUSE-311: Graduate Piano Major I**

Private instruction in performance for graduate students

**Credits:** 5

**MUSE-312: Graduate Piano Major II**

Private instruction in performance for graduate students

**Credits:** 5



**MUSE-321: Graduate Piano Major III**

Private instruction in performance for graduate students

**Credits:** 5

**MUSE-322: Graduate Piano Major IV**

Private instruction in performance for graduate students

**Credits:** 5

**MUSE-371: Graduate Piano Literature I**

Private instruction in performance for graduate students

**Credits:** 3

**MUSE-372: Graduate Piano Literature II**

This course is designed for piano majors and minors and explains the major currents in music history through the study and analysis of the keyboard repertoire of major composers. This course covers the socio-cultural context that influenced major composers and their works.

**Credits:** 3

## Piano Ensemble

**MUSZ-311: Piano Trio (Graduate)**

Students will be assigned with piano duet/ duo/ trio works with musical partners at their level and/ or assigned with accompany in vocal and instrumental. Students will practice assigned works regularly with their partners and perform together in front of the class.

**Credits:** 1

**MUSZ-312: Piano Trio (Graduate)**

A continuation of MUSZ-311. This course build upon the practice of assigned piano duet/ duo/ trio works.

**Credits:** 1

## Political Science

**POLS-201: The Legislative Process**

Examination of institutions, government agencies, and public's action as related to legislative law-making and operations.

**Credits:** 3

**POLS-202: Approaches to the Study of Public Law**

Analysis of constitutional law derived from examination of Supreme Court decisions

**Credits:** 3

**POLS-203: State and Local Government and Politics**

Analysis of legal and political aspects of government institutions, politics, and functions in subnational political arenas

**Credits:** 3

**POLS-204: Approaches to Comparative Politics**

A graduate seminar that reviews the traditional and contemporary literature in comparative politics, focusing on macro level analysis. Themes examined include: social.

**Credits:** 3

**POLS-206: Administration of the National Government**

Overall organization and structure of the administrative departments and independent agencies of national government.

**Credits:** 3

**POLS-207: Selected Problems of Comparative Politics**

Selected problems of foreign governments and politics, with an emphasis on comparative political institutions.

**Credits:** 3

**POLS-208: Problems of World Organizations**

An examination of the organization, structure, and problems of the League of Nations, the United Nations, NATO, etc.

**Credits:** 3

**POLS-210: Selected Problems of Contemporary International Politics**

Selected problems of current world affairs.

**Credits:** 3

**POLS-212: American Political Parties and Politics**

Intensive analysis of selected problems in American politics and political parties.

**Credits:** 3

**POLS-213: American Foreign Policy-Making Process**

Examination of the legal, behavioral, and political pressures that influence the making of American foreign policy.

**Credits:** 3

**POLS-214: Public Opinion and Propaganda**

Analysis of public opinion and the psychological factors involved in the development of political attitudes of citizens and officials.

**Credits:** 3

**POLS-217: Methods of Political Science**

Examination of the fundamentals of research design, measurement, data collection, and data analysis. It is the prerequisite for the higher-level courses including Behavioral Research Methods, Survey Research Methods, and Multivariate Data Analysis.

**Credits:** 3

**POLS-218: Public Policy Formulation**

Seminar introduces students to the policy making process. Emphasis is on the policy process —from the mobilization of support for policy change to the formulation of policy objectives, targets, and instruments as well as the assessment of policy outcomes.

**Credits:** 3

**POLS-219: Presidential Policy-Making**

Study of institutional mechanisms and processes of policy formulation at the presidential level.

**Credits:** 3

**POLS-220: Intergovernmental Relations in the United States**

Study of issues and problems involved in the relationships among national, state, and local governments.

**Credits:** 3

**POLS-222: Caribbean Politics and Political Economy**

A graduate seminar that addresses the domestic and international complexities of contemporary politics in the Caribbean.

**Credits:** 3

**POLS-225: Pressure Groups**

Analysis of the purposes, techniques, history and influence of pressure groups in American government.

**Credits:** 3

**POLS-226: World Imperialism/Globalization**

Comparative examination of historical and contemporary forms of imperialism, with emphasis placed on such institutions of imperial control as the state and transnational corporations.

**Credits:** 3

**POLS-227: Introduction to Black Politics**

Concepts and theory for each area of study, together with its relevant literature, within the framework of behavioral or topical approaches to the presentation of the literature.

**Credits:** 3

**POLS-228: Non-Traditional Approaches to World Politics**

This course focuses on the contemporary foreign policy of the United States of America. There are a number of ways to study foreign policy - theoretical, practical, historical, and ideological are but a few of the most popular methods. This course utilizes a synthesis of differing approaches. This course provides students with highly advanced knowledge of the key concepts, history, themes, and contemporary issues in contemporary US Foreign Policy. This course will familiarize students with theoretical explanations of US foreign policy, historical and contemporary American thinking on international affairs, the structure of foreign policymaking in Washington DC, as well as some of the major challenges facing contemporary American policymakers.

**Credits:** 3

**POLS-229: Urban Government and Politics**

Analysis of urban government and political systems in metropolitan areas and neighborhood centers.

**Credits:** 3

**POLS-230: American Political Thought**

An examination of the documents and writings of American political theorists and practitioners from colonial to contemporary times.

**Credits:** 3

**POLS-231: Program Evaluation**

Study of the basic methods used to evaluate programs and policies, including an examination of the impact that selected policies have had on intended target populations.

**Credits:** 3

**POLS-232: Nature and Uses of Political Theory**

Review of the categories of the field and the basic questions of epistemology and social analysis.

**Credits:** 3

**POLS-233: Pan-Africanism**

Analysis of the origins of Pan-Africanism within the framework of the interactions between it and the political, economic, and cultural forces which produce it.

**Credits:** 3

**POLS-234: Black Ideology**

Study of the major political ideologies and analysis of their formation, content, and impact on the process of types of Black political activity.

**Credits:** 3

**POLS-236: Black Leadership, Organizations, and Movements**

A study of the anatomy of Black movements with particular attention to the leadership and organizational goals, strategies, and results.

**Credits:** 3

**POLS-241: Sem International Dev Pol**

This course is an introduction to the field of global politics, also known as international relations. It focuses on a variety of interconnected topics, including the development of the nation-state system and political interactions among countries over issues of war and peace, human rights, and economic and environmental policies.

**Credits:** 3

**POLS-243: Political Economy of Advanced Capitalism**

An in-depth examination of the strategic role played by the U.S., E.U., and other economic powers in leading the capitalist development, the role of the state, and the internationalization of capital and labor.

**Credits:** 3

**POLS-244: Seminar in Political Economy**

An in-depth examination of advanced topics including crisis theories, industrial restructuring, state monopoly capitalism, role of research and development in technological and scientific evolutions, etc.

**Credits:** 3

**POLS-245: Seminar in International Development Policies**

Two related themes run through the material to be covered in this course: the relationship between politics and economic development and the dynamics of political development. After a critical assessment of the discourse and history of development, we will discuss topics such as the role of the state in the economy, strong versus weak and failed states and state-building efforts, the effect of political institutions and legal frameworks in determining policy choices and driving economic growth, the relationship between democracy and development, dynamics of democratic transitions and democracy promotion, the civil society, political accountability, transparency, and the anti-corruption agenda, and the debates around good governance.

**Credits:** 3

**POLS-246: Seminar in Science and Technology Policy**

Examination of the public policy issues that have deep connections to science and technology and its expertise. It examines environmental, energy, and economic policy in the United States and their local, state, national and global implications. Topics covered may include air and water policy, energy production and regulation, STEM education and labor markets, trade, innovation, intellectual property, federal research & development.

**Credits:** 3

**POLS-249: Comparative Perspectives in International Security**

This course seeks to establish basic foundations of the use of force by States, legal and moral restrictions on its application and the fundamental foundations of strategic policy. It will examine how states have responded to their security challenges over the centuries as technology has transformed the strategic landscape by examining a series of State security case studies.

**Credits:** 3

**POLS-250: Social Justice Policy**

This seminar course focuses on western approaches to rendering social justice in New World nations forged by colonization of indigenous, slave, and immigrant population by settler populations. Particular attention is given to both processes and policies that abrogate and restore full citizenship rights and benefits.

**Credits:** 3

**POLS-252: Social Movements**

A seminar on classic and contemporary literature on the origins and outcomes of social movements.

**Credits:** 3

**POLS-253: Black Political Theory and Behavior**

An introduction to the major theoretical frameworks in Black politics and their application to substantive problems of political behavior.

**Credits:** 3

**POLS-254: Behavioral Research Methods**

Presentation of the fundamentals of experimental surveys of aggregate and mixed data type designs.

**Credits:** 3

**POLS-255: Political Revolutions**

A seminar on classic and contemporary literature on the origins and outcomes of political revolutions.

**Credits:** 3

**POLS-257: Multivariate Data Analysis**

Analysis of the General Linear Model in social science research: statistical theory and the matrix approach in multivariate data analysis

**Credits:** 3

**POLS-259: International Law**

This course is intended to introduce students to the basic concepts and problems of public international law and of the international legal system. It will also address newer themes in international law such as the international law of human rights and international criminal law.

**Credits:** 3

**POLS-260: Electoral Politics**

Analysis of Black activities in electoral politics, voting trends, party allegiance, and other important factors.

**Credits:** 3

**POLS-263: Seminar in Black Politics I**

Advanced seminar in Black Politics.

**Credits:** 3

**POLS-264: Problems in International Security**

This course is a deep dive on pressing international security problems, as well as frozen conflicts and developing security issues. It is intended as a capstone to the ISS major and will feature a written research project.

**Credits:** 3

**POLS-267: Political Leadership in Africa**

A study of the role of political leadership in the development of African nations, with special reference to the influence of major personalities.

**Credits:** 3

**POLS-268: Seminar in Black Politics II**

A continuation of POLS-263. Advanced seminar in Black Politics.

**Credits:** 3

**POLS-269: Contemporary Issues in African Politics**

Seminar on selected problems in African politics, nationalism, integration, military politics, liberation movements, and ideologies.

**Credits:** 3

**POLS-270: Middle East in the World System**

This course examines the history, national interests, policy objectives, and outcomes of US engagement in the Middle East from World War I to the present. The course examines the international environment, regional issues, and the policies and tools used to protect and advance US national interests. Episodes of US intervention are examined, as are current issues and challenges for US foreign policy in the region.

**Credits:** 3

**POLS-271: Government and Politics of Southern Africa**

Problems in Southern Africa.

**Credits:** 3

**POLS-273: Africa in World Politics**

Study of Africa's role in the international political system and its relations to the major powers and developing nations.

**Credits:** 3

**POLS-274: Government and Politics of Southern Africa**

An exploration Southern African political activity, with emphasis on the regional political economy including the Southern African Development Economic Community (SADEC) as a regional economic community.

**Credits:** 3

**POLS-279: Survey Research Methods**

Students collectively design, implement, and analyze a major survey.

**Credits:** 3

**POLS-284: Third World Political Theory**

Examination of the contribution of third world theorists and leaders to the development of political theory. Topics include dependency theory, nonalignment, and alternative political and economic models

**Credits:** 3

**POLS-287: Theories of International Relations**

Study of the various theoretical formulations involved in the examination of the behavior of the international political system.

**Credits:** 3

**POLS-289: Government and Politics of the People's Republic of China**

In-depth examination of the government institutions, political dynamics, and international relations of the Peoples Republic of China.

**Credits:** 3

**POLS-290: Administrative Law and Regulatory Policy**

Examination of institutions, government agencies, and public actions as related to the quasi-judicial policy-making operations of the executive branch

**Credits:** 3

**POLS-292: Seminar in American Politics**

Examination of components of the American political system, including the constitutions, structures, and political institutions of national and sub-national governments

**Credits:** 3

**POLS-293: The Judicial Process**

Examination of the legal and political factors that influence the rule- adjudication process in the federal system.

**Credits:** 3

**POLS-294: Selected Topics in American Government**

Analysis of research, concepts, theories, and literature of major topics in American government. See page 577 for additional information related to Special Topics courses.

**Credits:** 3

**POLS-297: Special Topics in Political Theory**

Special topics of importance within political theory. See page 577 for additional information related to Special Topics courses.

**Credits:** 3

**POLS-299: Current Problems in Public Policy**

Seminar focuses on specific policy sector issues, e.g., transportation, social welfare, education, security, environment, urbanization, etc. Emphasis is on the acquisition of analytical skills, evaluation of policy instruments and their administration and management.

**Credits:** 3

**POLS-301: Independent Study: American Government**

This course allows students to select a political science faculty member or a faculty member in another academic unit at Howard University to work with on an agreed upon creative or scholar independent research project that furthers the student's interest in the area of American government. The purpose of independent study research is also to support the thesis development and/or the student's future creative career goals.

**Credits:** 3

**Prerequisites:**

nine hours of graduate course credit completed in the field, plus permission of the instructor, Director of Graduate Studies, and Chair of Department.

**POLS-302: Independent Study: Public Policy**

This course allows students to select a political science faculty member or a faculty member in another academic unit at Howard University to work with on an agreed upon creative or scholar independent research project that furthers the student's interest in the area of public policy. The purpose of independent study research is also to support the thesis development and/or the student's future creative career goals.

**Credits:** 3

**Prerequisites:**

nine hours of graduate course credit completed in the field, plus permission of the instructor, Director of Graduate Studies, and Chair of Department.

**POLS-303: Independent Study: Comparative Politics**

This course allows students to select a political science faculty member or a faculty member in another academic unit at Howard University to work with on an agreed upon creative or scholar independent research project that furthers the student's interest in the area of comparative politics. The purpose of independent study research is also to support the thesis development and/or the student's future creative career goals..Open to students who have completed POLS-204 and two other Comparative Politics courses.

Permission of instructor, Director of Graduate Studies, and Chair is required

**Credits:** 3

**POLS-304: Independent Study: International Relations**

This course allows students to select a political science faculty member or a faculty member in another academic unit at Howard University to work with on an agreed upon creative or scholar independent research project that furthers the student's interest in the area of international relations. The purpose of independent study research is also to support the thesis development and/or the student's future creative career goals. Open to students who have completed POLS-287 and two other International Relations courses. Permission of instructor, Director of Graduate Studies, and Chair is required.

**Credits:** 3

**POLS-306: Independent Study: Methodology**

This course allows students to select a political science faculty member or a faculty member in another academic unit at Howard University to work with on an agreed upon creative or scholar independent research project that furthers the student's interest in the area of research methods. The purpose of independent study research is also to support the thesis development and/or the student's future creative career goals. Open to Master of Arts students after completion of two required research tools. Open to Doctor of Philosophy students after completion of three required research tools. POLS-306 cannot be substituted for research tool requirements.

**Credits:** 3

**POLS-307: Independent Study: Black Politics**

This course allows students to select a political science faculty member or a faculty member in another academic unit at Howard University to work with on an agreed upon creative or scholar independent research project that furthers the student's interest in the area of Black politics. The purpose of independent study research is also to support the thesis development and/or the student's future creative career goals. Open to students who have completed nine credits in Black Politics.

**Credits:** 3

**Prerequisites:**

Permission of instructor, Director of Graduate Studies, and Chair is required

**POLS-308: Directed Research MA Thesis**

This course can be used by master's students to meet their course registration requirements and also conduct some preliminary work on their master's research projects.

**Credits:** 6

**POLS-350: Advanced Research and Survey Design**

Preparation for either comprehensive examinations and/or preparation of a dissertation thesis proposal, prior to being admitted to candidacy for the Doctor of Philosophy degree .

**Credits:** 1

**POLS-351: Advanced Research and Survey Design**

Preparation for either comprehensive examinations and/or preparation of a dissertation thesis proposal, prior to being admitted to candidacy for the Doctor of Philosophy degree

**Credits:** 3

**POLS-352: Advanced Research and Survey Design**

Preparation for either comprehensive examinations and/or preparation of a dissertation thesis proposal, prior to being admitted to candidacy for the Doctor of Philosophy degree

**Credits:** 4

**POLS-353: Advanced Research and Survey Design**

Preparation for either comprehensive examinations and/or preparation of a dissertation thesis proposal, prior to being admitted to candidacy for the Doctor of Philosophy degree

**Credits:** 6



**POLS-354: Advanced Research and Survey Design**

Preparation for either comprehensive examinations and/or preparation of a dissertation thesis proposal, prior to being admitted to candidacy for the Doctor of Philosophy degree

**Credits:** 9

**POLS-398: Doctoral Seminar**

offered by the Director of Graduate Studies before being admitted into candidacy. One of the twelve credits applied to the doctoral dissertation is earned for successful completion of the Doctoral Seminar.

**Credits:** 1

**POLS-399: Directed Research PhD Dissertation**

The purpose of this course is for the design and performance of research leading to a Ph.D. See note on page 577 related to dissertation hours.

**Credits:** 11

**POLS-400: Race and Ethnicity in the Americas**

An examination of the political and historical context of Black and indigenous movements, policies, politics, and state actions in the Americas.

**Credits:** 3

**POLS-401: Racism in Europe**

An examination of the movements, policies, politics, and state actions regarding people of African descent, the Roma, and the Muslim community in contemporary Europe.

**Credits:** 3

## Portfolio Development & Review

**INTG-198: Environmental Factors and Spatial Analysis of Interiors**

The course involves the study of human needs and activities as a design determinant. With emphasis placed on biological, ecological, psychological, and cultural aspects of validity, research, programming, and design planning.

**Credits:** 3

**INTG-200: Drafting Interior Design Communication**

Instruction in graphic communication techniques required for professional communication of ideas and information related to interior design practice. Including one and two-point perspectives. Exposure to the proper use of equipment and materials to read interior and architectural drawings.

**Credits:** 3

**INTG-202: History of Interiors & Architecture**

This survey course examines the interiors and architecture from the African diaspora, ancient to the present. Areas of study include the political, social, economic, religious, and technological context of the periods regarding the historical development of built environments, interiors, furniture, textiles, and accessories.

**Credits:** 3

**INTG-203: Contemporary Interiors and Furnishings**

Survey course from 1900 to present-day of the history of art and interior design, design movements, styles, furniture, textiles and accessories, and their relationship to interiors, Victorian to present.

**Credits:** 3

**INTG-204: Construction & Codes of Interior Spaces**

Instruction in the interior and architectural building codes, universal, accessible, and visit-ability, construction means, and methods required for built environments. Instruction in research and application of international and jurisdictional building code requirements and identification of appropriate construction methods.

**Credits:** 3

**INTG-205: Construction and Fabrication Studio**

Studio course studies the construction documentation process iterative steps through the production of working drawings, models, schedules, and drawings to the final fabrication and construction phase—an exploration of innovative technologies in design documentation and fabrication, using modeling software and digital fabrication techniques.

**Credits:** 3

**INTG-206: CAD I**

The course introduces design software programs for interior design practice, instruction on program commands, design techniques, and methods to produce professional presentations. Emphasis placed on technical issues and investigation of new creative uses for the software.

**Credits:** 3

**INTG-207: CAD II**

An intermediate course to introductory CAD I course. Instruction includes 2-D and 3-D features, rhino, and virtualreality -VR and advanced drafting skills of interior perspectives and axonometric drawings to complete construction documents and professional presentations.

**Credits:** 3

**INTG-209: Materials & Interior Specifications**

Coursework includes an intensive examination of materials and finishes used in residential and commercial interiors. Course activities include estimating, fabrication, and installation, identifying materials, composition, use, appropriateness, manufacturers, and sources.

**Credits:** 3

**INTG-210: Presentation & Rendering Techniques**

The course involves various presentation techniques for interior design projects, including digital, graphics, and color rendering techniques to effectively communicate ideas in a presentation format that clients can understand and evaluate.

**Credits:** 3

**INTG-211: Graduate Interior Design I, Residential Design Studio**

This course provides advanced study in the application of principles, philosophies, materials, and production of residential interior design.

**Credits:** 3

**INTG-214: Interior Design Professional Practice**

The course develops foundational business and professional practices of interior design. The course explores compensation and fees, contracts, business forms, budget management, designer/client and trade relationships, and legal considerations to operate an interior design business effectively.

**Credits:** 3

**INTG-215: Interior Design Theory and Criticism**

The course examines theoretical frameworks conceptualizing Interior Design's multi-dimensional field, including topics in social sciences, design history, taste, sustainability, and ethical design.

**Credits:** 3

**INTG-216: Graduate Interior Design III, Advanced Problems in Lighting**

A studio exploration of lighting in interior environments introduces the fundamental principles of color as it applies to the spatial and visual perception of the built environment, the psychology of color, its impact on human behavior, and interior spaces.

**Credits:** 3

**INTG-217: Innovation and Inquiry**

The course emphasizes critical thinking and creative problem-solving skills. Practice critical, creative, and innovative inquiry during experimentation in problem-solving methodologies, including inductive and deductive reasoning, divergent thinking, systems thinking, lateral thinking, and design thinking.

**Credits:** 3

**INTG-218: Graduate Interior Design IV, Commercial**

The course is an advanced study in the application of ideation, principles, philosophies, and materials in commercial interior design.

**Credits:** 3

**INTG-225: Portfolio Development & Review Studio**

Critique review of a student's portfolio of work by the instructor(s). The student must complete an entire body of work product that demonstrates their studio progress—team teaching of all ID faculty.

**Credits:** 3

**INTG-269: Practicum in Interior Design / Internship**

The course includes field application and observation of business practices in an interior design establishment in the Washington, D.C. area, without compensation. Students complete a minimum of 100 hours of experiential learning to gain hands-on experience in the interior design profession—internship approved by the instructor. Weekly field documentation and evaluation are required.

**Credits:** 3

## Post Master's Certificate Program

**NUCP-503: Family Primary Care of Older Adults: Theory & Practicum**

This course addresses strategies for the non-pharmacologic management of challenging behaviors of older adults with dementia. The course is designed for advanced practice registered nurses/students, and members of the healthcare team with an interest in the care of older adults. NURS-605 course requires a case study of a client with dementia and behavioral problems.

**Credits:** 5

**NUCP-506: Family Primary Care of Children: Theory & Practicum**

This course focuses on applying nursing principles in promotion, maintenance and restoration of health for infants, children and their families. Health issues and nursing concerns of children will be studied with emphasis on developmental stages, family processes, health promotion practices, and social, cultural and spiritual influences.

**Credits:** 4

**NUCP-507: Family Primary Care of Women: Theory & Practicum**

This course focuses on the promotion, maintenance, and restoration of health for women during the childbearing years, their newborns, and their families. Through the use of a multi-sectoral approach, and with an emphasis on equitable distribution and appropriate technology, it relates physiological, environmental, cultural, and behavioral factors and issues that impact on the reproductive woman and childbearing.

**Credits:** 4

### **NUCP-603: Primary Nurse Practitioner Role Seminar & Practicum**

A primary care nurse practitioner will assess a patient's health, administer preventive care, and help to treat and manage general conditions. They will refer patients to a specialist if a more serious condition is discovered.

**Credits:** 5

## **Postgraduate Dental Program**

### **PGDP-203: Physical Diagnosis**

The primary goal of the course is to train you to conduct a thorough, accurate medical history and physical examination. You will be given an approach to acquiring clinical information, organizing and processing this information, and then presenting it in a clear concise manner. In the process we want to help you integrate your growing knowledge of pathology while learning to apply this to clinical observation and problem solving. We also will help you develop good communication skills, professionalism, cultural competence, and the habit of reflection - all essential attributes of the good physician. These skills and attributes form the basis for your professional growth in the years ahead, no matter what path in medicine you eventually choose.

**Credits:** 3

### **PGDP-600: General Dentistry Clinic**

Advanced General Dentistry is a post-doctoral clinic that offers comprehensive dental care, including routine cleanings and exams, fillings, crowns, bridges, implant restorations, dentures, and treatment of more complex general dentistry cases. In this clinic, dentists who have completed dental school and are receiving 1-2 additional years of training in advanced general dentistry provide treatment under the supervision of faculty dentists. Fees at the Advanced General Dentistry Clinic are slightly higher than at the Pre-Doctoral Clinics, though they are still lower than the fees charged by dentists in private practice.

**Credits:** 0

### **PGDP-601: General Dentistry Clinic**

A continuation of PGDP-600. Advanced General Dentistry is a post-doctoral clinic that offers comprehensive dental care, including routine cleanings and exams, fillings, crowns, bridges, implant restorations, dentures, and treatment of more complex general dentistry cases. In this clinic, dentists who have completed dental school and are receiving 1-2 additional years of training in advanced general dentistry provide treatment under the supervision of faculty dentists. Fees at the Advanced General Dentistry Clinic are slightly higher than at the Pre-Doctoral Clinics, though they are still lower than the fees charged by dentists in private practice.

**Credits:** 8

### **PGDP-604: General Dentistry Conference**

The goal of this course is to provide the second-year resident an opportunity to explore a broad range of topics related to general dentistry. Advanced literature review is expected of the second-year resident to focus on clinical care as well as practice management, information technology, ethics, advanced treatment modalities and community service. Second year residents are also expected to lead group discussions with first year residents on general dentistry topics.

**Credits:** 0

**PGDP-610: Head and Neck Anatomy and Anthropology**

This course is designed to afford the dental student with a comprehensive review of the anatomy of the head and neck as it relates to dental surgical procedures. The course is designed to present an intensive orderly approach to cranial anatomy with special reference to those regions which provide a background for the various aspects of practical dentistry. Further, the course is designed as a review and as an advanced presentation, with the presumption that the students have some knowledge of basic anatomy and physiology along with related terminology. During the course and review sessions visual aids of laboratory dissections of the various spaces and compartments of the head and neck will be presented and will be available to the students for individual study.

**Credits:** 2

**PGDP-614: Histopathology**

Histology is a discipline which examines the structure and correlating functions of tissues and cells using light microscopy, electron microscopy and other specialized microscopic methods. The course will involve a study of general tissue characteristics and will explore histologically and ultrastructurally the different tissue types in the body including epithelial, connective, skeletal, blood/vascular, muscular, and neurological tissues as well as the various organ systems including cardiovascular, lymphatic, integumentary (skin), digestive, respiratory, urinary, endocrine, male and female reproductive, and special senses (eye and ear). While the course's emphasis will be a study of the appearance of normal cells and tissues, selected abnormal/diseased tissues will be examined as well (e.g., bone osteoporosis, heart myocardial infarctions, neurological diseases, etc.) and functional correlations will be made.

**Credits:** 2

**PGDP-618: Orthodontic Laboratory**

A technical course designed to give the students an orientation in the use and manipulation of wires and other materials for preparation and construction of removable and fixed orthodontic appliances.

**Credits:** 8.5

**PGDP-619: Orthodontic Theory I**

Information presented in this course is designed to present and discuss how to obtain medical and dental histories and deliberate on specific medical and dental conditions that have explicit relevance to the practice of orthodontics, illustrate how to perform intra and extra oral examinations, familiarize the student with the various growth patterns and discuss the interrelationship of growth and orthodontic treatment, review the orthodontic record taking procedures and present how to utilize the obtained information to formulate an individualized treatment plan, discuss the various classifications of malocclusion, present the key requirements of an optimal occlusion including Andrews's six keys to normal occlusion, address the etiologies of malocclusion and understand the role of muscle pressure and oral habits on development of a malocclusion, present the theories of tooth movement as well as types of orthodontic tooth movement, discuss the concept of anchorage and discuss the mechanical principals of force control.

**Credits:** 3

**PGDP-620: Orthodontic Theory II**

Information presented in this course is designed to familiarize the students with various early systems of orthodontic treatment philosophy and the contemporary orthodontic treatment concepts. The course is designed to fully analyze the Standard edgewise and straight wire systems of mechanotherapy and to provide a basic understanding of the three stages of comprehensive orthodontic treatment including leveling and alignment, working, finishing, as well as retention procedures. This course will help students with understanding of the advantages and disadvantages of the standard edgewise and straight wire mechanotherapy as well as differences between 018 and 020 bracket systems.

**Credits:** 2

**PGDP-621: Orthodontic Theory III**

Information presented in this course is designed to present several basic orthodontic concepts and philosophies of treatment such as Bio-progressive therapy and the Mulligan technique, as well as common techniques for intra oral distalization of the upper first molars to correct a class II dental malocclusion, and the concept of functional appliance therapy. In addition, the vertical dimension control of the developing face as well as the management of the growing craniofacial complex under the influence of orthodontic and orthopedic forces will be discussed. The course will end with an introduction to the treatment complexities of adult and surgical orthodontics.

**Credits:** 2

**PGDP-622: Hospital-Clinical Oral / Maxillofacial Surgery**

It is designed for students to gain clinical experience in their progression toward clinical competence in various clinical disciplines, in the treatment of the adult, child, geriatric and special needs patient population in a diverse, multicultural, humanistic environment. Students are assigned rotation groups of 3 to 4 students each. They are assigned to the various clinical areas by groups. There are a number of components of the Clinical Rotation course for both D3 and D4 students. The students have daily assignments. D3 and D4 students are assigned on according to a predetermined schedule at the commencement of each semester. The rotation clinics are Community Dentistry and the Chronically Ill and Aged Program for D4 students; then for both D3 and D4 students Oral and Maxillofacial Surgery.

**Credits:** 8.5

**PGDP-624: Orthodontic Clinic**

This course has been designed to provide the students with knowledge and understanding of the philosophy and mechanics of fixed appliances. The course is designed to give the students exposure to orthodontic problems with as diverse types of malocclusions as our clinic population will permit. The basic laboratory and didactic course material are correlated and demonstrated through the treatment of patients. Diagnosis and treatment planning, record keeping, appliance construction and manipulation, patient management and interpersonal relationships are stressed and practiced under supervision. A multidisciplinary approach to orthodontic mechanotherapy is presented. While predominantly straight-wire appliances, the student is also exposed to standard edgewise, bio progressive, functional and other aligning appliances, and cases involving orthognathic surgery.

**Credits:** 6.5

**PGDP-626: Anesthesiology**

This course introduces the nurse anesthesia student to concepts that are necessary to formulate a plan and implement a safe and individualized anesthetic in the perioperative setting. The focus of the course includes: preparation of the anesthetizing environment; patient assessment; physiologic monitoring; anesthetic techniques; prevention of complications; utilization of anesthesia equipment; pharmacologic agents; fluid and electrolyte monitoring; communication and documentation; formulation of an anesthesia care plan and evaluation.

**Credits:** 3

**PGDP-628: Roentgenology and Cephalometrics**

This course will include a review of the basic radiologic principles and factors influencing the production of quality roentgenographs. The development of the use of roentgenographic cephalometrics will be studied. Use of roentgenographic cephalometrics in orthodontics will be discussed with emphasis on the location of hard and soft tissue landmarks. Special emphasis will be placed on the tracing of these landmarks accompanied by the definition, construction and location of the various planes, angles and linear measurements utilized in compiling a statistical analysis of the headplate

**Credits:** 3

**PGDP-629: Advanced Cephalometrics**

Students will be able to define points, planes, angular and linear measurements for the analyses covered. Perform the measurements for each of the analyses and make appropriate interpretations from them. Have a detailed understanding of the following analyses: Steiner, Ricketts, McNamara, Tweed, Wits, Brodie, Sassouni, Holdaway, and CVM. Be able to use the aforementioned analyses to aid in treatment planning. Have a working knowledge of the following analyses: Ricketts' PA, Golden Section, Downs, Peck & Peck, Reidel, Milton Neger, Wylie and Andrew's. Understand the basic principles of orthognathic surgery. Be able to apply cephalometrics to surgical treatment planning.

**Credits:** 2

**PGDP-630: Adv. Oral & Maxillofacial Surgery Lecture**

Students will learn to conduct oral screenings and evaluate patients with dental problems including toothache, oral pathology, dentofacial deformities, temporomandibular joint pathology, and preprosthetic problems. They will learn how to give intraoral injections, perform intraoral biopsies, extract simple teeth and assist with more major surgical procedures.

**Credits:** 1

**PGDP-631: OMS Problem Case Seminar**

This course includes a review of surgical cases, treatment outcomes and discussions on diagnosis and treatment planning. Additionally, there is a detailed review on selected medical or surgical topics.

**Credits:** 0

**PGDP-635: Functional Anatomy**

Students will be able to relate the connective tissue (ligaments, tendons, cartilage, bone,) muscles, and nerves (12 cranial nerves) of the craniofacial complex to the functions of respiration, mastication (includes swallowing,) and posture; and how these functions affect growth, development, and function of the stomatognathic system. Relate stress and malfunction in the stomatognathic system to muscle spasm, and pain that may occur in the muscles of the jaw, neck, shoulders, and back and may lead if chronic to degenerative processes of the temporomandibular joint. It is the intent of this course to evaluate the preventive, interceptive, and corrective role that orthodontics can play in developing and/or maintaining a harmonious physiological state.

**Credits:** 1

**PGDP-637: Advanced Radio. Interpret & Diagnosis**

Provides an in-depth understanding of normal and abnormal anatomy and how to use different forms of imaging technology.

**Credits:** 1

**PGDP-640: Pediatric Dentistry Clinic/Hospital**

This course is designed to give the postdoctoral resident a broad base of information concerning the specialty of pediatric dentistry in a way that will result in their ability to confidently practice as a specialist in pediatric dentistry. It is designed to integrate fundamentals of pediatric dentistry with clinical techniques and to allow the resident to theorize and apply those fundamentals through critical thinking. This course will also incorporate elements of evidence-based dentistry as it relates to the pediatric, adolescent, and special needs population. The clinical experience will enhance the residents' ability to assess the pediatric patient's behavior and assess the need for behavior modification techniques. For the patient who needs sedation, the resident will be able to assess and monitor the patient before, during and after the sedation appointment. The resident will also incorporate the critical thinking skills to assess those pediatric patients who must be treated in the operating room. The residents will be able to assess, workup, complete and follow up the pediatric patients treated in the operating room. The clinic will also provide the resident with experience in the teaching of the pre-doctoral students in the treatment of children with special needs.

**Credits:** 7

**PGDP-642: Pediatric Dentistry Seminar**

This course is designed to give the postgraduate student in pediatric dentistry a sound understanding and knowledge of theory and philosophy of dental treatment for children while integrating all acquired knowledge in related basic sciences and other clinical disciplines. At the completion of the course, the student should be able to have a firm understanding of pediatric dentistry concepts, patient management, child development, basic concepts of restorative procedures, cariology, pulp management in primary and permanent teeth, space management and interceptive orthodontics, nutrition and habit correction. Moreover, through a wide exposure to current and most pertinent literature and research the student will be acquainted with various philosophies and opinions in the field of Pediatric Dentistry.

**Credits:** 0

**PGDP-643: Pediatric Dentistry Literature Review**

This course is designed to review the current and most pertinent literature in pediatric dentistry and the related areas of clinical dentistry and dental research. The students are expected to actively participate in each seminar, develop the ability to critically review each article/oral health policy studied, and relate the knowledge gained to their clinical experience

**Credits:** 2

**PGDP-645: Pediatric Laboratory**

This course is designed to acquaint the student with current advanced technical procedures used in Pediatric Dentistry. Experience is provided in restorative procedures, endodontic techniques, wire bending, soldering and welding methods, band construction and placement of attachments. Emphasis is placed on construction of preventive and interceptive orthodontic appliances. Impression taking, pouring, trimming and finishing of study models is reviewed. Correlation of technical procedures with clinical application is stressed. Lectures, demonstrations, and visual aid materials are used.

**Credits:** 4

**PGDP-650: Growth and Development I**

This course is designed as a review of human growth and development. Prenatal and postnatal changes, development and methods of measuring the normal and abnormal changes are presented. Emphasis is placed on the growth and development of the head, face, jaws, skeleton and dentition. Methods of estimating physiologic age are presented. Clinical implications and ramifications as well as the abnormal development possibilities will be addressed. Developmental stages emotional development and psychological development and patient management will also be presented. Each resident will make a presentation on assigned topics under the guidance of the course director. It is requested that audio-visual aids, etc., be used in the presentation. The presenter will be required to have a detailed type written copy of his/her presentation.

**Credits:** 2

**PGDP-651: Growth and Development**

This course is designed as a review of human growth and development. Post-natal changes, development and methods of measuring and predicting growth are presented. Emphasis is placed on the growth and development of the head, face, jaws, skeleton and dentition. Case based learning is applied by having the residents present and perform two growth prediction on actual patients. Clinical implications and ramifications as well as the treatment is addressed before performing growth predictions and compared to treatment plans after a growth prediction is done.

**Credits:** 2

**PGDP-655: Principles of Epidemiology and Design**

This course is designed to introduce students in all fields of public health to the background, basic principles and methods of public health epidemiology. We will also discuss the biological, behavioral, sociocultural and environmental factors associated with the etiology and distribution of health and disease.

**Credits:** 1



**PGDP-656: Methodology in Research I**

The aim of this course is to develop students' knowledge and understanding of the role and conduct of quantitative and qualitative research methods in planning [and urban design]. Intellectual and methodological debates will be discussed in order to assist students to develop informed opinions and a critical appreciation for other's research. The imperative for ethical research practice will be presented. The course equips students with the skills to review and conduct methodologically sound research as a part of their professional work.

**Credits:** 5

**PGDP-657: Methodology in Research II**

2nd year residents present their hurdles in completing their research projects while their colleagues make suggestion for addressing these challenges in the Fall. In the Spring, the course enforces the statistical approaches that can be applied to individual research projects, reviews elements to include in thesis discussion section, and finalized formatting guidelines for thesis submission.

**Credits:** 5

**PGDP-703: Pediatrics**

This rotation provides exposure to obtaining complete medical histories, parental interviews, system-oriented physical examinations, clinical assessments of healthy and ill patients, selection of laboratory tests and evaluation of data evaluation of physical, motor and sensory development, genetic implications of childhood diseases, the use of drug therapy in the management of diseases, and parental management through discussions and explanation.

**Credits:** 1

**PGDP-720: Orthodontic Case Analysis Seminar**

This course will consist of one semester of 48 one-hour seminars designed to integrate all the basic knowledge of orthodontics learned, bringing together the different elements of "facts", experience and reading, controversies in the field are discussed from every aspect. The student is afforded a platform from which he/she can express opinions and dispel errors of judgment in a dialogue with classmates and the instructor.

**Credits:** 2

**PGDP-721: Orthodontic Case Analysis Seminar**

This course will consist of one semester of 48 one-hour seminars designed to integrate all the basic knowledge of orthodontics learned, bringing together the different elements of "facts", experience and reading, controversies in the field are discussed from every aspect. The student is afforded a platform from which he/she can express opinions and dispel errors of judgment in a dialogue with classmates and the instructor. See note on page 577 related to courses with a range of credit hours. \*Note: One to four credit hours may be awarded per semester for the Orthodontic Case Analysis Seminar course. A maximum of four credit hours may be awarded for the course.

**Credits:** 1-4

**PGDP-722: Hospital-Clinical Oral / Maxillofacial Surgery**

This course is designed for students to gain clinical experience in their progression toward clinical competence in various clinical disciplines, in the treatment of the adult, child, geriatric and special needs patient population in a diverse, multicultural, humanistic environment. Students are assigned rotation groups of 3 to 4 students each. They are assigned to the various clinical areas by groups. There are a number of components of the Clinical Rotation course for both D3 and D4 students. The students have daily assignments. D3 and D4 students are assigned on according to a predetermined schedule at the commencement of each semester. The rotation clinics are Community Dentistry and the Chronically Ill and Aged Program for D4 students; then for both D3 and D4 students Oral and Maxillofacial Surgery, Oral Diagnosis, Radiology, Emergency Services, Orthodontics, and Pediatric Dentistry. Students are also assigned to the general clinic which is indicated on the schedule by the letter "C" for their rotation groups. The general clinic consists of Endodontics, Periodontics, Prosthodontics, and Restorative Dentistry. The Clinical rotations are a major component of the Clinical curriculum of the College of Dentistry. In each of the clinical rotations listed, patients are scheduled by the department for the rotating student to treat, aside from the student's family of assigned patients, all with a patient centered comprehensive care approach. When the students are scheduled to the general clinic, they are required to appoint their assigned patients, directed by the faculty, to the appropriate discipline in their patients' proper sequence of comprehensive treatment. In addition to these rotations there is a Clinical Dentistry component to ensure that the students have a variety of experiences to enhance their knowledge of practice management and dental education.

**Credits:** 9

**PGDP-724: Orthodontic Practice Organization**

This course is designed to provide information about "real world" experiences and practical solutions to some of the challenges faced by recent orthodontic graduates. To acquaint students with the start-up and administration of an orthodontic practice; Topics may include but are not limited to financial planning, financing, employment contracts, ethics, insurance, accounting and patient management. To familiarize students with the delivery of orthodontic services in various settings (solo practice, partnerships, corporate, etc.)

**Credits:** 0

**PGDP-725: Pediatric Dentistry Seminar**

The purpose of this seminar is to aid the Resident in understanding, integrating and correlating his/her knowledge that has been presented to him/her in the orthodontic and pediatric dentistry programs. Each resident will make a presentation on assigned topics under the guidance of a faculty advisor.

**Credits:** 2

**PGDP-726: Theoretical Mechanics**

The course is designed to give the first-year postgraduate orthodontic student a basic knowledge of the force vector analysis and the principles of mechanics as they apply to orthodontic force systems in a two-tooth model. The course also gives the student an understanding of how more complex force systems operate and how to apply basic principles to multitooth and full-arch systems. Furthermore, the course provides the student with an insight into how the oral environment and biology affects the theoretical force calculations.

**Credits:** 2

**PGDP-727: Research Seminar I**

The main goals of research seminar are to acquaint students with the basic concepts and methods of statistics, their applications, and their interpretations as used in dental health research. Students will learn quantitative research terminology and its meaning, how to calculate various statical measures and indices, and how to compute and interpret inferential statistical techniques. Students will also acquire the ability to utilize the statistical software package SPSS as tools to facilitate the processing, editing, storing, displaying, analysis, and interpretation of dental health research-related data. This course covers several content areas related to quantitative data analysis. These areas include (a) quantitative research terminology, (b) SPSS & data preparation for entry in SPSS, (c) Descriptive statistics: Frequency distributions, graphical presentation of data, and measures of central tendency and variability, (d) Normal and skewed distributions, (e) Identify steps in hypothesis testing: Research hypotheses, Type I- & Type II-errors, & statistical significance, (f) Inferential statistics: Parametric vs. non-parametric tests, (g) Guidelines for test selection, (h) Bivariate statistical techniques: Pearson's correlation coefficient, Student's t-tests, One-way analysis of variance and covariance (ANOVA / ANCOVA), and Chi-square tests, and (i) Presentation, interpretation, and reporting of findings.

**Credits:** 2

**PGDP-730: Clinical TMD**

This course is designed to provide the resident with the knowledge necessary to recognize, diagnose and treat, orthodontic patients that exhibit minor to moderate temporomandibular disorders. Guest lecturers will present information in the form of seminars. The primary objective of the TMD seminars will be to introduce concepts and procedures that will reduce patient symptoms by alleviating compressive forces on the temporomandibular joint and muscles of mastication.

**Credits:** 1

**PGDP-731: OMS Problem Case Seminar**

Emphasis is on the dental management of patients with complex medical problem.

**Credits:** 2.5

**PGDP-733: Orthodontic Clinic**

This course has been designed to provide the students with knowledge and understanding of the philosophy and mechanics of fixed appliances. The course is designed to give the students exposure to orthodontic problems with as diverse types of malocclusions as our clinic population will permit. The basic laboratory and didactic course material are correlated and demonstrated through the treatment of patients. Diagnosis and treatment planning, record keeping, appliance construction and manipulation, patient management and interpersonal relationships are stressed and practiced under supervision. A multidisciplinary approach to orthodontic mechanotherapy is presented. While predominantly straight-wire appliances, the student is also exposed to standard edgewise, bio progressive, functional, and other aligning appliances, and cases involving orthognathic surgery.

**Credits:** 7

**PGDP-734: Orthodontic Clinic (Advisory Course)**

This course has been designed to provide the students with knowledge and understanding of the philosophy and mechanics of fixed appliances. The course is designed to give the students exposure to orthodontic problems with as diverse types of malocclusions as our clinic population will permit. The basic laboratory and didactic course material are correlated and demonstrated through the treatment of patients. Diagnosis and treatment planning, record keeping, appliance construction and manipulation, patient management and interpersonal relationships are stressed and practiced under supervision. A multidisciplinary approach to orthodontic mechanotherapy is presented. While predominantly straight-wire appliances, the student is also exposed to standard edgewise, bio progressive, functional, and other aligning appliances, and cases involving orthognathic surgery.

**Credits:** 0

**PGDP-735: Orthodontic Clinic**

This course has been designed to provide the students with knowledge and understanding of the philosophy and mechanics of fixed appliances. The course is designed to give the students exposure to orthodontic problems with as diverse types of malocclusions as our clinic population will permit. The basic laboratory and didactic course material are correlated and demonstrated through the treatment of patients. Diagnosis and treatment planning, record keeping, appliance construction and manipulation, patient management and interpersonal relationships are stressed and practiced under supervision. A multidisciplinary approach to orthodontic mechanotherapy is presented. While predominantly straight-wire appliances, the student is also exposed to standard edgewise, bio progressive, functional, and other aligning appliances, and cases involving orthognathic surgery.

**Credits:** 6

**PGDP-741: Pediatric Dentistry Clinic**

This course is designed to give the postdoctoral resident a broad base of information concerning the specialty of pediatric dentistry in a way that will result in their ability to confidently practice as a specialist in pediatric dentistry. It is designed to integrate fundamentals of pediatric dentistry with clinical techniques and to allow the resident to theorize and apply those fundamentals through critical thinking. This course will also incorporate elements of evidence-based dentistry as it relates to the pediatric, adolescent, and special needs population. The clinical experience will enhance the residents' ability to assess the pediatric patient's behavior and assess the need for behavior modification techniques. For the patient who needs sedation, the resident will be able to assess and monitor the patient before, during and after the sedation appointment. The resident will also incorporate the critical thinking skills to assess those pediatric patients who must be treated in the operating room. The residents will be able to assess, workup, complete and follow up the pediatric patients treated in the operating room. The clinic will also provide the resident with experience in the teaching of the pre-doctoral students in the treatment of children with special needs.

**Credits:** 7

**PGDP-744: Pediatric Dentistry Lit Review**

This course is designed to review the current and most pertinent literature in pediatric dentistry and the related areas of clinical dentistry and dental research. The students are expected to actively participate in each seminar, develop the ability to critically review each article/oral health policy studied, and relate the knowledge gained to their clinical experience.

**Credits:** 3

**PGDP-745: Pediatric Dentistry Case Analysis Seminar**

This course is designed to review and discuss all clinical, research and didactic instructions that the student receives in the Howard University Pediatric Dentistry Postdoctoral Program. The records of clinical cases being treated or whose treatment has been completed will be used primarily as a basis for discussions. The student's knowledge and ability to manage clinical cases using evidence-based methodologies are evaluated. This course will also provide necessary knowledge and learning skills for each student to engage in the pursuit of Board Certification in its Specialty of Pediatric Dentistry.

**Credits:** 3

**PGDP-746: Clinical Research**

This course is designed to review and discuss all clinical and evidence-based research on the development of the occlusion during the mixed dentition phase of dental development. The series of discussions and presentations is to expand the postgraduate student's knowledge in the area of the dentition and occlusal development. During the course the students will make use of the relevant clinical research conducted on Children African and European American Descent. The student's knowledge and ability to manage clinical cases using evidence-based methodologies are evaluated. See note on page 577 related to courses with a range of credit hours.

**Credits:** 2

**PGDP-750: Dental Education**

This postdoctoral course is intended to introduce the history and evolution of dental education, the development of educational theories and practices, challenges in dental education, and the relationship between dental education and dental practice. Learners will be exposed to topics and activities that will aid understanding of some of the qualifications and skills that contribute to effective dental education, facilitate the ability to critically assess their current experiences and consider the possibilities of future academic and/or research careers.

**Credits:** 1

**PGDP-758: Internal Medicine**

Advanced principles of and procedures in the physical evaluation in preparation for matriculation into the second year of medical school. Advanced students learn to perform a physical examination, obtain a patient history and evaluate patient information. The first-year resident will spend 3 weeks shadowing a clinician-mentor in the ambulatory or hospital setting. The experience is meant to introduce the student to the practice of medicine (broadly defined) and allows the student to practice targeted parts of the medical interview and physical exam. The hands-on learning that these sessions provide is a complement to the basic science courses and physical examination skills obtained in Dental school. A critical component of this education exercise should be on observation of the medical interview in action and observing aspects of the patient-doctor relationship. Limited skills such as interviewing for an HPI, taking a family history, checking vital signs, and holding an otoscope will also be covered. Topics range from how to take vital signs to enhancing awareness of cross-cultural issues

**Credits:** 1

**PGDP-760: Orthodontic Literature Review**

Orthodontic Literature Review: Fall and Spring Semesters, 5 credit hours. This course consists of presentations of classic and current literature in orthodontics, discussions and related case presentations to familiarize the students with past and current literature and prepare them for the American Board of Orthodontics (ABO) written specialty board examination.

**Credits:** 3

**PGDP-766: Mixed Dentition Seminar**

Information presented in this course is designed to present the development of the occlusion during the mixed dentition phase of dental development. The interrelationships of skeletal, dental and soft tissue development will be stressed. Upon completion of the course, the student should be able to: 1) distinguish normal from abnormal development; 2) evaluate the growth pattern; 3) recognize the dental eruption pattern; 4) determine whether or not treatment should be instituted and 5) select the best therapeutic methods to maintain normal growth of the stomatognathic system, intercept, or correct abnormal development.

**Credits:** 1

**PGDP-767: Comprehensive Surgery Orthodontic Seminar**

The purpose of this seminar is to aid the resident in integrating and correlating his/her knowledge that has been presented to him/her in the orthodontic program in preparation for life after his/her training period. Each resident will be required to make presentations to the seminar on assigned topics. It is requested that audio-visual aids be used in the presentation. A summary sheet of the presented work must be prepared for distribution to the group.

**Credits:** 2

**PGDP-768: Orthodontic Seminar**

The purpose of this seminar is to aid the resident in integrating and correlating his/her knowledge that has been presented to him/her in the orthodontic program in preparation for life after his/her training period. Each resident will be required to make presentations to the seminar on assigned topics. It is requested that audio-visual aids be used in the presentation. A summary sheet of the presenter's work must be prepared for distribution to the group.

**Credits:** 2

**PGDP-770: Orthodontic Clinic**

This course has been designed to provide the students with knowledge and understanding of the philosophy and mechanics of fixed appliances. The course is designed to give the students exposure to orthodontic problems with as diverse types of malocclusions as our clinic population will permit. The basic laboratory and didactic course material are correlated and demonstrated through the treatment of patients. Diagnosis and treatment planning, record keeping, appliance construction and manipulation, patient management and interpersonal relationships are stressed and practiced under supervision. A multidisciplinary approach to orthodontic mechanotherapy is presented. While predominantly straight-wire appliances, the student is also exposed to standard edgewise, bio progressive, functional, and other aligning appliances, and cases involving orthognathic surgery.

**Credits:** 7

**PGDP-771: Manuscript Preparation**

Each resident receives individual instruction for formatting their research projects into manuscripts for journal submission.

**Credits:** 4

**PGDP-778: Periodontic-Orthodontic Seminar**

This course is designed to introduce the student to the use of the dental literature to develop an understanding of the interrelationship of Periodontics with the fields of orthodontics and pediatric dentistry.

**Credits:** 2

**PGDP-779: Craniofacial Genetics**

This course will review basic molecular genetic information and its function in transmitting the characteristics that perpetuate the species. Biochemical and cytological principles including Mendelian Law are presented which emphasize pedigree analysis, clinical and biochemical studies of hereditary diseases and chromosomal anomalies with their physical sequelae. Principles of genetic testing and counseling as well as the recent genetic discovery, advanced technologies, and strategy of personalized medicine.

**Credits:** 1

**PGDP-822: Hospital-Clinical Oral and Maxillofacial Surgery**

This course is designed for students to gain clinical experience in their progression toward clinical competence in various clinical disciplines, in the treatment of the adult, child, geriatric and special needs patient population in a diverse, multicultural, humanistic environment. Students are assigned rotation groups of 3 to 4 students each. They are assigned to the various clinical areas by groups. There are a number of components of the Clinical Rotation course for both D3 and D4 students. The students have daily assignments. D3 and D4 students are assigned on according to a predetermined schedule at the commencement of each semester. The rotation clinics are Community Dentistry and the Chronically Ill and Aged Program for D4 students; then for both D3 and D4 students Oral and Maxillofacial Surgery, Oral Diagnosis, Radiology, Emergency Services, Orthodontics, and Pediatric Dentistry. Students are also assigned to the general clinic which is indicated on the schedule by the letter "C" for their rotation groups. The general clinic consists of Endodontics, Periodontics, Prosthodontics, and Restorative Dentistry. The Clinical rotations are a major component of the Clinical curriculum of the College of Dentistry. In each of the clinical rotations listed, patients are scheduled by the department for the rotating student to treat, aside from the student's family of assigned patients, all with a patient centered comprehensive care approach. When the students are scheduled to the general clinic, they are required to appoint their assigned patients, directed by the faculty, to the appropriate discipline in their patients' proper sequence of comprehensive treatment. In addition to these rotations there is a Clinical Dentistry component to ensure that the students have a variety of experiences to enhance their knowledge of practice management and dental education.

**Credits:** 9

**PGDP-831: Oral Maxillofacial Surgery Problem Case Seminar**

This triweekly conference series is dedicated to the review and discussion of current patient cases with emphasis in mortality and morbidity review.

**Credits:** 1.5

**PGDP-832: Head and Neck Conference**

Day to day instruction will focus on principles and pathophysiology of head and neck surgical disease, pre-, peri-, and post-operative care of surgical patients, and evaluation and development of procedural skills in minor oral surgery in an ambulatory setting.

**Credits:** 2

**PGDP-836: Head and Neck Conference**

Day to day instruction will focus on principles and pathophysiology of head and neck surgical disease, pre-, peri-, and post-operative care of surgical patients, and evaluation and development of procedural skills in minor oral surgery in an ambulatory setting.

**Credits:** 2

**PGDP-843: Grand Case Presentation**

This course includes a review of surgical cases, treatment outcomes and discussions on diagnosis and treatment planning. Additionally, there is a detailed review on selected medical or surgical topics.

**Credits:** 3

**PGDP-850: Pharmacotherapeutics**

This course is designed to provide the basic pharmacologic concepts and foundations necessary for the studies of advanced pharmacology. Covered topics include pharmacodynamics, pharmacokinetics, pharmacogenetics, and pharmacoeconomics, and their importance in the selection of proper pharmacotherapeutics and patient safety. In addition, the basic concepts of drug interactions and adverse reactions will be discussed together with pertinent examples and techniques to minimize potential risks to patient safety.

**Credits:** 1

**PGDP-922: Hospital-Clinical Oral / Maxillofacial Surgery**

This course is designed for students to gain clinical experience in their progression toward clinical competence in various clinical disciplines, in the treatment of the adult, child, geriatric and special needs patient population in a diverse, multicultural, humanistic environment. Students are assigned rotation groups of 3 to 4 students each. They are assigned to the various clinical areas by groups. There are a number of components of the Clinical Rotation course for both D3 and D4 students. The students have daily assignments. D3 and D4 students are assigned on according to a predetermined schedule at the commencement of each semester. The rotation clinics are Community Dentistry and the Chronically Ill and Aged Program for D4 students; then for both D3 and D4 students Oral and Maxillofacial Surgery, Oral Diagnosis, Radiology, Emergency Services, Orthodontics, and Pediatric Dentistry. Students are also assigned to the general clinic which is indicated on the schedule by the letter "C" for their rotation groups. The general clinic consists of Endodontics, Periodontics, Prosthodontics, and Restorative Dentistry. The Clinical rotations are a major component of the Clinical curriculum of the College of Dentistry. In each of the clinical rotations listed, patients are scheduled by the department for the rotating student to treat, aside from the student's family of assigned patients, all with a patient centered comprehensive care approach. When the students are scheduled to the general clinic, they are required to appoint their assigned patients, directed by the faculty, to the appropriate discipline in their patients' proper sequence of comprehensive treatment. In addition to these rotations there is a Clinical Dentistry component to ensure that the students have a variety of experiences to enhance their knowledge of practice management and dental education.

**Credits:** 9

**PGDP-931: Oral Maxillofacial Surgery Problem Case Seminar**

This triweekly conference series is dedicated to the review and discussion of current patient cases with emphasis in mortality and morbidity review.

**Credits:** 1.5

## Prosthodontics

**PROS-104: Occlusion Lecture**

This course develops a clear concept of the anatomy of the Stomatognathic System, i.e., the location and function of structures relative to each other. Concepts of the forces involved in occlusion and their effects on the periodontium are presented and the factors for determining the pattern seen in mandibular movements, relating teeth and muscle function to the latter are made clear. Types of occlusal schemes and classifications will also be covered. Students will be introduced to the physiology of mastication, deglutition, speech, and respiration, along with tooth contact and the protective reflexes involved. Further, the student will learn about o the instrumentation used in the study and treatment of occlusal disease.

**Credits:** 1

**PROS-111: Introduction to Prosthodontics**

This course is designed to prepare students with an introduction to concepts in Fixed, Removable and Implant prosthodontics in order to develop a mastery of clinical and laboratory competence in the total Comprehensive Prosthodontics.

**Credits:** 1

**PROS-205: Fixed Prosthodontics Lab II**

The is part two of the course administered in the previous semester. It continues the delivery of basic principles of Fixed Prosthodontics to include preparation design and laboratory procedures in pouring impressions, die trimming, casting, etc. The student will gain the knowledge required to treatment plan patients requiring single crown and multiple fixed partial denture prostheses.

**Credits:** 3



**PROS-206: Fixed Prosthodontics Lecture II**

This course is the second part of the Fixed Prosthodontic Lecture series. Fixed Prosthodontics lecture II continues to hone the knowledge of Fixed Prosthodontics principles, which includes complex preparation design and laboratory procedures. Preparation for impressions, provisionals, and margin design for fixed prostheses will be emphasized. Through words and projected visual/illustration slides, the techniques that are to be performed in the laboratory will be presented. The lecture will also explain the rationale of these techniques and how they are based on sound biologic and mechanical concepts and principles. At the completion of the course series (Lecture and Lab), the student is expected to be competent in preparation design for partially edentulous patients and the related laboratory procedures and simulated exercises which serve as an introduction to the clinical practice of fixed partial denture prosthodontics.

**Credits:** 1

**PROS-211: Removable Prosthodontics Lecture (D2)**

This course is designed to explain, through words and projected visual illustration slides, the techniques that are to be performed in the laboratory. The lecture will also explain the rationale of these techniques and how they are based on sound biologic and mechanical concepts and principles. This lecture course is designed to run concurrently with the Removable Prosthodontic Laboratory Course. Students will begin to develop the ability to accurately diagnose the conditions of patients requiring removable partial prostheses and develop comprehensive treatment plans, ability to render an honest and reliable prognosis concerning treatment rendered and ability to develop and maintain good rapport with patients.

**Credits:** 1

**PROS-212: Removable Prosthodontics Laboratory II**

This course is designed to continue and build on the training from the previous semester course in Removable Prosthodontics, with emphasis on the partially edentulous removable prosthetics. Students will hone their skills and abilities to accurately diagnose the conditions of patients requiring removable partial prostheses and develop comprehensive treatment plans. They will develop an ability to render an honest and reliable prognosis concerning treatment rendered and to develop and maintain good rapport with patients.

**Credits:** 2

**PROS-214: Removable Prosthodontics Laboratory (D2)**

This course is designed to provide adequate training in all basic Removable Partial Prosthodontics. The related laboratory procedures are simulated exercises serving as an introduction to the clinical practice of removable partial denture prosthodontics.

**Credits:** 2

**PROS-215: Removable Prosthodontics Lecture II (D2)**

A continuation of PROS-211. This course builds upon understanding of techniques that are to be performed in the laboratory.

**Credits:** 1

**PROS-251: Fixed Prosthodontics Lab I (Lab)**

This pre-doctoral laboratory course prepares the second-year dental student for clinical practice in Fixed Prosthodontics. The course will train the students to master clinical and laboratory competencies in Fixed Prosthodontics with hands-on preparation of dentiform teeth, simulating clinical practice. Students will be assigned projects that will be graded. Peer assessment and self-assessment techniques will be used for formative learning. Students will use content from the lecture course as reference for review and will have quizzes to test the student's knowledge during the laboratory assignments.

**Credits:** 0

**PROS-262: Removable Prosthodontics II**

This course builds on and integrates the laboratory experience obtained in pre-clinical courses with the treatment of Removable Prosthodontic patients at Howard University Dental Clinic. Student clinical experiences will be guided by clinical applications and techniques used by the department for the construction of complete and partial dentures. Emphasis is placed on treatment planning of clinical cases and the relationship of Removable Prosthodontics to other clinical disciplines. These aspects of the course are reinforced by lecture topics supporting clinical activities.

**Credits:** 1

**PROS-264: Fixed Prosthodontics I (Lec)**

This lecture course is designed to precede the Fixed Prosthodontic Laboratory Course. The student will briefly revisit the fundamental concepts of occlusion as related to Fixed Prosthodontics and learn the basic principles used in performing Fixed Prosthodontics procedures and their inter-relationship with Removable Prosthodontics and other disciplines.

**Credits:** 0.5

**PROS-331: Preclinical Implant Lecture**

This course along with the laboratory component will prepare students for clinical practice in Implant prosthodontics. The lecture course will present the theories associated with major concepts and principles expected for the development of competency in implant prosthodontics. The primary goals and objectives of this Implant Prosthodontics course involve clinical education and to inform laboratory training of the dental students. Lectures will cover the design of comprehensive treatment plans to include proper treatment sequencing of all steps in removable, fixed and implant supported denture procedures. The impact of occlusion, as it relates to implant prostheses and implant supported complete denture prosthodontic treatment will be discussed. Other topics to be covered include recognition and selection of appropriate materials to provide clinically acceptable impressions with respect to periodontal health, function, and esthetics for implant prostheses; restorative parts in clinical, surgical, and laboratory procedures to maximize esthetics and patient function; completion of laboratory authorization forms to ensure maximum esthetics and function in implant prosthodontic care.

**Credits:** 1

**PROS-332: Preclinical Implant Laboratory**

This course is designed to provide the students with the laboratory experience necessary to apply the knowledge of the basic principles of Implant Dentistry and their relevance to clinical implementation. Implant placement, prosthetic restoration, maintenance, and complications will be discussed. The student will have the knowledge with the clinical and laboratory procedures related to the implant dentistry as related in clinical restoration and surgical phases of implant dentistry and the laboratory fabrication of surgical stents, impression pouring and fabrication of provisional for implant prosthodontics. At the completion of the course, the student is expected to be competent in the clinical treatment planning for partially edentulous patients and major concepts in implant dentistry and show competence in laboratory impression making, surgical guide construction and provisional fabrication for implant denture prostheses.

**Credits:** 1

**PROS-352: IDP Rem Prosthodontics Lab**

This course is designed to provide adequate training in all basic Removable Partial Prosthodontics. The related laboratory procedures are simulated exercises serving as an introduction to the clinical practice of removable partial denture prosthodontics.

**Credits:** 0

**PROS-367: Clinical Implant Lecture/Laboratory**

The curriculum for Clinical Implant Lecture and Laboratory is a continuation of the Pre-Clinical Implant Laboratory and Lecture courses. This series of lectures and pre-doctoral clinical laboratory simulation procedures prepares students for the clinical practice in Implant prosthodontics. The course will continue the application and mastery clinical, and laboratory competencies in overdenture implant dentistry.

**Credits:** 2

**PROS-441: Advanced Prosthodontic Concepts**

The curriculum for the D-4 Prosthodontics didactic lecture is a compilation of advanced clinical and laboratory concepts and seminars in Comprehensive Prosthodontics. This course is designed to enable the students to master clinical, and laboratory competencies in the total Comprehensive Prosthodontics. The student will acquire training in advanced concepts and principles in Comprehensive Prosthodontics. Critical thinking skills will be used in establishing a comprehensive plan for oral presentations in comprehensive prosthodontics. The ability to accurately diagnose and treat partially edentulous patients, implant prosthetic cases with tools of complete restorative and surgical aspect of comprehensive approach will be emphasized and evaluated. Students will be able to demonstrate the ability to render an honest and reliable prognosis and diagnosis in treatment rendered and ability to develop and maintain good rapport with patients upon course completion. Problem solving and treatment involving post-insertion techniques and maintenance for prostheses to maintain the health of the periodontium will be a valuable learned tool in this course. Evaluation for referral of patients to specialists who are beyond the scope of the general dentistry will be discussed.

**Credits:** 1

## Psychology

**HUDE-208: Expressive Therapies and Approaches**

Presents a conceptual framework and major contributions to studying familial functioning across the life cycle.

**Credits:** 3

**PSYC-171: Psychopharmacology**

This course offers an introduction to the field of Psychopharmacology from the perspective of how drug actions in the brain affect psychological processes. Students will further develop their basic understanding of neuroanatomy and the neurotransmitters of the nervous system associated with major diagnoses. Additionally, the use of medications to treat specific psychiatric disorders and the historical, political, and ethical context of psychotropic medications in mental health services will be explored.

**Credits:** 3

**PSYC-203: First-Year Research**

Students will be introduced to the logic behind psychological research and common research designs.

**Credits:** 1

**PSYC-205: General Research Methods**

Course Description: This course is a survey and overview of research methodology in psychology as a scientific field. The goal of the course is to acquaint students with fundamental questions and issues concerning approaches to scientific, experimentation-based psychology---cf. a hands-on experience of research may only be gained by participating in research activities in each student's area of study. The central questions recurring in various forms during the course are: a) What is scientific knowledge? (What is the kind of knowledge that we can accept in science?); b) How do we contribute to the body of such knowledge with our own research? (What are the designs and methods that can ensure research conclusions are valid statements?); c) What position would you take about the usefulness of psychological research as its consumer or practitioner?

**Credits:** 3

**PSYC-206: History and Systems**

Treats the development of psychology from philosophy and physiology and major systems and their influence.

**Credits:** 3

**PSYC-207: Statistics I**

Topics include probability and the logic of hypothesis testing, confidence intervals and effect sizes, parametric statistical tests (e.g., t-tests, ANOVA, and regression), nonparametric statistical tests, use of statistical data packages, and writing the results of a scientific report.

**Credits:** 3

**PSYC-208: Statistics II**

A continuation of PSYC-207. Topics include probability and the logic of hypothesis testing, confidence intervals and effect sizes, parametric statistical tests (e.g., t-tests, ANOVA, and regression), nonparametric statistical tests, use of statistical data packages, and writing the results of a scientific report.

**Credits:** 3

**PSYC-210: Ethics & Issues-Prof Psych I**

Deals with roles, functions, and organizations of psychologists; the teaching of psychology; curricula; professional and research ethics; social and legal controls; evaluation; and public policy.

**Credits:** 3

**PSYC-211: Brain and Behavior**

Introduction to concepts and research to understand relations between bodily processes and behavior, with a focus on human brain structure and function.

**Credits:** 3

**PSYC-219: First-Year Research**

Students will be introduced to the logic behind psychological research and common research designs.

**Credits:** 3

**PSYC-220: Psychopathology**

Covers individual and group pathology and treatment, with emphasis on social systems and their role in behavior disorder.

**Credits:** 3

**PSYC-222: Social Psychology of the Individual**

There are two components to this course: one is experientially-based and the other is theory-based. These two dimensions will be synthesized in the seminar discussions, readings, and assignments. This will require the ability to learn from experience as well as in-class activities.

**Credits:** 3

**PSYC-225: Cognitive Development**

This course is a survey of the broad field of cognitive development from the perspective of education and the learning sciences

**Credits:** 3

**PSYC-228: Personality and Social Development**

This course examines the basic topics in personality and social development. It is intended to provide a comprehensive overview of current research and theory in the field of developmental psychology.

**Credits:** 3

**PSYC-233: Neuropsychology**

This course is designed to provide you with a fundamental understanding of neuropsychological concepts, principles and issues. We will critically examine the clinical and experimental approaches used in the study of human brain-behavior relations, their influence in generating research questions and their contribution to the understanding of the brain's functional and structural organization. The paradigms that we will examine are organized around the idea that a host of sociocultural, biological, psychological and spiritual factors influences brain functions. Diversity topics (e.g., gender, race/ethnicity, religion, SEP, age) and brain health are considered in the context of these biopsychosocial and spiritual factors.

**Credits:** 3

**PSYC-235: Topics in Developmental Psychology**

Specialized course for those in the developmental psychology area focusing on current and/or seminal topics in the field.

**Credits:** 3

**PSYC-237: Seminar in Developmental Psychology**

A rotating discussion of topics in the wide domain of developmental psychology.

**Credits:** 3

**PSYC-240: Research Methods in Developmental Psychology**

This course examines the techniques of longitudinal, cross-sectional, normative and experimental studies. It is intended to provide a comprehensive overview of current research and theory in the field of developmental psychology, and the various methods used to investigate topics in the field. In order to achieve this goal, a hybrid format is often used where 50% of course instruction is conducted in the traditional manner in the classroom, and 50% of the instruction is offered online, at the instructor's discretion.

**Credits:** 3

**PSYC-244: Seminar in Neuropsychology**

Over a four-year period, this course provides the comprehensive examination of a different sub-discipline (Cognitive, Affective, Social, and Health Neuropsychology) in human neuropsychology. A critical review of theory, research, and methodology in each of these human neuropsychology sub-disciplines is offered.

**Credits:** 3

**PSYC-248: Practicum in Developmental Psychology**

This course is designed to help students in the developmental area achieve a level of mastery that is consistent with the goals of our graduate program, which include training the next generation of Black psychologists and others to produce new knowledge, teach, engage in clinical practice, develop policy, and transform lives, through the scientific work in the area of developmental psychology.

**Credits:** 3

**PSYC-259: Health Psychology**

This course is designed to provide students with in-depth exploration of theoretical frameworks within health psychology. Additionally, students investigate how health issues and health behaviors impact psychological functioning and well-being.

**Credits:** 3

**PSYC-260: Race and Racism**

This course examines the scientific status of efforts to cleave human variability into races. It provides a psychological perspective on the conceptual and empirical work related to racism that is available in an array of disciplines. Prerequisites: Graduate Status.

**Credits:** 3

**PSYC-266: Psychology of Exceptional Children**

This course is designed to familiarize you with the psychology and special problems of children who have health, intellectual, academic, emotional, behavioral, sensory and physical exceptionalities.

**Credits:** 3

**PSYC-271: Psychopharmacology**

This course will provide students with an introduction to psychopharmacology, summarizing the basic concepts of the functions of the organs and systems of the human body and brain. Students will identify and assess the actions, effects, uses and abuses of legal and illegal drugs.

**Credits:** 3

**PSYC-277: Applied Multivariate Statistics**

This course covers advanced-level multivariate statistical methods, including an overview of the general linear model, assumptions of multivariate statistical procedures, MANOVA and MANCOVA, discriminant function analysis, canonical correlation analysis, cluster analysis, and principal components analysis.

**Credits:** 3

**PSYC-280: Clinical Assessment I**

Introduces students to clinical psychology, including a comprehensive review of clinical techniques and a community practicum.

**Credits:** 3

**PSYC-281: Clinical Assessment II**

Involves clinical techniques in the assessment of intellectual and personality processes and a community practicum.

**Credits:** 3

**PSYC-284: Psych Testing Assess Prac I**

Students undertake supervised administration, scoring, and evaluation of psychological tests in settings where psychological testing is a daily activity.

**Credits:** 0

**PSYC-285: Testing Practicum II**

A continuation of testing activities begun in PSYC-284. Practicum I. . Students undertake supervised administration, scoring, and evaluation of psychological tests in settings where psychological testing is a daily activity

**Credits:** 0

**PSYC-286: Practicum III**

Supervised psychotherapy practice.

**Credits:** 0

**PSYC-287: 2nd Yr Therapy Prac IV**

Supervised psychotherapy practice.

**Credits:** 0

**PSYC-288: Neuropsychological Assessment**

Supervised psychotherapy practice.

**Credits:** 3

**PSYC-291: Family Assessment and Therapy**

Supervised psychotherapy practice.

**Credits:** 3

**PSYC-292: Practicum V**

Analyzes principles and experience in program development. Study of community structure; social systems/ environmental influences, change process, and the development and evaluation of community intervention. Practicum.

**Credits:** 0

**PSYC-293: 3rd Yr Practicum VI**

Supervised psychotherapy practice.

**Credits:** 0

**PSYC-294: Individual Psychotherapy I**

Introduces student to individual psychotherapy. Focus on psychotherapy with adults. Practicum.

**Credits:** 3

**PSYC-296: Individual Psychotherapy II**

A continuation of PSYC-294. Introduces student to individual psychotherapy. Focus on psychotherapy with adults. Practicum.

**Credits:** 3

**PSYC-315: Complex Case Conceptualization, Consultation, and Supervision**

In addition, to conceptualizing a client's problems and treatment options, this course covers the skills needed to conceptualizing system wide problems. Students will develop consultation skills that are needed in a variety of education and health systems. Finally, we will learn how to conceptualize the supervision process for different levels of clinical experience.

**Credits:** 3

**PSYC-390: Clinical Psychology Externship**

The externship program is designed for advanced doctoral students in Clinical Psychology, Counseling Psychology, or other related fields who are interested in further developing their clinical skills, building their theoretical knowledge, and working with students in a university counseling center setting. The theoretical perspective of the training program is integrative, with a relational and multicultural focus.

**Credits:** 1

**PSYC-391: Clinical Psychology Externship**

The externship program is designed for advanced doctoral students in Clinical Psychology, Counseling Psychology, or other related fields who are interested in further developing their clinical skills, building their theoretical knowledge, and working with students in a university counseling center setting. The theoretical perspective of the training program is integrative, with a relational and multicultural focus.

**Credits:** 2

**PSYC-392: Clinical Psychology Externship**

The externship program is designed for advanced doctoral students in Clinical Psychology, Counseling Psychology, or other related fields who are interested in further developing their clinical skills, building their theoretical knowledge, and working with students in a university counseling center setting. The theoretical perspective of the training program is integrative, with a relational and multicultural focus.

**Credits:** 3

**PSYC-400-415: Graduate Research**

Supervised research course reserved for working to fulfil the requirement for milestone projects (thesis equivalency, dissertation proposal, etc.).

**Credits:** 3

**PSYC-600: Clinical Internship**

Students may obtain course credit by working for a human service organization during one semester of the academic year and simultaneously enrolling in an academic course that includes weekly meetings, reading, and writing assignments, along with student-created learning plans and an independent project.

**Credits:** 1

**PSYC-601: Internship**

Students may obtain course credit by working for a human service organization during one semester of the academic year and simultaneously enrolling in an academic course that includes weekly meetings, reading, and writing assignments, along with student-created learning plans and an independent project.

**Credits:** 1

## Public Health Program

**PUBH-6247: Advanced Epidemiological Methods (George Washington University Course)**

Study design, proposal development, and critique of published studies. Please note that consortium courses are charged by the teaching university. For students receiving military benefits, they will need to be certified by both schools.

**Credits:** 3

**PUBH-6390: Prescription Drugs: Policy and Public Health**

Key policies and public health programs related to each stage of a prescription drug's life cycle; Congressional funding focused on speeding the development and approval of needed drugs, public and private approaches to increase access to prescription drugs, and exceptions to international laws that allow some countries to violate prescription drug patents to improve the health of impoverished citizens.

**Credits:** 3

## Radio Television and Film

**RTFG-500: Film History**

Survey of the history of film beginning with the early silent cinema and radio and culminating with the classic Hollywood cinema

**Credits:** 3

**RTFG-501: Scriptwriting I**

The purpose of the course is to learn about film and television screenplay structure, analyze dramatic strategies in film and television, learn and apply correct script form, and creatively engage in the various stages of original scriptwriting.

**Credits:** 3

**RTFG-502: Film Editing**

Designed to foster positive learning experiences while teaching the basic production and editing techniques of cinematography. The course is designed to involve students in the technological environment of both live and recorded film productions.

**Credits:** 3



**RTFG-503: Cinematography II**

Explores the art of visual storytelling and provides a firm overview of the technical foundation in how to effectively use the camera, lighting, and other tools to convey your message. The course starts by examining the art of photography and video, and how to properly harness the medium to communicate your message. From there, you will learn about the technical skills needed to create images and videos through a discussion of the camera and its components. You will learn to control the viewer's experience through creative choices you make about where to put the camera and how to move it.

**Credits:** 3

**RTFG-504: Film Analysis**

This course introduces students to the basics of film analysis, cinematic formal elements, genre, and narrative structure and helps students develop the skills to recognize, analyze, describe and enjoy film as an art and entertainment form.

**Credits:** 3

**RTFG-601: Film Criticism and Theory**

This course provides an introductory overview to film theories and methods of film analysis. Film theory describes how cinema functions as a medium, art form and practice, institution (etc.), and how cinema signifies (e.g. communicates, produces meanings, and constructs itself as a language).

**Credits:** 3

**RTFG-602: Cinematography III**

A continuation of RTVF-503. Explores the art of visual storytelling and provides a firm overview of the technical foundation in how to effectively use the camera, lighting, and other tools to convey your message. The course starts by examining the art of photography and video, and how to properly harness the medium to communicate your message. From there, you will learn about the technical skills needed to create images and videos through a discussion of the camera and its components. You will learn to control the viewer's experience through creative choices you make about where to put the camera and how to move it.

**Credits:** 6

**RTFG-603: Film Directing**

Introduction to the history, theory and basic concepts of film direction. Includes interpretative script analysis, creative visualization, conceptualization, use of space, working with actors and designers, and direction of short scenes and videos. Special fees apply.

**Credits:** 3

**RTFG-604: Cinema Sound**

This course covers the fundamental elements of producing, designing, and editing sound for film/video. Students learn the basics of audio recording, sound editing, and multi-track sound design specifically for the moving image.

**Credits:** 3

**RTFG-700: African American Cinema**

This course surveys the history, theories, debates, and controversies that have characterized African American cinema, with an emphasis on the relationship between African American cinema and American culture and politics more broadly.

**Credits:** 3

**RTFG-701: Scriptwriting III**

A continuation of RTVF-501. The purpose of the course is to learn about film and television screenplay structure, analyze dramatic strategies in film and television, learn and apply correct script form, and creatively engage in the various stages of original scriptwriting.

**Credits:** 3

**RTFG-702: Film Practicum**

This course provides students with practical film production experience by participation in approved filmmaking projects.

**Credits:** 3

**RTFG-703: Advanced Film Directing**

personal voice and style in filmmaking. Students will combine advanced techniques in script analysis, actor staging and blocking, and carefully designed camera movement as elements of visual style with detailed analysis of subject, theme, and point of view as elements of voice.

**Credits:** 6

**RTFG-800: African Cinema**

This course intersects academic categories and topics such as Film, Media, Cultural Studies, French civilization and culture, colonialism, emigration, postmodernism. Cinema is a social discourse, a presentation and representation.

**Credits:** 3

**RTFG-801: Production / Distribution / Exhibit Seminar**

Course provides students with a real world experience of helping to develop a concept and then select material and negotiate for the rights to that content. Students learn the importance of networking and pitching, and pitch a project to the class for production selection. The importance of the collaborative process with writers is the main focus, as well as the marketing, distribution and packaging of a film.

**Credits:** 3

**RTFG-802: Thesis**

Thesis guidance for M.A. students.

**Credits:** 6

**RTFG-803: Independent Study**

Allows the student to explore a topic of interest under the close supervision of a faculty member. The course may include directed readings, applied work, assisting a faculty member with a research project, carrying out an independent research project, or other activities deemed appropriate

**Credits:** 3

**RTFG-804: Scriptwriting IV (Screenwriting Option)**

A continuation of RTVF-701. The purpose of the course is to learn about film and television screenplay structure, analyze dramatic strategies in film and television, learn and apply correct script form, and creatively engage in the various stages of original scriptwriting.

**Credits:** 3

## Regulatory Affairs

**RAFF-6201: Introduction to Global Regulatory Affairs**

Foundations of regulatory affairs, including U.S. and international legislation and regulatory processes guidelines. Roles of leaders of regulatory affairs in developing products, navigating the regulatory review and approval process, and contributing to keeping products on the market.

**Credits:** 3

**RAFF-6202: Regulatory Drug Biologics**

Development and evaluation of the regulatory affairs strategies that support drug and biologic development. Research science, study design, master file, risk/benefit analyses, product specifications and milestone identification, IND and NDA.

**Credits:** 3

**RAFF-6275: Leadership & Change in Regulatory Affairs**

Theories of leadership and change are integrated in the development of change proposals for the regulatory affairs field. The development of leadership solutions to problems in leading regulatory strategic change; integration of all field coursework into implementation plans for health care system changes.

**Credits:** 3

## Restorative Dentistry

**REDE-106: Dental Materials**

This course explains the evolution/development, mechanical and physical properties, biological characteristics, manipulation, and evaluation of materials used in prevention, treatment, and restoration of the oral cavity. It is a multidisciplinary course involving all the basic scientific principles of chemistry, organic chemistry, biology, physics, and engineering as they apply to each material. The first-year dental student will be introduced to the fundamental principles of the science of dental materials. These principles will assist the student in electing preventive, restorative, and auxiliary materials as part of comprehensive treatment planning.

**Credits:** 2.5

**REDE-116: Behavioral Dentistry**

This course is designed to be a core didactic learning experience in an evolving behavioral dental curriculum. This initial course is arranged to provide pre-doctoral dental students with an introduction to socio-behavioral aspects of dental practice. The following issues will be discussed throughout this course: effective communication with patients and interprofessionals, core concepts of patient-centered dental care, addressing behavioral aspects of dental care, and management of vulnerable patients. This course supports several ADEA competencies in the areas of Critical Thinking, Professionalism, Patient Care, Health Promotion and Communication and Interpersonal skills.

**Credits:** 1

**REDE-120: Dental Anatomy Lec/Lab**

This course is an introduction to permanent and primary tooth anatomy. Focus is put on the study of the morphology, function and identification of each of the teeth in the human dentitions, as well as the way in which the teeth relate in shape, form, structure, color and function to the other teeth in the same arch and the opposing arch. Emphasis will be on the development of manual dexterity, perception, and evaluative skills.

**Credits:** 3

**REDE-208: Operative Dentistry Lecture**

This course accompanies the Operative Laboratory course and is designed to provide the theory used in the application and execution of Operative Dentistry and supports the Operative Dentistry Laboratory courses. The science of Operative Dentistry and the techniques for procedures used in Laboratory are presented through lecture. The practical application of these skills will prepare students for clinical Operative Dentistry.

**Credits:** 1

**REDE-214: D2 Spring Dental Practice Readiness Curriculum**

This second level course is designed to build upon the content presented in Dental Practice Readiness Curriculum I. The second-year dental student will receive information to assist the development of competence in dental economics and the management of a successful dental practice. The online Dental Practice Readiness Curriculum (DPRC) addresses the challenge of compressed dental school curricula with limited time for non-clinical topics. Students will read and give written summaries on current event articles that highlight current trends and activities in dental practice economics, and business in general.

**Credits:** 1

### **REDE-234: Dental Practice Readiness Curriculum I**

This course is designed to present the first-year dental student with information on dental career preferences and opportunities available to them as dental professionals. Steps for creating a viable career plan will be presented. The student will develop competence in dental economics and the management of a successful dental practice. The online Dental Practice Readiness Curriculum (DPRC) addresses the challenge of compressed dental school curricula with limited time for nonclinical topics. A blended-learning format which includes online education, simulations, and self-directed learning, as an alternative approach to faculty intensive classroom-based strategies, will be used.

**Credits:** 1

### **REDE-253: Operative Dentistry II (Lab)**

The fall semester curriculum of the Operative Lab is designed to teach students how to select materials and restore the preparations of teeth with different restorative materials. The application of cements, liners, bases, and temporary restorative materials are performed as well as those of permanent materials, such as amalgam and direct composite. This pre-clinical exposure to Operative Dentistry is performed on a dentoform simulating the clinical experience. Ergonomics, proper treatment planning, infection control, and basic sciences relative to dental caries and restoration are all incorporated in the student's overall learning experiences.

**Credits:** 3

### **REDE-308: Restorative Dentistry**

Restorative Dentistry Lecture provides a transition for the dental student entering the clinic. This course is designed to reinforce, integrate, and build upon knowledge acquired in the previous two years of the Restorative Dentistry curriculum. A clinical perspective is presented, illustrating the integration of the dental disciplines employed in rendering live patient care. The student will gain an appreciation for oral health problems and how they can be managed, restoratively. Lectures will provide examples of commonly treated dental conditions, dental materials used in treating these conditions, and will assist the student in selecting potential courses of intervention. The student will review and critique case-based literature, in an effort to evaluate current trends and justifications for treatment options.

**Credits:** 1

### **REDE-334: Dental Practice Readiness Curriculum III**

This DPRC curriculum continues. The level 3 course is designed to assist in the development of competence in dental economics and the management of a successful dental practice for the third-year student. The DPRC Level 3 course will include an introduction to marketing and the development of a marketing campaign specific for the dental practice, the use of social media in marketing, development of a contingency plan, and an overview of dental practice overhead.

**Credits:** 1

### **REDE-347: D3 Spring Dental Practice Readiness IV**

This lecture series is designed to continue the practice management curriculum. In this course, the third-year dental student will be provided content intended to assist in the development of competence in dental economics and the management of a successful dental practice. Level 4 will include an introduction to the development of a contingency plan, an overview of dental practice overhead, an understanding of dental insurances, dental coding, and risk management.

**Credits:** 1

## **Saxophone**

### **MUSQ-100: Saxophone Instruction**

Private lessons to non-music major. Permission of coordinator/instructor required. Course can be repeated.

**Credits:** 1

**MUSQ-111: Saxophone Minor**

Includes major and minor scales and arpeggi, tone production, and etudes and solos in all styles.

**Credits:** 2

**MUSQ-112: Saxophone Minor**

Includes major and minor scales and arpeggi, tone production, and etudes and solos in all styles.

**Credits:** 2

**MUSQ-121: Saxophone Minor**

Continuation of MUSQ-111, 112.

**Credits:** 2

**Prerequisites:**

MUSQ-111, 112, or consent of instructor.

**MUSQ-122: Saxophone Minor**

Continuation of MUSQ-111, 112.

**Credits:** 2

**Prerequisites:**

MUSQ-111, 112, or consent of instructor.

**MUSQ-131: Saxophone Minor**

Continuation of MUSQ-121, 122.

**Credits:** 2

**Prerequisites:**

MUSQ-121, 122, or consent of instructor.

**MUSQ-132: Saxophone Minor**

Continuation of MUSQ-121, 122.

**Credits:** 2

**Prerequisites:**

MUSQ-121, 122, or consent of instructor.

**MUSQ-141: Saxophone Minor**

Continuation of MUSQ-131, 132, with preparation for senior recital.

**Credits:** 2

**Prerequisites:**

MUSQ-131, 132, or consent of instructor.

**MUSQ-142: Saxophone Minor**

Continuation of MUSQ-131, 132, with preparation for senior recital.

**Credits:** 2

**Prerequisites:**

MUSQ-131, 132, or consent of instructor.

**MUSQ-211: Saxophone Major**

Includes major and minor scales and arpeggi, along with etudes and solos in all styles.

**Credits:** 4

**MUSQ-212: Saxophone Major**

Includes major and minor scales and arpeggi, along with etudes and solos in all styles.

**Credits:** 4

**MUSQ-221: Saxophone Major**

Continuation of MUSQ-211, 212, with preparation for qualifying recital.

**Credits:** 4

**Prerequisites:**

MUSQ- 211, 212, or consent of instructor.

**MUSQ-222: Saxophone Major**

Continuation of MUSQ-211, 212, with preparation for qualifying recital.

**Credits:** 4

**Prerequisites:**

MUSQ- 211, 212, or consent of instructor.

**MUSQ-231: Saxophone Major**

Continuation of MUSQ-221, 222.

**Credits:** 4

**Prerequisites:**

MUSQ-221, 222, or consent of instructor.

**MUSQ-232: Saxophone Major**

Continuation of MUSQ-221, 222.

**Credits:** 4

**Prerequisites:**

MUSQ-221, 222, or consent of instructor.

**MUSQ-241: Saxophone Major**

Continuation of MUSQ-231, 232, with preparation for senior recital.

**Credits:** 4

**Prerequisites:**

MUSQ-231, 232, or consent of instructor.

**MUSQ-242: Saxophone Major**

Continuation of MUSQ-231, 232, with preparation for senior recital.

**Credits:** 4

**Prerequisites:**

MUSQ-231, 232, or consent of instructor.

**MUSQ-301: Graduate Saxophone Minor I**

This course is designed to help you develop comprehensive practice strategies as well as how to develop your dexterity and playing abilities.

**Credits:** 3

**MUSQ-302: Graduate Saxophone Minor II**

A continuation of MUSQ-301. This course builds upon saxophone performance techniques.

**Credits:** 3

**MUSQ-303: Graduate Saxophone Minor III**

A continuation of MUSQ-302. This course builds upon saxophone performance techniques.

**Credits:** 3

**MUSQ-304: Graduate Saxophone Minor IV**

A continuation of MUSQ-303. This course builds upon saxophone performance techniques.

**Credits:** 3

**MUSQ-311: Graduate Saxophone Major I**

Private instruction in performance for graduate students.

**Credits:** 5

**MUSQ-312: Graduate Saxophone Major II**

Private instruction in performance for graduate students.

**Credits:** 5

**MUSQ-321: Graduate Saxophone Major III**

Private instruction in performance for graduate students.

**Credits:** 5

**MUSQ-322: Graduate Saxophone Major IV**

Private instruction in performance for graduate students.

**Credits:** 5

## Saxophone Ensemble

**MUTD-301: Saxophone EnsembleI**

Students will be assigned with saxophone quartet ensemble works with musical partners at their level and/ or assigned with accompany in vocal and instrumental. Students will practice assigned works regularly with their partners and perform together in front of the class.

**Credits:** 1

## Social Welfare Policy & Services

**SWPS-213: Social Welfare Policy & Services I**

Provides the history, mission, philosophy, and evolution of social welfare policies and services that form the foundation of social welfare, specifically in relation to poverty, racism, and the needs of oppressed and marginalized populations from both a strengths and Black perspective using social policy frameworks and social work values and ethics. Examines African American and other social welfare pioneer exemplars, their efforts to influence and change social welfare policy and services, and their influence on contemporary programs and services in select Fields of Practice.

**Credits:** 3

**SWPS-214: Social Welfare Policy & Services II**

Builds on content in SWPS-213 by promoting understanding of and competence in application of policy frameworks for analysis, formulation, advocacy, use of policy research through assessing context, intent, process and the impact of organizational, executive, legislative, and judicial decisions to advanced social and economic justice. Examines use of diverse strategies to create planned change in organizations and larger social systems for direct, community, administration and policy practice.

**Credits:** 3

**Prerequisites:**

SWPS-213.

**SWPS-217: Criminal Justice I**

(Advanced course) Focuses on the cyclical nature of criminal justice policies, elements of the systems, key legal decisions, and the meaning of this system for blacks and other minorities and persons of color and the role of social workers in the field of criminal justice. Emphasis is placed on understanding the theoretical basis of crime and crime causation. One of six Field of practice specialization options. May be taken as elective in second year in regular degree program, or second or third semester in Advanced Standing program.

**Credits:** 3

**SWPS-218: Criminal Justice II**

(Advanced course) Critically examines relevant literature for specific issues in the field of criminal justice related to the theories of crime, causation, judicial and institutional reform, racial equity, ethics, values, leadership, social justice policy, data analysis and offender reintegration. Emphasis is placed upon analysis of populations in the criminal justice system; the impact/role of the African-American and other people of color as client(s) and/or practitioner(s) in the criminal justice system; and, the role of the social work profession in criminal justice as well as some of the current critical issues that impact the American justice system such as mandatory minimum sentences, disproportionate minority contact and restorative justice. Second of two required courses if Field of Practice option. Advanced Field of Practice Specialization Course or Elective.

**Credits:** 3

**SWPS-219: Social Gerontology I**

(Advanced Course) Focuses understanding the biology of aging, psychosocial issues, major sociological theories, death and dying and current social gerontology issues. Emphasis is placed on the impact of economic, cultural, and social forces on the aging process, the role of the social worker in geriatric settings, and implications of race, ethnicity, gender and class in understanding the elderly population. One of six Field of practice specialization options. Advanced Field of Practice Specialization Course or Elective.

**Credits:** 3

**SWPS-220: Social Gerontology II**

(Advanced course) Examines the policies, programs, and services designed to deal with the problems of the elderly. Provides a forum for analyzing and evaluating aging policies and programs and for gaining insight and knowledge about the roles of social work in the aging field; examines current research in the field of aging, and emphasizes the role of social work advocacy and empowerment of the elderly in impacting social policy change. Second of two required courses if Field of Practice option. Advanced Field of Practice Specialization Course or Elective.

**Credits:** 3

**SWPS-222: Advanced Community Organizing**

Examines a range of historical and contemporary models of community organization practice methods, and values ethics, and skills involved in leadership roles. Emphasizes strategies and tactics for empowering groups and organizations through planned change to promote social and economic justice. [CAPP (Macro) majors must choose this course or Advanced Social Policy Analysis as their required elective. Advanced second-year elective for direct service majors.]

**Credits:** 3

**SWPS-300: Social Work with Displaced Populations I**

(Advanced course) Provides knowledge and framework for understanding the experiences of displaced populations (immigrants, refugees, and victims of natural and manmade disasters, et al.) and analyzing their problems and their diverse needs. The professional roles, responsibilities, and practice interventions of social work are presented and explored. Major emphasis is placed upon commonalities as well as differences found among these groups at the international and national levels. Advanced Field of Practice Specialization Course or Elective

**Credits:** 3



**SWPS-301: Women, Power, and Change**

(Elective) Provides students with an in-depth examination of the status and plight of women in society and within the social work profession. Enhances knowledge and understanding of women's issues in relation to changing roles, sexism, racism, and empowerment from a global perspective. Explores historical and contemporary issues that govern society's view of women and the concomitant adverse effect on the lives of women.

**Credits:** 3

**SWPS-302: Human Service Administration**

(Advanced course, Practice Methods III) Addresses in greater depth and specificity knowledge of the history, theoretical frameworks, and functions and skills for managing human service organizations and leading culturally diverse community groups, boards, and committee meetings. Examines staff development, the role of social work supervision, collaboration and partnership development, team building, group decision-making and/or problem-solving strategies and use of technology in administration practice. Includes a focus on social planning and budgeting processes for nonprofit organizations.

**Credits:** 3

**Prerequisites:**

SWDS 100, SWPS 310.

**SWPS-305: Social Work Supervision**

(Elective) Examines basic concepts of social work supervision strategies and techniques. Examines ethical dilemmas, legal considerations and methods of engaging, training and evaluating a diverse workforce.

**Credits:** 3

**SWPS-308: Resource Development**

(Advanced course, Practice Methods IV) Provides students with knowledge and skills in strategic planning for resource development, program planning, grant proposal writing, financial management, entrepreneurship, and community and institutional capacity building and multi-level fundraising. Emphasis is placed on the conceptualization process involved in planning for resource development, as well as creating an actual funding plan, identifying funding sources, critical analyzing of internal and external factors, designing comprehensive multi-level income streams, budget analyzing and utilizing different types of budgets for different purposes, proposal writing, and analyzing roles and role development of: staff, boards, alliances/coalitions, stakeholders, and others. Special attention is given to the unique experiences and challenges faced by organizations in African- American communities and other communities of color.

**Credits:** 3

**Prerequisites:**

SWPS-302 and SWPS 310.

**SWPS-311: Social Work Practice with Communities & Organizations**

Deepens the conceptual base introduced in SWDS-100. Examines multilevel needs and strengths of diverse peoples, organizations, and communities. Focuses on community, organizational and administrative practice theories, assessment, and approaches. Uses conceptual and practice models and cases to understand use of relationship, power, and influence in macro practice. Explores leadership styles and roles as social workers practicing with communities and organizations.

**Credits:** 3

**SWPS-313: Systems Analysis**

(Advanced course) Examines in depth, human services organizations as systems, external connections with environment, organizational culture, behavior, climate, reward systems, infrastructure, and effectiveness. Assesses and applies organizational development strategies and techniques to bring about planned change.

**Credits:** 3

**SWPS-315: Substance Use and Abuse**

(Elective) Provides an understanding of the widespread use and misuse of alcohol, tobacco and other drugs (ATOD). Explores the dynamics of addictions as they are manifested at the individual, family, group and community levels. Current theories of addiction are explored along with strengths-based methods of assessment, prevention, and intervention in a variety of state, local, and private addictions agencies. Focus on the historical, biopsychosocial, and legal implications of drug abuse, including the controversial link between addiction and criminalization in the African American community. The impact of drug policies on African Americans, other oppressed groups, and high-risk populations are examined within the context of empowerment, social justice and relevant concepts.

**Credits:** 3

**SWPS-324: Program Development and Entrepreneurship**

(Elective) Focuses on the process of conceptualizing, planning, budgeting, evaluating, and securing public and private resources to develop, fund, staff, and measure the effectiveness of programs to meet identified outcomes. Examines types and methods of developing different models of social work entrepreneurship.

**Credits:** 3

**SWPS-328: Environmental Justice and Community Health**

The course integrates environmental justice issues for social work research and practice with a multi-disciplinary focus on the environment. Special emphasis is given to such issues as sources of environmental pollutants; health threats from environmental hazards; and the broader socio-impact. In addition, it provides an overview of public policies, practice and other factors that create environmental disparities including discriminatory land use and residential patterns.

**Credits:** 3

**SWPS-330: Contemporary Issues in Domestic Violence**

(Elective) Examines definitions, cycle, and theories regarding the causation and myths of intimate partner violence. Domestic violence is examined among diverse populations, including teen dating violence and older populations, diverse racial and ethnic groups, and among immigrant communities. Issues regarding the health, mental health, and criminal justice and child welfare implications of domestic violence are examined. Strategies to address domestic violence at the direct service, community, faith-based, and international levels are explored.

**Credits:** 3

**SWPS-340: International Social Development**

This course examines the history and context of international social development. It explores the significance of globalization and how to engage diverse public and non-governmental organizations. Special attention is given to African and Caribbean countries. The social and economic justice implications of international social development are also discussed, along with human rights and the unique experiences of women globally.

**Credits:** 3

**SWPS-401: Social Work with Displaced Populations II**

(Advanced course) Continuation of SWPS-300, Social Work with Displaced Populations I. Analyzes social policies, programs, and intervention strategies utilized by service providers and institutions in response to the phenomena of displaced populations. Discusses policy issues related to disadvantaged status and discrimination, availability and acquisition of services, and legal status and treatment of displaced populations. Second of two required courses if Field of Practice option. Advanced Field of Practice Specialization Course or Elective.

**Credits:** 3

**SWPS-418: Family and Child Welfare Services I**

(Advanced course) Examines the state and condition of the family as an institution in American society focusing on social forces and practices that impinge upon the family. Further analyzes relationships between policies, programs, and service delivery in promoting or impeding growth and development of individuals within families and the family unit as a whole. Advanced Field of Practice Specialization Course or Elective.

**Credits:** 3

**SWPS-419: Family and Child Welfare Services II**

(Advanced course) Continuation of SWPS-418, Family and Child Welfare I with focus on individual, familial, and societal forces that influence the welfare of children within the American society. Explores institutional delivery systems in which child welfare practice occurs. Examines current legal and administrative mandates that impact the development of child welfare policies through the lens of the Black Perspective. Second of two required courses if Field of Practice option. Advanced Field of Practice Specialization Course or Elective.

**Credits:** 3

**SWPS-420: Social Work Services for Children and Youth with Developmental Disabilities and Their Families**

(Elective) This course is designed to examine and understand the impact of a emotional and physical disabilities on family functioning and on the children's own physical and emotional development. Particular attention is given to understanding the role of the social worker in providing family and individual support with a school social work focus.

**Credits:** 3

**SWPS-421: Seminar in Advanced Social Policy Analysis**

Examines diverse models of social policy analysis used in the policy process. Emphasizes the use of diverse policy analysis tools to understand and critique social policy. Topic areas are determined by the professor teaching the course. [CAPP (Macro) majors must choose this course or Advanced Community Organization as their required elective. Advanced second-year elective for direct service majors.]

**Credits:** 3

**SWPS-424: Social Work in Mental Health Settings I**

(Advanced course) Examines evidence-based mental health practice, the historical development of mental health services and the major roles played by social workers. Explores social policies that authorize, support and sanction mental health programs and examines emerging trends that authorize, support, and sanction social work practice, the institutional delivery systems, contributions, limitations, and the existing and potential alternatives for mental health services. Advanced Field of Practice Specialization Course or Elective.

**Credits:** 3

**SWPS-426: Social Work in Mental Health Settings II**

(Advanced course) Continuation of SWPS-424, Social Work in Mental Health Settings I. Examines special populations in mental health systems as well as the quality and effectiveness of engagement, diagnosis and assessment, and effective interventions for specific. Emphasis is placed on the interplay of individual genetics, family circumstances, community environment, and larger societal policies as well as the roles of community organizer and advocate in achieving better outcomes for those with mental health problems. Advanced Field of Practice Specialization Course or Elective.

**Credits:** 3

**SWPS-427: Social Work in Health Care Settings I**

(Advanced course) Examines the social policy framework and trends that authorize, support, and sanction social work practice, the institutional delivery systems, the contributions, limitations, and the existing and potential alternatives for health care. Advanced Field of Practice Specialization Course or Elective.

**Credits:** 3

### **SWPS-428: Social Work in Health Care Settings II**

(Advanced course) Continuation of SWPS-427, Social Work in Health Care Settings I. Covers issues relevant to the healthcare service delivery systems and micro and macro social work practice. Examines a variety of healthcare settings and the role of social work in healthcare delivery systems as well as current issues pertinent to health care for a diverse consumer population. Second of two required courses if Field of Practice option. Advanced Field of Practice Specialization Course or Elective.

**Credits:** 3

## **Social Work Direct Services**

### **SWDS-100: Social Work Practice & Processes**

Focuses on the foundation of social work practice and processes from a generalist practice framework introducing both micro and macro practice. Emphasis is placed on the introduction of social work knowledge, ethics, and values, promotion of social and economic justice, eco-systems, cultural competence, the problem-solving process and development of the client/consumer-worker relationship. Explores the relevance of practice-informed research and research-informed practice in working with diverse consumer populations, organizations and communities.

**Credits:** 3

### **SWDS-301: Women, Power, and Change**

(Elective) Provides students with an in-depth examination of the status and plight of women in society and within the social work profession. Enhances knowledge and understanding of women's issues in relation to changing roles, sexism, racism, and empowerment from a global perspective. Explores historical and contemporary issues that govern society's view of women and the concomitant adverse effect on the lives of women.

**Credits:** 3

### **SWDS-305: Direct Practice**

(Differential Foundation course, Practice Methods II) Deepens understanding of concepts and principles introduced in SWDS-100, with emphasis on the assessment phase of the problem-solving process in direct practice. Field education experiences and theoretical concepts are integrated with focus on understanding and application of interviewing skills, values and ethics, ecological and strength based approaches, and goal setting and termination. Interventional strategies dealing with individuals and families are introduced in addition to selected knowledge from small group practice.

**Credits:** 3

### **SWDS-308: Resource Development**

(Advanced course, Practice Methods IV) Provides students with knowledge and skills in strategic planning for resource development, program planning, grant proposal writing, financial management, entrepreneurship, and community and institutional capacity building and multi-level fundraising. Emphasis is placed on the conceptualization process involved in planning for resource development, as well as creating an actual funding plan, identifying funding sources, critical analyzing of internal and external factors, designing comprehensive multi-level income streams, budget analyzing and utilizing different types of budgets for different purposes, proposal writing, and analyzing roles and role development of: staff, boards, alliances/coalitions, stakeholders, and others. Special attention is given to the unique experiences and challenges faced by organizations in African- American communities and other communities of color.

**Credits:** 3

**SWDS-309: Intervention Planning & Strategies**

(Advanced course, Practice Methods III) Develops advanced knowledge of social work planning and intervention strategies based on social work treatment theories and models for practice at the individual, family and group level. Selected approaches for social work interventions are examined to determine the basic assumptions of the model, theoretical underpinnings, nature and depth of problem identification and assessment, procedures and processes appropriate for selected models, culturally competent application of the model, indications and contraindications for use, values and ethical considerations in intervention planning, and termination and evaluation.

**Credits:** 3

**Prerequisites:**

SWHB-207, SWDS-100, SWDS-305.

**SWDS-310: Community & Organization Practice**

(Differential Foundation course, Practice Methods II) Deepens the conceptual base introduced in SWDS-100. Examines multilevel needs and strengths of diverse peoples, organizations, and communities. Focuses on community, organizational and administrative practice theories, assessment and approaches. Uses conceptual and practice models and cases to understand use of relationship, power and influence in CAP (Macro) practice. Explores leadership styles and roles as social workers in CAP (Macro) practice.

**Credits:** 3

**Prerequisites:**

SWDS-100.

**SWDS-314: Group Therapy 3**

Examines core mechanisms of changes which cut across or are common to the various group therapy approaches and are intrinsic to group processes and functioning as well as those elements, which differ among the approaches. Explores such factors as membership composition, purposes, group structure, interventive techniques and evaluation procedures. Examines various these approaches in relation to their relevance and applicability to the diverse populations currently receiving services in the myriad of agencies offering social work services. Particular attention is given to the relevance of the various group approaches for African-Americans and other oppressed groups: ethnic groups of color, women, gay and lesbian clients, handicapped persons, children, and the elderly.

**Credits:** 3

**SWDS-317: Intervention Strategies with Selected Clinical Problems**

(Advanced course, Practice Methods IV) Integrates and expands knowledge, values and skills taught in previous courses. Emphasis is place on increasing knowledge and skills in making differential diagnoses for select clinical syndromes and selecting empirically-base, culturally appropriate treatment interventions and strategies. Develops understanding of neurotransmitters related to select clinical syndromes and knowledge of psychopharmacological medications for the treatment of clinical syndromes. Emphasis is placed on the identification and treatment of loss and grief issues that are most prevalent in fields of practice in urban settings and their relevance for diverse consumer populations.

**Credits:** 3

**Prerequisites:**

SWDS-305, SWDS-309.

**SWDS-321: Psychopharmacology**

Prepares the social work student to enhance and extend knowledge of psychopharmacology. Students will further develop their basic understanding of the study of and use of medications to treat psychiatric disorders. This is an elective course in the area of direct practice. This course can be taken after the completion of the foundation courses and the psychopathology course. This course reviews the historical, political, and ethical context of psychotropic medications in social work practice and provides a basic overview of neuroscience, pharmacology and psychopharmacology. The contemporary social work roles in medication management are debated and necessary skills for effective collaboration with clients, families and other mental health practitioners on medication-related issues are provided. A complementary focus will include the impact on people of color in the Diaspora from the Black Perspective.

**Credits:** 3

## Social Work Field Instruction

**SWFI-201: Field Education I**

(Foundation course) First of four required Field Education courses in regular sixty (60) hour degree program. Focuses on integration of foundation knowledge and practice skills for beginning generalist practice. Requires completion of 233 clock hours, including ten (10) hours for Field Education orientation, 208 hours in assigned Field Education agency setting, and 15 hours in scheduled Field Education integrative seminars.

**Credits:** 3

**SWFI-202: Field Education II**

(Differential Foundation course) Second of four required Field Education courses in regular sixty (60) hour degree program. First of three Field Education courses in Advanced Standing program. Focuses on integration of differential foundation knowledge and practice skills. Requires completion of 223 clock hours, for regular students, including 208 hours in assigned Field Education agency and 15 hours in scheduled Field Education integrative seminars. Requires 233 clock hours for advanced standing students, including 10 hours for Field Education orientation, 208 hours in assigned Field Education agency, and 15 hours for scheduled Field Education integrative seminars.

**Credits:** 3

**Prerequisites:**

SWFI-201.

**SWFI-336: Field Education III**

(Advanced course) Third of four required field Education courses in regular sixty (60) hour degree program. Second of three required courses in advanced standing program. Focuses on integration of advanced knowledge and practice skills in chosen Practice Method concentration and Field of practice specialization. Requires completion of 272 clock hours, including 260 hours in assigned Field Education agency setting, and 12 hours in scheduled Field Education integrative seminars.

**Credits:** 3

**Prerequisites:**

SWFI-202.

**SWFI-337: Field Education IV**

(Advanced course) Fourth of four required Field Education courses in regular sixty (60) hour degree program. Third of three required courses in Advanced Standing program. Focuses on integration of advanced knowledge and practice skills in chosen Practice Method concentration and Field of practice specialization. Requires 272 clock hours, including 260 hours in assigned Field Education agency setting, and 12 hours in scheduled Field Education integrative seminars.

**Credits:** 3

**Prerequisites:**

SWFI-336.

## Social Work Ph.D. Program

**SWDS-101: Social Work with Individuals, Families & Groups**

Focuses on the foundation of social work practice and processes from a generalist practice framework. Emphasis is placed on the introduction of social work knowledge, ethics, and values, promotion of social and economic justice, eco-systems, cultural competence, the problem-solving process, and development of the client/consumer-worker relationship. Explores the relevance of practice-informed research and research-informed practice in working with diverse individuals, families, and groups.

**Credits:** 3

**SWDS-306: Direct Practice Assessment**

Deepens understanding of concepts and principles introduced in SWDS 100, with emphasis on the assessment phase of the problem-solving process in direct practice. Field education experiences and theoretical concepts are integrated with focus on understanding and application of interviewing skills, values and ethics, ecological and strengths-based approaches, and goal setting and termination. Interventional strategies dealing with individuals and families are introduced in addition to selected knowledge from small group practice.

**Credits:** 3

**SWFI-204: Agency-Based Education I**

First of four required Agency-Based Education courses in regular 60-hour degree program. Focuses on integration of foundation knowledge and practice skills for beginning generalist practice. Requires completion of 233 clock hours, including 10 hours for Agency-Based Education orientation, 208 hours in assigned Agency-Based Education agency setting, and 15 hours in scheduled Agency-Based Education integrative seminars.

**Credits:** 3

**SWFI-205: Agency-Based Education II**

Second of four required Agency-Based Education courses in regular 60- hour degree program. First of three Agency-Based Education courses in Advanced Standing program. Focuses on integration of differential foundation knowledge and practice skills. Requires completion of 223 clock hours, for regular students, including 208 hours in assigned Agency-Based Education agency and 15 hours in scheduled Agency-Based Education integrative seminars. Requires 233 clock hours for advanced standing students, including 10 hours for Agency-Based Education orientation, 208 hours in assigned Agency-Based Education agency, and 15 hours for scheduled Agency-Based Education integrative seminars.

**Credits:** 3

**SWFI-338: Agency-Based Education III**

Third of four required Agency-Based Education courses in regular 60-hour degree program. Second of three required courses in advanced standing program. Focuses on integration of advanced knowledge and practice skills in chosen Practice Method concentration and Agency-Based of practice specialization. Requires completion of 272 clock hours, including 260 hours in assigned Agency-Based Education agency setting, and 12 hours in scheduled Agency-Based Education integrative seminars.

**Credits:** 3

**SWFI-339: Agency-Based Education IV**

Fourth of four required Agency-Based Education courses in regular 60-hour degree program. Third of three required courses in Advanced Standing program. Focuses on integration of advanced knowledge and practice skills in chosen Practice Method concentration and Agency-Based of practice specialization. Requires 272 clock hours, including 260 hours in assigned Agency-Based Education agency setting, and 12 hours in scheduled Agency-Based Education integrative seminars.

**Credits:** 3

**SWPH-378: Black Family Theory**

Focuses on historical, social, cultural, political, economic and global conditions that have affected that institution. The course discusses key issues, themes and debates in the field and analyzes a variety of theoretical perspectives of examining the African-American family life.

**Credits:** 3

**SWPH-407: Hist & Phil of Soc Welfare**

Examines the development of social welfare in the United States, including the evolution of social welfare from the Colonial Period to the present and its social, historical and economic impact. Examines the factors that contribute to the knowledge base, practice models and social contexts. Considers a welfare system's relevance to a modern industrial society with highlights on the contributions of African-Americans and women.

**Credits:** 3

**SWPH-500: Overview of Res Methods**

Reviews the fundamentals of scientific methods. Familiarizes students with quantitative and qualitative research methods; research design and measurement; instrument development, validity and reliability; principles and types of sampling; essentials of program evaluation; demographic and secondary data analysis; and practicum in survey research.

**Credits:** 3

**SWPH-501: Quantitative Methodology**

This is the first of two required courses on statistical methods for social work doctoral students. The course examines several content areas related to quantitative data analysis. These include (a) Basic research and methodological terms; (b) Working with SPSS software; (c) Descriptive statistics; (d) Normal and skewed distributions; (e) Steps in hypothesis testing; (f) Inferential statistics including parametric and non-parametric tests; (h) Bivariate statistical tests; and (i) presentation, interpretation, and reporting of statistical findings.

**Credits:** 3

**SWPH-503: Applied Methodology**

This is the second required course on statistics for doctoral students. It builds on Quantitative Methods. It furthers students' acquaintance with social work and social sciences statistical techniques and provides additional analytical skills necessary to assess the validity of the research literature. The course examines several content areas related to advanced statistics including (a) sample power and sample size; (b) simple, multiple, and logistic regression analyses, (c) two-way analysis of variance and covariance, (d) repeated measures analysis of variance, (e) multivariate analysis of variance and covariance and; (f) canonical correlation analysis.

**Credits:** 3



**SWPH-504: Family Theory and Research**

This course will take an in-depth look at various family theories, including the following: ... Understand the relationship between theory and research.

**Credits:** 3

**SWPH-506: Research Design**

Enables students to develop skills in designing and implementing research projects on problems and issues related to social work. Students will design a research project and select statistical procedures appropriate for the design. The resulting research proposal will address social work, theoretical and practice issues in the student's special area of interest, usually related, but not limited, to people of color.

**Credits:** 3

**SWPH-603: Proseminar - The Individual**

Focuses on theories and conceptual approaches used as the knowledge base for social work practice with individuals. Theories covered draw from biological, psychological, sociological, and cultural perspectives. Emphasis given to enhancing the student's reasoning repertoire with respect to articulating a rationale for selecting a theoretical perspective for a social work purpose. Critical variables related to social work theory identified, assumptions assessed, values examined, and empirical evidence analyzed. With an interest in developing the theoretical knowledge base of social work practice with individuals, especially people of color, emphasis is placed on integrating selected and related constructs, e.g., empowerment and world views, into theory and knowledge for ethnically sensitive and culturally competent practice.

**Credits:** 3

**SWPH-604: Proseminar - Small Groups**

This seminar focuses on the theories, conceptual approaches, and methodologies that form the knowledge base of social work practice with groups. Emphasis is placed on the significant social science theories and models, such as, group dynamics, role and system theory, social group work theories, and organizational development that underpin the state of the practice art. Concepts of leadership and followership and the impact on group processes will be explored from an applied perspective.

**Credits:** 3

**SWPH-605: Proseminar - Communities & Organizations**

Examines communities and organizations as a level of intervention for solving social problems, with emphasis on analyses of existing theory, research, and models. Special attention paid to issues of concern to African Americans. Implications for other minorities and for women also examined.

**Credits:** 3

**SWPH-606: Proseminar - Social Work Education**

Introduces students to contemporary features of American social work education. Special emphasis given to Black perspectives in social work education. Attention provided to women's issues and issues relevant to other diverse and frequently oppressed populations. Includes the structure of the educational system, aspects of the learning-teaching process, issues of curriculum and accreditation, recent research about social work education, and the place of social work education in higher education.

**Credits:** 3

**SWPH-700: Independent Study I**

Study under guidance of a faculty member with special competence in an area.

**Credits:** 1

**SWPH-701: Independent Study II**

Study under guidance of a faculty member with special competence in an area.

**Credits:** 2

**SWPH-702: Independent Study III**

Study under guidance of a faculty member with special competence in an area.

**Credits:** 3

**SWPH-706: Social Policy and Mental Hlth**

This course will include consideration of individual rights, especially the rights of populations at risk, rights regarding civil commitment and treatment, professional roles vis.-a-vis. Consumer rights, and consumer advocacy. Attention will be given to persons with mental illness, developmental disabilities, learning disabilities and substance abuse disorders-or combinations of these conditions-with special focus on individuals with severe and persistent mental conditions. U.S. mental health policy will be examined as it is enacted in programs and services, social entitlements, financing arrangements, and organizational missions. Ethical and value dilemmas connected to these topics will be examined within an American as well as comparative historical and cultural context. The major focus of this course will be on public policies and services, with an ongoing examination of the relationships of this public domain to the non-profit and for-profit sector. Special consideration will be given to how the contemporary mental health system relates to and is experienced by economically disadvantaged persons, women, transgendered, lesbian, bisexual, gay, and queer persons, and persons of color.

**Credits:** 3

**SWPH-708: Contemporary Mental Health Issues**

Students learn about mental health disorders, counseling theories, human development, substance abuse counseling and family counseling.

**Credits:** 3

**SWPH-807: Dissertation**

Extended, written and approved treatment of subject submitted for doctorate degree.

**Credits:** 1

**SWPH-808: Dissertation**

Extended, written and approved treatment of subject submitted for doctorate degree.

**Credits:** 2

**SWPS-215: Social Work & the Black Perspective**

Provides the history, mission, philosophy, and evolution of social welfare policies and services that form the foundation of social welfare, specifically in relation to poverty, racism, and the needs of oppressed and marginalized populations from both a strengths and Black perspective using social policy frameworks and social work values and ethics. Examines African American and other social welfare pioneer exemplars, their efforts to influence and change social welfare policy and services, and their influence on contemporary programs and services in select Fields of Practice.

**Credits:** 3

**SWPS-216: Advocating for Oppressed & Marginalized Communities**

Builds on content in SWPS-215 by promoting understanding of and competence in application of policy frameworks for analysis, formulation, advocacy, use of policy research through assessing context, intent, process, and the impact of organizational, executive, legislative, and judicial decisions to advanced social and economic justice. Examines use of diverse strategies to create planned change in organizations and larger social systems for direct, community, administration, and policy practice.

**Credits:** 3

**SWRS-204: Research Methods & Data Analysis**

Provides knowledge and understanding of research as a scientific process including methodology, formulation of research problem, sampling, measurement, and data collection procedures. Enhances analytical skills necessary to assess the validity of research literature. Introduces students to statistical skills and procedures, which can be used to enhance assessment, planning, execution, and evaluation of interventions in social work practice. Students must also enroll in a one-hour Research Lab that provides them with the opportunity to gain hands-on literature review search and computer software such as SPSS that will be used in the classroom.

**Credits:** 3

## Social Work Research

**SWRS-201: Research Methods in Social Work**

This graduate course aims to provide students with an understanding of advanced research designs, data collection techniques, and analyses methods commonly used in public health and social science investigations. Students will be introduced to quantitative, qualitative, and mixed methods research approaches. Topics will include ethical consideration in data collections and reporting, sampling methods, sample size consideration, secondary data analyses, and metaanalyses. Students will gain skills in the design and rigor of proposal development and manuscript preparation. Lectures will be built through a mix of texts, public health literature, and course work, and students will build skills for conducting research and evaluation.

**Credits:** 3

**SWRS-202: Data Analysis for Social Workers**

This course builds on Research Methods I (SWRS-201) enabling students to become better acquainted with how to evaluate practice. Enhances analytical skills necessary to assess the validity of research literature. Content areas related to quantitative data analysis include social work research code of ethics, use of SPSS and preparation of data for entry into SPSS, descriptive statistics, types of distributions, steps in hypothesis testing, inferential statistics, guidelines for test selection, bivariate and multivariate statistical techniques, analysis of qualitative data, and presentation, interpretation and reporting of findings.

**Credits:** 3

**SWRS-305: Practice Evaluation**

(Advanced Course) Builds on knowledge and skills of the core research courses, "Research Methods for Social Workers" and "Data Analysis for Social Workers." Course content provides advanced-level knowledge and skills that prepare students to develop, use, critically assess, and effectively communicate empirically-based knowledge in developing and evaluating practice and human service programs. It develops skills in using key evaluative methods that measure the need, effectiveness, fairness, and efficiency of various interventions in achieving stated objectives and desired outcomes for various stakeholders with particular focus on at risk populations design and conduct evidenced-based interventions appropriate for their method of practice and specialized field of practice.

**Credits:** 3

**Prerequisites:**

SWRS-202. [Required for all students.]

**SWRS-308: Integrative Research Seminar**

(Research Elective) Preparation of a scholarly research paper on a topic related to the concentration of the student which integrates research knowledge of social work practice, human behavior and the social environment, and social welfare policy and services.

**Credits:** 3

**Prerequisites:**

SWRS-202.

# Social Work Seminar

## **SWSM-302: Independent Study I**

Study under the guidance of a faculty member with special competence in an area of interest.

**Credits:** 3

## **SWSM-303: Independent Study II**

Study under the guidance of a faculty member with special competence in an area of interest.

**Credits:** 2

## **SWSM-304: Independent Study III**

Study under the guidance of a faculty member with special competence in an area of interest.

**Credits:** 2

## **SWSM-305: Independent Study IV**

Study under the guidance of a faculty member with special competence in an area of interest.

**Credits:** 2

## **SWSM-306: Independent Study V**

Study under the guidance of a faculty member with special competence in an area of interest.

**Credits:** 3

## **SWSM-307: Independent Study VI**

Study under the guidance of a faculty member with special competence in an area of interest.

**Credits:** 3

# Society Culture and Religion

## **SCRL-205: Psychology of Religion**

Treats psychological factors in religious experience, with special reference to their significance in the phenomena of conversion, revivals, mysticism, personality structure, and social action.

**Credits:** 3

## **SCRL-220: World Religions**

Analysis of concepts and practices in the non-Christian religions, treating each religion in terms of its ideals, ethics, world view, or theology, and contributions by great leaders.

**Credits:** 3

## **SCRL-228: Theories & Methods in Religious Studies**

This course will engage the more prominent theories that have emerged since the Enlightenment that have attempted to explain religious phenomenon in rational terms. These include models rooted in social, psychological, economic, political, orientalist, structuralist, post-modern and post-colonial explanatory paradigms. The course will engage in methodological issues central to the field of Religious Studies stemming from these approaches.

**Credits:** 3

# Sociology

## **SOCI-199: Environmental Inequity**

The course presents research on distributions of environmental quality and health, enforcement of regulations, access to resources to respond to urban and industrial problems, and the broader political economy of decision-making around environmental and health issues.

**Credits:** 3

## **SOCI-219: Advanced Statistics I**

Focus on the application of multi variate statistical methods to social data, employing casual and factor analysis, and techniques for cross-tabulated data, including logic analysis.

**Credits:** 3

## **SOCI-250: Social Stratification**

Individual reading assignments on special topics in social stratification and political sociology, based on student interests and needs, under supervision of a faculty member. See page 577 for additional information related to Special Topics courses.

**Credits:** 3

## **SOCI-251: Sociology of Poverty**

Examines the underlying causes and the social, psychological, and political consequences of poverty; the socioeconomic characteristics and family life of the poor; and the community services and programs designed to alleviate poverty.

**Credits:** 3

## **SOCI-276: Victimology**

Examination of the offender-victim relationships as a causative factor in crime.

**Credits:** 3

## **SOCI-283: Intro. to Medical Sociology**

Overview of the development of social medicine and the sociology of medicine, examining major areas of activity in medical sociology. Distinction is made between sociology of medicine and sociology in medicine, with concentration on the former.

**Credits:** 3

## **SOCI-284: Mental Health**

Deals with sociological theories and the etiology of mental disorders; research on social epidemiology and ecology; the impact of social structure; popular conceptions of mental health and deviance; and emerging ideologies of mental disciplines

**Credits:** 3

## **SOCI-286: Death and Dying**

Reviews research and theory relating to attitudes and behavior relating to death and dying

**Credits:** 3

## **SOCI-300: Sociology Theory I**

Survey of early social theories and examination of theoretical contributions of the nineteenth-century sociologists.

**Credits:** 3

## **SOCI-301: Sociology Theory II**

Continuation of SOCI-300, with concentration on early twentieth century and contemporary sociological theorists.

**Credits:** 3

**SOCI-310: Sociological Research I**

Present-day methods of research in sociology, with emphasis on quantitative methods.

**Credits:** 3

**SOCI-311: Sociological Research II**

A continuation of SOCI-310. Present-day methods of research in sociology, with emphasis on quantitative methods.

**Credits:** 3

**SOCI-312: Global Health**

The course presents research on distributions of environmental quality and health, enforcement of regulations, access to resources to respond to urban and industrial problems, and the broader political economy of decision-making around environmental and health issues.

**Credits:** 3

**SOCI-319: Advanced Statistics I**

Focus on the application of multi variate statistical methods to social data, employing casual and factor analysis, and techniques for cross-tabulated data, including logic analysis.

**Credits:** 3

**Prerequisites:**

025-219

**SOCI-370: Criminological Theory**

Emphasis on presentative theories of the structural, symbolic interactionist, culture-conflict, and personality perspectives.

**Credits:** 3

**SOCI-386: Social Epidemiology**

Examination of the social etiology of illness, disease, and health; identifies basic concepts; and analyzes social class and ethnicity in social epidemiology

**Credits:** 3

**SOCI-392: Perspectives in Sociology**

Examination of major issues in sociology, with emphasis on the discussion of these as they relate to theoretical problems and challenges in the field.

**Credits:** 3

**SOCI-460: Analysis of Race Relations I**

Critical analysis of the past and present theoretical approaches to the study of race relations, with emphasis on adequacy in accounting for changes in race relations at the psychological, sociopsychological, and sociological levels.

**Credits:** 3

**SOCI-461: Analysis of Race Relations II**

A continuation of SOCI-460. Critical analysis of the past and present theoretical approaches to the study of race relations, with emphasis on adequacy in accounting for changes in race relations at the psychological, sociopsychological, and sociological levels.

**Credits:** 3

**SOCI-471: Race, Ethnicity, and Crime**

Analysis of race and ethnicity as social factors in the study of crime.

**Credits:** 3

**SOCI-484: Health Services Research**

Overview of health services research, approaches to health services research, application of research findings, and research ability in selected areas.

**Credits:** 3

**Prerequisites:**

SOCI 311, SOCI 283, or the equivalent.

**SOCI-485: Health Services Research II**

Overview of health services research, approaches to health services research, application of research findings, and research ability in selected areas.

**Credits:** 3

**Prerequisites:**

SOCI 311, SOCI 283, or the equivalent.

**SOCI-670: Seminar: Research in Crime and Deviance**

Review of current issues in the study of crime and deviance.

**Credits:** 3

**SOCI-753: PhD Dissertation Research**

The purpose of this course is for the design and performance of research leading to a Ph.D

**Credits:** 1

**SOCI-891: Independent Research**

The purpose of this course is for the design and performance of research leading to a Masters. Degree.

**Credits:** 3

**SOCI-970: Readings in Social Control and Deviance**

Individual reading assignments on special topics in social control and deviance, based on student interests and needs, under supervision of a faculty member.

**Credits:** 3

**SOCI-982: Readings in Medical Sociology I**

Individual reading assignments on special topics in medical sociology, based on student interests and needs, under supervision of a faculty members.

**Credits:** 3

**SOCI-983: Readings in Medical Sociology II**

A continuation of SOCI-982. Individual reading assignments on special topics in medical sociology, based on student interests and needs, under supervision of a faculty members.

**Credits:** 3

**SOCI-984: PhD Dissertation Research**

The purpose of this course is for the design and performance of research leading to a Ph.D

**Credits:** 1

**SOCI-985: PhD Dissertation Research**

The purpose of this course is for the design and performance of research leading to a Ph.D

**Credits:** 3

**SOCI-988: Independent Research**

The purpose of this course is for the design and performance of research leading to a Masters Degree.

**Credits:** 3

**SOCI-989: PhD Dissertation Research**

The purpose of this course is for the design and performance of research leading to a Ph.D

**Credits:** 3

**SOCI-995: MA Thesis**

Thesis guidance for M.A. students.

**Credits:** 3

**SOCI-996: MA Thesis**

Thesis guidance for M.A. students.

**Credits:** 3

**SOCI-998: PhD Dissertation**

Dissertation guidance for doctoral students

**Credits:** 3

**SOCI-999: PhD Dissertation**

Dissertation guidance for doctoral students

**Credits:** 3

## String Bass

**MUSN-100: String Bass Instruction**

Private lessons to non-music major. Permission of coordinator/instructor required. Course can be repeated.

**Credits:** 1

**MUSN-111: String Bass Minor**

Covers Simandl's Book 1; Marcello's Sonata in D Minor; The Progressive Bowing Variations; The Melodious Bass; Bowing Variations; and three Beethoven symphonies.

**Credits:** 2

**MUSN-112: String Bass Minor**

Covers Simandl's Book 1; Marcello's Sonata in D Minor; The Progressive Bowing Variations; The Melodious Bass; Bowing Variations; and three Beethoven symphonies.

**Credits:** 2

**MUSN-121: String Bass Minor**

Includes Bille Nos. 263 and 264, Nanny Vingt Quartre Pieces, and orchestra studies.

**Credits:** 2

**Prerequisites:**

MUSN-111, 112, or consent of instructor.

**MUSN-122: String Bass Minor**

Includes Bille Nos. 263 and 264, Nanny Vingt Quartre Pieces, and orchestra studies.

**Credits:** 2

**Prerequisites:**

MUSN-111, 112, or consent of instructor.

**MUSN-131: String Bass Minor**

Treats Bille Nos. 262 and 303, Handel's Sonata in G Minor, orchestra studies, and Galliard's Sonata in F Major.

**Credits:** 2

**Prerequisites:**

MUSN-121, 122, or consent of instructor.



**MUSN-132: String Bass Minor**

Treats Bille Nos. 262 and 303, Handel's Sonata in G Minor, orchestra studies, and Galliard's Sonata in F Major.

**Credits:** 2

**Prerequisites:**

MUSN-121, 122, or consent of instructor.

**MUSN-141: String Bass Minor**

Instruction in Bille No. 303; Nanny's Kreutzer Etudes; Koussevitzky's Chanson Triste and Valse Miniature, orchestra studies, and recital preparation.

**Credits:** 2

**Prerequisites:**

MUSN-131, 132, or consent of instructor.

**MUSN-142: String Bass Minor**

Instruction in Bille No. 303; Nanny's Kreutzer Etudes; Koussevitzky's Chanson Triste and Valse Miniature, orchestra studies, and recital preparation.

**Credits:** 2

**Prerequisites:**

MUSN-131, 132, or consent of instructor.

**MUSN-211: String Bass Major**

Deals with major and minor scales and arpeggios, along with etudes and solos in all styles.

**Credits:** 4

**MUSN-212: String Bass Major**

Deals with major and minor scales and arpeggios, along with etudes and solos in all styles.

**Credits:** 4

**MUSN-221: String Bass Major**

Continuation of MUSN-211, and 212.

**Credits:** 4

**Prerequisites:**

MUSN-211, 212, or consent of instructor.

**MUSN-222: String Bass Major**

Continuation of MUSN-211, and 212.

**Credits:** 4

**Prerequisites:**

MUSN-211, 212, or consent of instructor.

**MUSN-241: String Bass Major**

Continuation of MUSN-231, 232.

**Credits:** 4

**Prerequisites:**

MUSN-231, 232, or consent of instructor.

**MUSN-242: String Bass Major**

Continuation of MUSN-231, 232.

**Credits:** 4

**Prerequisites:**

MUSN-231, 232, or consent of instructor.

**MUSN-301: Graduate String Bass Minor I**

This course is designed to help you develop comprehensive practice strategies as well as how to develop your dexterity and playing abilities.

**Credits:** 3

**MUSN-302: Graduate String Bass Minor II**

A continuation of MUSN-301. This course builds upon string bass performance techniques.

**Credits:** 3

**MUSN-303: Graduate String Bass Minor III**

A continuation of MUSN-302. This course builds upon string bass performance techniques.

**Credits:** 3

**MUSN-304: Graduate String Bass Minor IV**

A continuation of MUSN-303. This course builds upon v string bass performance techniques.

**Credits:** 3

**MUSN-311: Graduate String Bass Major I**

Private instruction in performance for graduate students.

**Credits:** 5

**MUSN-312: Graduate String Bass Major II**

Private instruction in performance for graduate students.

**Credits:** 5

**MUSN-321: Graduate String Bass Major III**

Private instruction in performance for graduate students.

**Credits:** 5

**MUSN-322: Graduate String Bass Major IV**

Private instruction in performance for graduate students.

**Credits:** 5

**MUSN 231: String Bass Major**

Continuation of MUSN-221, 222.

**Credits:** 4

**Prerequisites:**

MUSN-221, 222, or consent of instructor.

**MUSN 232: String Bass Major**

Continuation of MUSN-221, 222.

**Credits:** 4

**Prerequisites:**

MUSN-221, 222, or consent of instructor.

## String Ensemble

**MUTB-131: String Ensemble V**

Students will be assigned with string works with musical partners at their level and/ or assigned with accompany in vocal and instrumental. Students will practice assigned works regularly with their partners and perform together in front of the class.

**Credits:** 1

**MUTB-132: String Ensemble VI**

A continuation of MUTB-131. Weekly coaching and rehearsals in small string ensembles.

**Credits:** 1

**MUTB-141: String Ensemble VII**

A continuation of MUTB-132. Weekly coaching and rehearsals in small string ensembles.

**Credits:** 1

**MUTB-142: String Ensemble VIII**

A continuation of MUTB-141. Weekly coaching and rehearsals in small string ensembles.

**Credits:** 1

## Student Recital

**MUTO-311: Graduate Qualifying Recital**

A 30- to 40-minute qualifying recital in the second semester of the sophomore year, required of students who desire certification for upper-level study as Applied Music majors.

**Credits:** 0

**MUTO-312: Graduate Recital**

A solo recital, of at least one hour in length, required of all graduating seniors in applied music.

**Credits:** 0

## Studies in Ministry

**STMI-210: Church Leadership and Administration**

Explores the duties of the pastor, the nature of church administration, roles of leadership within the organizational pattern of the church, voluntary associations, community relations, and community image.

**Credits:** 3

**STMI-213: Preaching**

This is an introductory course in the fundamentals of preaching and the development of the sermon

**Credits:** 3

**STMI-221: Pastoral Care: Introduction**

The principles of health policy and management will be discussed as they apply to public health agencies and organizations

**Credits:** 3

**STMI-230: Education or Minister as Educator**

This course explores the role and responsibilities of the minister in teaching religious beliefs and enabling faith-based practices. Attention is given to ministerial identity, select teaching methodologies, and socio-political contexts upon faith formation and praxis. ♦

**Credits:** 3

**STMI-321: Prophetic Ministry**

Theological Field Education is the art of incorporating faith, action, and reflection in preparation for ministry. Contextual learning occurs in field sites such as faith communities or agencies where ministry takes place. Activities and interactions at the field site become the principal sources of reflection and learning. Supplementary formal instruction, classroom peer interaction, and oral/written reflections should be expected. ♦

**Credits:** 3

**STMI-345: Field Education I**

Theological Field Education is the art of incorporating faith, action, and reflection in preparation for ministry. Contextual learning occurs in field sites such as faith communities or agencies where ministry takes place. Activities and interactions at the field site become the principal sources of reflection and learning. Supplementary formal instruction, classroom peer interaction, and oral/written reflections should be expected. ♦

**Credits:** 3

**STMI-363: The Organ: Instrument of Worship**

An introduction to the historical, theological and biblical foundations of the use of the organ as sacred music in worship.

**Credits:** 3

**STMI-370: Liturgy: Intro Church and Worship**

Examines the theology, terminology, development, organization and practice of church music and worship.

**Credits:** 3

**STMI-413: Worship in Pent. Traditions**

This course offers a fresh, constructive and perhaps even controversial interpretation and reenvisioning of the Pentecostal tradition.

**Credits:** 3

**STMI-505: D.Min. Seminar I**

This Seminar is primarily intended for students pursuing the Doctor of Ministry degree. It is designed to cultivate and foster an in-depth analysis of modern theological expressions of the traditional Christian doctrines, with special attention to the contextual framework out of which such expressions emerge. It seeks to further the theological task of doctoral candidates in the quest for their own tools in the theological enterprise, as well as their search for an appropriate identity in the global community of contemporary theologians and other professional practitioners of religion. Intensive reading, extensive research, and comprehensive reflection and dialogue will be the major process in this Seminar. The specific area of study for this Seminar will be The Essential Mission Of The Church Today - the theological and ethical implications for the Christian life and conduct, as well as the distinctive categories for prophetic witness and social advocacy today.

**Credits:** 3

**STMI-506: D.Min. Seminar II**

A continuation of STMI-505. This Seminar is primarily intended for students pursuing the Doctor of Ministry degree. It is designed to cultivate and foster an in-depth analysis of modern theological expressions of the traditional Christian doctrines, with special attention to the contextual framework out of which such expressions emerge. It seeks to further the theological task of doctoral candidates in the quest for their own tools in the theological enterprise, as well as their search for an appropriate identity in the global community of contemporary theologians and other professional practitioners of religion. Intensive reading, extensive research, and comprehensive reflection and dialogue will be the major process in this Seminar. The specific area of study for this Seminar will be The Essential Mission Of The Church Today - the theological and ethical implications for the Christian life and conduct, as well as the distinctive categories for prophetic witness and social advocacy today.

**Credits:** 3

**STMI-507: D.Min. Seminar III**

A continuation of STMI-505. This Seminar is primarily intended for students pursuing the Doctor of Ministry degree. It is designed to cultivate and foster an in-depth analysis of modern theological expressions of the traditional Christian doctrines, with special attention to the contextual framework out of which such expressions emerge. It seeks to further the theological task of doctoral candidates in the quest for their own tools in the theological enterprise, as well as their search for an appropriate identity in the global community of contemporary theologians and other professional practitioners of religion. Intensive reading, extensive research, and comprehensive reflection and dialogue will be the major process in this Seminar. The specific area of study for this Seminar will be The Essential Mission Of The Church Today - the theological and ethical implications for the Christian life and conduct, as well as the distinctive categories for prophetic witness and social advocacy today.

**Credits:** 3

**STMI-522: Professional Ministry**

Focuses on the minister's needs in preparing and maintaining a high quality of ministry. Issues treated are: (1) congregational nurture and care and recognizing the dynamics of the institutional setting; (2) conflict management; (3) the care and nurture of the minister and his family; (4) personal and professional assessment; (5) deepening of one's spiritual resources; and (6) life development issues.

**Credits:** 3

## Supply Chain Management (GR)

**GSCM-501: Procurement Management**

This course discusses the opportunities and challenges surrounding management of procuring the right product or service in the right quantity with the right quality/reliability from the right source at the right time for the right price. It provides an introduction and overview of procurement and its role in commercial enterprises and governmental entities. The procurement course also incorporates "hands-on" assignments using on-line e-sourcing processes and tools. Current innovations in the procurement field are incorporated into the course and emerging challenges/issues are highlighted to provide students with an upto-date view of the profession. The course uses procurement textbook material, websites, articles, white papers, relevant cases and current news (e.g., Wall Street Journal) throughout course discussions. Students participate in local chapters of the Institute for Supply Management (ISM NCAR) and APICS. Guest speakers make presentations that provide insights on current topics and general global supply chain procurement issues.

**Credits:** 3

# Surgery

## **MSUX-416: Senior Surgery**

Provides senior medical students an in-depth experience in general surgery and a surgical specialty

**Credits:** 4

# Theological Studies

## **FDSM-213: Spiritual Formation and Min. Leadership**

This course invites Master of Divinity students into an intentional process of spiritual discipline and introspection, personal faith development, and vocational discernment. Students explore the rich tradition of spiritual exercises, including prayer, Bible study, and meditation, in order to develop a program which best suits his or her individual needs, calling, and personality. Students will explore various ministry models, share their generational and vocational perspectives, and critically engage in dialogue about re-inventing and reforming models of ministry and leadership.. Weekly sessions will be comprised of lectures, guest presentations, discussion, audiovisual presentations, and workgroup presentations.

**Credits:** 3

## **FDSM-220: Intro to Theological Writing**

This course introduces incoming Divinity School students to research and writing skills on a graduate-level. The course distinguishes between personal voice writing, sermonic writing, and academic writing. The course gives primacy to academic writing with specific attention to hermeneutics and theological/religious-related research; proper use and citation of sources; plagiarism and inclusive writing guidelines; grammar and syntax; and, the Turabian style manual for graduate courses in religion.

**Credits:** 3

## **FDSM-465: Senior Colloquy**

Senior Colloquy provides M.Div. students the opportunity to reflect upon the role of culture/scholarship and the efficacy of the Black Church in addressing issues facing the black community in the current socio-political season. Attention is given also to self-care (e.g. work/life balance) and self-promotion (e.g. resume-writing and job interviewing).

**Credits:** 3

## **THEO-221: History and Philosophy of Religions**

This course is an introduction to the discipline and method of philosophy and the relationship of philosophy to the study of religion. Through a reading of classical and contemporary sources, the course examines definitions of religion and issues such as God's existence, attributes, and relationship to and action in the physical world, the nature and significance of religious experience and its potential as a medium for truth and knowledge, the problem of evil, humans as persons having minds and souls, life after death, the relation of religion to morality, and the relationship of religion to science. ♦

**Credits:** 3

## **THEO-305: Systematic Theology I**

This Course seeks to pursue several main objectives: To acquaint students with the discipline of theology through select readings of classical and contemporary texts; and to examine some issues and foundations of Christian thought, in addition to the rational structure and methods of interpretation that characterize the field of theology.

**Credits:** 3

**THEO-310: Systemic Theology II**

This Course will pursue further the basic objectives outlined in SYSTEMATIC THEOLOGY I, which will normally serve as a prerequisite. The various theological perspectives on the doctrines of the Christian faith will be treated critically and systematically. Major doctrines (or themes) will include God, Jesus Christ, Holy Spirit, Theological Anthropology, Sin and Salvation, Church, Sacraments, Mission, Ministry, Eschatology, Religious Belief and the Natural Sciences. Students will also be required to write a Credo Paper, based on their presumed mastery of the theological sources and methodology. ♦

**Credits:** 3

**THEO-315: Black Theology**

This course is a study of contemporary black theology in the United States. The course examines the history, methodology, and systematic construction of black theology. Critical assessments of black theology and alternative models for the theological interpretation of African American religion will be examined.

**Credits:** 3

**THEO-340: Theology of MLK**

This course treats Martin Luther King, Jr., as a theologian, evaluating his understanding of Christian doctrines and contribution to systematic theology and theological ethics.

**Credits:** 3

**Prerequisites:**

one course in Systematic Theology, Black Theology, or Black Church History.

**THEO-535: Doctoral Studies in Theology**

This seminar, primarily intended for students pursuing the Doctor of Ministry degree, is designed to cultivate and foster an in-depth analysis of modern theological expressions of some traditional Christian doctrines with expressions of some traditional Christian doctrines, with special attention to the contextual framework out of which such expressions emerge.

**Credits:** 3

## Thesis

**THES-375: M.A. Colloquy**

The MARS Colloquy includes contemporary readings in religious and theological studies. Research and writing methodologies will be emphasized to enable students to develop their MARS thesis research proposals. Students will prepare and present seminar papers in class based upon these proposals. In consultation with students and potential faculty supervisors, the MARS colloquy leader will assign an appropriate thesis advisor to each student.

**Credits:** 3

**THES-378: MA(RS) Thesis**

Research and writing in the area of concentration is required of all students in the M.A. degree program. Working under faculty supervision, the student's thesis shall be an in-depth study of a given subject which reflects the use of sound research methodology, good critical judgment, clarity of expression, and proper form.

**Credits:** 3

**THES-385: Thesis**

Thesis guidance for MDiv. Students.

**Credits:** 3

**THES-405: Field-Based Project**

Under faculty supervision, the degree candidate is guided towards the completion of a plan for the ministry project.

**Credits:** 3

**THES-500: D.Min. Project Prep I**

Under faculty supervision, the degree candidate is guided towards the completion of an approved written work.

**Credits:** 1

**THES-501: D.Min. Project Prep II**

Under faculty supervision, the degree candidate is guided towards the completion of a plan for the ministry project.

**Credits:** 1

**THES-502: D.Min. Project Prep III**

Under faculty supervision, the degree candidate is guided towards the completion of a plan for the ministry project.

**Credits:** 1

**THES-510: Doctor of Min. Research & Writing**

This seminar introduces Doctor of Ministry students to processes and methods in the scholarship of ministry. The seminar provides an overview of the research process in ministry - from conceptualization to collection and analysis of data, interpretation and reflection on the findings discovered in research - and the scholarly presentation of these findings in written manuscript. The goal is to prepare students to compose quality ministry research proposals.

**Credits:** 3

## Trombone

**MUSU-100: Trombone Instruction**

Private lessons to non-music major.

**Credits:** 1

**Prerequisites:**

Permission of coordinator/instructor required.

**MUSU-111: Trombone Minor**

Includes major and minor scales and arpeggi, tone production, and etudes and solos in all styles.

**Credits:** 2

**MUSU-112: Trombone Minor**

Includes major and minor scales and arpeggi, tone production, and etudes and solos in all styles.

**Credits:** 2

**MUSU-121: Trombone Minor**

Continuation of MUSU-111, 112.

**Credits:** 2

**Prerequisites:**

MUSU-111, 112, or consent of instructor.



**MUSU-122: Trombone Minor**

Continuation of MUSU-111, 112.

**Credits:** 2

**Prerequisites:**

MUSU-111, 112, or consent of instructor.

**MUSU-131: Trombone Minor**

Continuation of MUSU-121, 122.

**Credits:** 2

**Prerequisites:**

MUSU-121, 122, or consent of instructor.

**MUSU-132: Trombone Minor**

Continuation of MUSU-121, 122.

**Credits:** 2

**Prerequisites:**

MUSU-121, 122, or consent of instructor.

**MUSU-141: Trombone Minor**

Continuation of MUSU-131, 132, with preparation for senior recital.

**Credits:** 2

**Prerequisites:**

MUSU-131, 132, or consent of instructor.

**MUSU-142: Trombone Minor**

Continuation of MUSU-131, 132, with preparation for senior recital.

**Credits:** 2

**Prerequisites:**

MUSU-131, 132, or consent of instructor.

**MUSU-211: Trombone Major**

Instruction in major and minor scales and arpeggi, along with etudes and solos in all styles.

**Credits:** 4

**MUSU-212: Trombone Major**

Instruction in major and minor scales and arpeggi, along with etudes and solos in all styles.

**Credits:** 4

**MUSU-221: Trombone Major**

Continuation of MUSU-211, 221.

**Credits:** 4

**Prerequisites:**

MUSU-211, 212, or consent of instructor.

**MUSU-222: Trombone Major**

Continuation of MUSU-211, 221.

**Credits:** 4

**Prerequisites:**

MUSU-211, 212, or consent of instructor.

**MUSU-231: Trombone Major**

Continuation of MUSU-221, 222.

**Credits:** 4

**Prerequisites:**

MUSU-221, 222, or consent of instructor.

**MUSU-232: Trombone Major**

Continuation of MUSU-221, 222.

**Credits:** 4

**Prerequisites:**

MUSU-221, 222, or consent of instructor.

**MUSU-241: Trombone Major**

Continuation of MUSU-231, 232, with preparation for senior recital.

**Credits:** 4

**Prerequisites:**

MUSU-231, 232, or consent of instructor.

**MUSU-242: Trombone Major**

Continuation of MUSU-231, 232, with preparation for senior recital.

**Credits:** 4

**Prerequisites:**

MUSU-231, 232, or consent of instructor.

**MUSU-301: Graduate Trombone Minor I**

This course is designed to help you develop comprehensive practice strategies as well as how to develop your dexterity and playing abilities.

**Credits:** 3

**MUSU-302: Graduate Trombone Minor II**

A continuation of MUSU-301. This course builds upon Trombone performance techniques.

**Credits:** 3

**MUSU-303: Graduate Trombone Minor III**

A continuation of MUSU-302. This course builds upon Trombone performance techniques.

**Credits:** 3

**MUSU-304: Graduate Trombone Minor IV**

A continuation of MUSU-303. This course builds upon Trombone performance techniques.

**Credits:** 3

**MUSU-311: Graduate Trombone Major I**

Private instruction in performance for graduate students.

**Credits:** 5

**MUSU-312: Graduate Trombone Major II**

Private instruction in performance for graduate students.

**Credits:** 5

**MUSU-321: Graduate Trombone Major III**

Private instruction in performance for graduate students.

**Credits:** 5

**MUSU-322: Graduate Trombone Major IV**

Private instruction in performance for graduate students.

**Credits:** 5

# Trumpet

## **MUSS-100: Trumpet Instruction**

Private lessons to non-music major. Course can be repeated.

**Credits:** 1

**Prerequisites:**

Permission of coordinator/instructor required.

## **MUSS-111: Trumpet Minor**

Instruction in major and minor scales and arpeggi, tone production, and etudes and solos in all styles.

**Credits:** 2

## **MUSS-112: Trumpet Minor**

Instruction in major and minor scales and arpeggi, tone production, and etudes and solos in all styles.

**Credits:** 2

## **MUSS-121: Trumpet Minor**

Continuation of MUSS-111, 112.

**Credits:** 2

**Prerequisites:**

MUSS-111, 112, or consent of instructor.

## **MUSS-122: Trumpet Minor**

Continuation of MUSS-111, 112.

**Credits:** 2

**Prerequisites:**

MUSS-111, 112, or consent of instructor.

## **MUSS-131: Trumpet Minor**

Continuation of MUSS-121, 122.

**Credits:** 2

**Prerequisites:**

MUSS-121, 122, or consent of instructor.

## **MUSS-132: Trumpet Minor**

Continuation of MUSS-121, 122.

**Credits:** 2

**Prerequisites:**

MUSS-121, 122, or consent of instructor.

## **MUSS-141: Trumpet Minor**

Continuation of MUSS-131, 132, with preparation for senior recital.

**Credits:** 2

**Prerequisites:**

MUSS-131, 132, or consent of instructor.

## **MUSS-142: Trumpet Minor**

Continuation of MUSS-131, 132, with preparation for senior recital.

**Credits:** 2

**Prerequisites:**

MUSS-131, 132, or consent of instructor.

**MUSS-211: Trumpet Major**

Includes major and minor scales and arpeggi, along with etudes and solos in all styles.

**Credits:** 4

**MUSS-212: Trumpet Major**

Includes major and minor scales and arpeggi, along with etudes and solos in all styles.

**Credits:** 4

**MUSS-221: Trumpet Major**

Continuation of MUSS-211, 212, with preparation for qualifying recital.

**Credits:** 4

**Prerequisites:**

MUSS-211, 212 or consent of instructor.

**MUSS-222: Trumpet Major**

Continuation of MUSS-211, 212, with preparation for qualifying recital.

**Credits:** 4

**Prerequisites:**

MUSS-211, 212 or consent of instructor.

**MUSS-231: Trumpet Major**

Continuation of MUSS-221, 222.

**Credits:** 4

**Prerequisites:**

MUSS-221, 222, or consent of instructor.

**MUSS-232: Trumpet Major**

Continuation of MUSS-221, 222.

**Credits:** 4

**Prerequisites:**

MUSS-221, 222, or consent of instructor.

**MUSS-241: Trumpet Major**

Continuation of MUSS-231, 232, with preparation for senior recital.

**Credits:** 4

**Prerequisites:**

MUSS-231, 232, or consent of instructor.

**MUSS-242: Trumpet Major**

Continuation of MUSS-231, 232, with preparation for senior recital.

**Credits:** 4

**Prerequisites:**

MUSS-231, 232, or consent of instructor.

**MUSS-301: Graduate Trumpet Minor I**

This course is designed to help you develop comprehensive practice strategies as well as how to develop your dexterity and playing abilities.

**Credits:** 3

**MUSS-302: Graduate Trumpet Minor II**

A continuation of MUSS-301. This course builds upon trumpet performance techniques.

**Credits:** 3

**MUSS-303: Graduate Trumpet Minor III**

A continuation of MUSS-302. This course builds upon trumpet performance techniques.

**Credits:** 3

**MUSS-304: Graduate Trumpet Minor IV**

A continuation of MUSS-303. This course builds upon trumpet performance techniques.

**Credits:** 3

**MUSS-311: Graduate Trumpet Major I**

Private instruction in performance for graduate students.

**Credits:** 5

**MUSS-312: Graduate Trumpet Major II**

Private instruction in performance for graduate students.

**Credits:** 5

**MUSS-321: Graduate Trumpet Major III**

Private instruction in performance for graduate students.

**Credits:** 5

**MUSS-322: Graduate Trumpet Major IV**

Private instruction in performance for graduate students.

**Credits:** 5

## Tuba

**MUSV-100: Tuba Instruction**

Private lessons to non-music major. Instruction in major and minor scales and arpeggi, tone production, and etudes and solos in all styles.

**Credits:** 1

**Prerequisites:**

Permission of coordinator/instructor required.

**MUSV-111: Tuba Minor**

Instruction in major.

**Credits:** 2

**MUSV-112: Tuba Minor**

Instruction in major.

**Credits:** 2

**MUSV-121: Tuba Minor**

Continuation of MUSV-111, 112.

**Credits:** 2

**Prerequisites:**

MUSV-111, 112, or consent of instructor.

**MUSV-122: Tuba Minor**

Continuation of MUSV-111, 112.

**Credits:** 2

**Prerequisites:**

MUSV-111, 112, or consent of instructor.

**MUSV-131: Tuba Minor**

Continuation of MUSV-121, 122.

**Credits:** 2

**Prerequisites:**

MUSV-121, 122, or consent of instructor.

**MUSV-132: Tuba Minor**

Continuation of MUSV-121, 122.

**Credits:** 2

**Prerequisites:**

MUSV-121, 122, or consent of instructor.

**MUSV-141: Tuba Minor**

Continuation of MUSV-131, 132, with preparation for senior recital.

**Credits:** 2

**Prerequisites:**

MUSV-131, 132, or consent of instructor.

**MUSV-142: Tuba Minor**

Continuation of MUSV-131, 132, with preparation for senior recital.

**Credits:** 2

**Prerequisites:**

MUSV-131, 132, or consent of instructor.

**MUSV-211: Tuba Major**

Consists of major and minor scales and arpeggi, along with etudes and solos in all styles.

**Credits:** 4

**MUSV-212: Tuba Major**

Consists of major and minor scales and arpeggi, along with etudes and solos in all styles.

**Credits:** 4

**MUSV-221: Tuba Major**

Continuation of MUSV-211, 212, with preparation for qualifying recital.

**Credits:** 4

**Prerequisites:**

MUSV-211, 212, or consent of instructor.

**MUSV-222: Tuba Major**

Continuation of MUSV-211, 212, with preparation for qualifying recital.

**Credits:** 4

**Prerequisites:**

MUSV-211, 212, or consent of instructor.

**MUSV-231: Tuba Major**

Continuation of MUSV-221, 222.

**Credits:** 4

**Prerequisites:**

MUSV-221, 222, or consent of instructor.

**MUSV-232: Tuba Major**

Continuation of MUSV-221, 222.

**Credits:** 4

**Prerequisites:**

MUSV-221, 222, or consent of instructor.

**MUSV-241: Tuba Major**

Continuation of MUSV-231, 232, with preparation for senior recital.

**Credits:** 4

**Prerequisites:**

MUSV-231, 232, or consent of instructor.

**MUSV-242: Tuba Major**

Continuation of MUSV-231, 232, with preparation for senior recital.

**Credits:** 4

**Prerequisites:**

MUSV-231, 232, or consent of instructor.

**MUSV-301: Graduate Tuba Minor I**

This course is designed to help you develop comprehensive practice strategies as well as how to develop your dexterity and playing abilities.

**Credits:** 3

**MUSV-302: Graduate Tuba Minor II**

A continuation of MUSV-301. This course builds upon Tuba performance techniques.

**Credits:** 3

**MUSV-303: Graduate Tuba Minor III**

A continuation of MUSV-302. This course builds upon Tuba performance techniques.

**Credits:** 3

**MUSV-304: Graduate Tuba Minor IV**

A continuation of MUSV-303. This course builds upon Tuba performance techniques.

**Credits:** 3

**MUSV-311: Graduate Tuba Major I**

Private instruction in performance for graduate students.

**Credits:** 5

**MUSV-312: Graduate Tuba Major II**

Private instruction in performance for graduate students.

**Credits:** 5

**MUSV-321: Graduate Tuba Major III**

Private instruction in performance for graduate students.

**Credits:** 5

**MUSV-322: Graduate Tuba Major IV**

Private instruction in performance for graduate students.

**Credits:** 5

## University Choir

**MUTL-311: Graduate University Choir I**

This is a one-hour credit course intended to develop the skill, knowledge, and attitudes to perform the range of musical styles and genre written for the concert choir ensemble. The choir class is intended to help develop each singer's vocal ability in a positive environment as well as to present quality performances with a high level of musicianship.

**Credits:** 1

### **MUTL-312: Graduate University Choir II**

A continuation of MUTL-311. This is a one-hour credit course intended to develop the skill, knowledge, and attitudes to perform the range of musical styles and genre written for the concert choir ensemble. The choir class is intended to help develop each singer's vocal ability in a positive environment as well as to present quality performances with a high level of musicianship.

**Credits:** 1

## Viola

### **MUTQ-100: Viola Instruction**

Private lessons to non-music major. Course can be repeated.

**Credits:** 1

**Prerequisites:**

Permission of coordinator/instructor required.

### **MUTQ-111: Viola Minor**

Study of scales and arpeggios in two octaves; etudes, sonatas, and concerti; and solo repertoire of the difficulty comparable to Masas' Opus 36 Etudes and Eccles' Sonata in G Minor.

**Credits:** 2

### **MUTQ-112: Viola Minor**

Study of scales and arpeggios in two octaves; etudes, sonatas, and concerti; and solo repertoire of the difficulty comparable to Masas' Opus 36 Etudes and Eccles' Sonata in G Minor.

**Credits:** 2

### **MUTQ-121: Viola Minor**

Includes scales, arpeggios, double-stopping, and development of bow techniques.

**Credits:** 2

**Prerequisites:**

MUTQ-111, 112, or consent of instructor.

### **MUTQ-122: Viola Minor**

Includes scales, arpeggios, double-stopping, and development of bow techniques.

**Credits:** 2

**Prerequisites:**

MUTQ-111, 112, or consent of instructor.

### **MUTQ-131: Viola Minor**

Continuation of technical studies with classical solo compositions.

**Credits:** 2

**Prerequisites:**

MUTQ-121, 122, or consent of instructor.

### **MUTQ-132: Viola Minor**

Continuation of technical studies with classical solo compositions.

**Credits:** 2

**Prerequisites:**

MUTQ-121, 122, or consent of instructor.



**MUTQ-141: Viola Minor**

Study of scales and broken chords in three octaves through the seventh position, technical studies, etudes, and preparation for senior recital.

**Credits:** 2

**Prerequisites:**

MUTQ-131, 132, or consent of instructor.

**MUTQ-142: Viola Minor**

Study of scales and broken chords in three octaves through the seventh position, technical studies, etudes, and preparation for senior recital.

**Credits:** 2

**Prerequisites:**

MUTQ-131, 132, or consent of instructor.

**MUTQ-211: Viola Major**

Instruction in technical studies, etudes, sonatas, and solo repertoire.

**Credits:** 4

**MUTQ-212: Viola Major**

Instruction in technical studies, etudes, sonatas, and solo repertoire.

**Credits:** 4

**MUTQ-221: Viola Major**

Includes technical studies, scales, arpeggios, double-stopping, and development of bow technique; suitable studies and compositions from early and contemporary eras; and preparation for qualifying recital.

**Credits:** 4

**Prerequisites:**

MUTQ- 211, 212, or consent of instructor.

**MUTQ-222: Viola Major**

Includes technical studies, scales, arpeggios, double-stopping, and development of bow technique; suitable studies and compositions from early and contemporary eras; and preparation for qualifying recital.

**Credits:** 4

**Prerequisites:**

MUTQ- 211, 212, or consent of instructor.

**MUTQ-231: Viola Major**

Continuation of MUTQ-221, 222.

**Credits:** 4

**Prerequisites:**

MUTQ-221, 222, or consent of instructor.

**MUTQ-232: Viola Major**

Continuation of MUTQ-221, 222.

**Credits:** 4

**Prerequisites:**

MUTQ-221, 222, or consent of instructor.

**MUTQ-241: Viola Major**

Continuation of MUTQ-231, 232.

**Credits:** 4

**Prerequisites:**

MUTQ-231, 232, or consent of instructor.

**MUTQ-242: Viola Major**

Continuation of MUTQ-231, 232.

**Credits:** 4

**Prerequisites:**

MUTQ-231, 232, or consent of instructor.

**MUTQ-301: Graduate Viola Minor I**

This course is designed to help you develop comprehensive practice strategies as well as how to develop your dexterity and playing abilities.

**Credits:** 3

**MUTQ-302: Graduate Viola Minor II**

A continuation of MUTQ-301. This course builds upon Viola performance techniques.

**Credits:** 3

**MUTQ-303: Graduate Viola Minor III**

A continuation of MUTQ-302. This course builds upon Viola performance techniques.

**Credits:** 3

**MUTQ-304: Graduate Viola Minor IV**

A continuation of MUTQ-303. This course builds upon Viola performance techniques.

**Credits:** 3

**MUTQ-311: Graduate Viola Major I**

Private instruction in performance for graduate students.

**Credits:** 5

**MUTQ-312: Graduate Viola Major II**

Private instruction in performance for graduate students.

**Credits:** 5

**MUTQ-321: Graduate Viola Major III**

Private instruction in performance for graduate students.

**Credits:** 5

**MUTQ-322: Graduate Viola Major IV**

Private instruction in performance for graduate students.

**Credits:** 5

## Violin

**MUSL-111: Violin Minor**

Instruction in major and minor scales and arpeggios in three octaves, solo repertoire comparable to Kreutzer's 42 Etudes, Sevcik's Opus 9, and concerti by Seitz and Accolay.

**Credits:** 2

**MUSL-112: Violin Minor**

Instruction in major and minor scales and arpeggios in three octaves, solo repertoire comparable to Kreutzer's 42 Etudes, Sevcik's Opus 9, and concerti by Seitz and Accolay.

**Credits:** 2

**MUSL-121: Violin Minor**

Instruction in scales and arpeggios continued from MUSL-111, 112, and etudes, compositions, concerti, and sonatas.

**Credits:** 2

**Prerequisites:**

MUSL-111, 112, or consent of instructor.

**MUSL-122: Violin Minor**

Instruction in scales and arpeggios continued from MUSL-111, 112, and etudes, compositions, concerti, and sonatas.

**Credits:** 2

**Prerequisites:**

MUSL-111, 112, or consent of instructor.

**MUSL-131: Violin Minor**

Continuation of MUSL-122.

**Credits:** 2

**Prerequisites:**

MUSL-MUSP, consent of instructor.

**MUSL-132: Violin Minor**

Continuation of MUSL-122.

**Credits:** 2

**Prerequisites:**

MUSL-MUSP, consent of instructor.

**MUSL-141: Violin Minor**

Continuation of MUSL-132, including preparation for senior recital.

**Credits:** 2

**Prerequisites:**

MUSL-131, 132, or consent of instructor.

**MUSL-142: Violin Minor**

Continuation of MUSL-132, including preparation for senior recital.

**Credits:** 2

**Prerequisites:**

MUSL-131, 132, or consent of instructor.

**MUSL-211: Violin Major**

Includes scales, arpeggios, double-stopping, bow technique and suitable studies and compositions from early and contemporary areas.

**Credits:** 4

**MUSL-212: Violin Major**

Includes scales, arpeggios, double-stopping, bow technique and suitable studies and compositions from early and contemporary areas.

**Credits:** 4

**MUSL-221: Violin Major**

Continuation of MUSL-211, 212, with preparation for qualifying recital.

**Credits:** 4

**Prerequisites:**

MUSL-211, 212, or consent of instructor.

**MUSL-222: Violin Major**

Continuation of MUSL-211, 212, with preparation for qualifying recital.

**Credits:** 4

**Prerequisites:**

MUSL-211, 212, or consent of instructor.

**MUSL-231: Violin Major**

Includes techniques, etudes, sonatas, compositions, and concerti.

**Credits:** 4

**Prerequisites:**

221, 222, or consent of instructor.

**MUSL-232: Violin Major**

Includes techniques, etudes, sonatas, compositions, and concerti.

**Credits:** 4

**Prerequisites:**

221, 222, or consent of instructor.

**MUSL-241: Violin Major**

Consists of technique; review and continuation of previous material; study of etudes, sonatas, and concerti; and preparation of senior recital.

**Credits:** 4

**Prerequisites:**

MUSS, MUST, or consent of instructor.

**MUSL-242: Violin Major**

Consists of technique; review and continuation of previous material; study of etudes, sonatas, and concerti; and preparation of senior recital.

**Credits:** 4

**Prerequisites:**

MUSS, MUST, or consent of instructor.

**MUSL-301: Graduate Violin Minor I**

This course is designed to help you develop comprehensive practice strategies as well as how to develop your dexterity and playing abilities.

**Credits:** 3

**MUSL-302: Graduate Violin Minor II**

A continuation of MUSL-301. This course builds upon violin performance techniques.

**Credits:** 3

**MUSL-303: Graduate Violin Minor III**

A continuation of MUSL-302. This course builds upon violin performance techniques.

**Credits:** 3

**MUSL-304: Graduate Violin Minor IV**

A continuation of MUSL-303. This course builds upon violin performance techniques.

**Credits:** 3

**MUSL-311: Graduate Violin Major I**

Private instruction in performance for graduate students.

**Credits:** 5

**MUSL-312: Graduate Violin Major II**

Private instruction in performance for graduate students.

**Credits:** 5

**MUSL-321: Graduate Violin Major III**

Private instruction in performance for graduate students.

**Credits:** 5

**MUSL-322: Graduate Violin Major IV**

Private instruction in performance for graduate students.

**Credits:** 5

## Violoncello

**MUSM-100: Violoncello Instruction**

Private lessons to non-music majors. Permission of coordinator/instructor required. Course can be repeated.

**Credits:** 1

**MUSM-111: Violoncello Minor**

Consists of all major and minor scales and arpeggios in two octaves with various bowings; studies by Lee, Schroeder, Greutzmacher, and Alexanian; and Hindemith's Three Easy Pieces.

**Credits:** 2

**MUSM-112: Violoncello Minor**

Consists of all major and minor scales and arpeggios in two octaves with various bowings; studies by Lee, Schroeder, Greutzmacher, and Alexanian; and Hindemith's Three Easy Pieces.

**Credits:** 2

**MUSM-121: Violoncello Minor**

Continuation of MUSM-111, 112.

**Credits:** 2

**Prerequisites:**

MUSM-111, 112, or consent of instructor.

**MUSM-122: Violoncello Minor**

Continuation of MUSM-111, 112.

**Credits:** 2

**Prerequisites:**

MUSM-111, 112, or consent of instructor.

**MUSM-131: Violoncello Minor**

Continuation of MUSM-121, 122.

**Credits:** 2

**Prerequisites:**

MUSM-121, 122, or consent of instructor.

**MUSM-132: Violoncello Minor**

Continuation of MUSM-121, 122.

**Credits:** 2

**Prerequisites:**

MUSM-121, 122, or consent of instructor.

**MUSM-141: Violoncello Minor**

Continuation of MUSM-131, 132, along with preparation of senior recital.

**Credits:** 2

**Prerequisites:**

MUSM- 131, 132, or consent of instructor.

**MUSM-142: Violoncello Minor**

Continuation of MUSM-131, 132, along with preparation of senior recital.

**Credits:** 2

**Prerequisites:**

MUSM- 131, 132, or consent of instructor.

**MUSM-211: Violoncello Major**

Consists of major and minor scales and arpeggios in three octaves; studies by Schroeder, Popper, Dotzauer, and Klengel; and suitable compositions from string literature.

**Credits:** 4

**MUSM-212: Violoncello Major**

Consists of major and minor scales and arpeggios in three octaves; studies by Schroeder, Popper, Dotzauer, and Klengel; and suitable compositions from string literature.

**Credits:** 4

**MUSM-221: Violoncello Major**

Continuation of MUSM-211, 212. Qualifying recital.

**Credits:** 4

**Prerequisites:**

MUSM-211, 212, or consent of instructor.

**MUSM-222: Violoncello Major**

Continuation of MUSM-211, 212. Qualifying recital.

**Credits:** 4

**Prerequisites:**

MUSM-211, 212, or consent of instructor.

**MUSM-231: Violoncello Major**

Continuation of MUSM-221, 222.

**Credits:** 4

**Prerequisites:**

MUSM-221, 222, or consent of instructor.

**MUSM-232: Violoncello Major**

Continuation of MUSM-221, 222.

**Credits:** 4

**Prerequisites:**

MUSM-221, 222, or consent of instructor.

**MUSM-241: Violoncello Major**

Continuation of MUSM-231, 232, with preparation for senior recital.

**Credits:** 4

**Prerequisites:**

MUSM-231, 232, or consent of instructor.

**MUSM-242: Violoncello Major**

Continuation of MUSM-231, 232, with preparation for senior recital.

**Credits:** 4

**Prerequisites:**

MUSM-231, 232, or consent of instructor.

**MUSM-301: Graduate Violoncello Minor I**

This course is designed to help you develop comprehensive practice strategies as well as how to develop your dexterity and playing abilities.

**Credits:** 3

**MUSM-302: Graduate Violoncello Minor II**

A continuation of MUSM-301. This course builds upon violoncello performance techniques.

**Credits:** 3

**MUSM-303: Graduate Violoncello Minor III**

A continuation of MUSM-302. This course builds upon violoncello performance techniques.

**Credits:** 3

**MUSM-304: Graduate Violoncello Minor IV**

A continuation of MUSM-303. This course builds upon violoncello performance techniques.

**Credits:** 3

**MUSM-311: Graduate Violoncello Major I**

Private instruction in performance for graduate students.

**Credits:** 5

**MUSM-312: Graduate Violoncello Major II**

Private instruction in performance for graduate students.

**Credits:** 5

**MUSM-321: Graduate Violoncello Major III**

Private instruction in performance for graduate students.

**Credits:** 5

**MUSM-322: Graduate Violoncello Major IV**

Private instruction in performance for graduate students.

**Credits:** 5

## VOICE

**MUSG-257: Graduate Solo Vocal Literature**

This course is designed to survey the development of solo vocal literature. Music covered in this course will be limited to classical song literature - song written in a classical style for solo voice and piano. Classes will consist of lecture and discussion of materials (textbook, audio recordings, written music) and special presentations.

**Credits:** 3

**MUSG-311: Graduate Voice Major I**

This course investigates the vocal physiology and various teaching methods and tools necessary to the successful singer and pedagogue. Required study for all voice majors, undergraduate and graduate.

**Credits:** 5

### **MUSG-321: Graduate Voice Major III**

A continuation of MUSG-312. This course investigates the vocal physiology and various teaching methods and tools necessary to the successful singer and pedagogue. Required study for all voice majors, undergraduate and graduate.

**Credits:** 5

### **MUSG-355: Graduate Voice Pedagogy**

In this course, you will have the opportunity to learn the principles which are the foundation of all teaching methodologies. Principles learned in this class can be applied to both one-on-one teaching (singing lessons, vocal coaching) and group situations (class voice, choral music). Through readings, class lectures, guest lectures and perhaps a field trip or two, you will be exposed to the anatomy, physiology, acoustics and development of the human voice.

**Credits:** 3

### **MUSG-371: Graduate Opera Ensemble Workshop**

The opera workshop is a select ensemble/class for moderate to advanced classical singers. Topics include the musical, linguistic, and dramatic preparation and performance of roles and scenes from the operatic and operetta repertory.

**Credits:** 1

## Women's Studies

### **WOMS-500: Introduction to Women's Studies**

(This interdisciplinary course explores and analyzes the position of women and the role of gender in the institutions of the United States, including the family, education, government, law, the economy, and religion.

**Credits:** 3

### **WOMS-501: Internship in Women's Studies**

Supervised work-and-learning experience in women's and gender studies under the direction of a University faculty member/administrator and an employee of a sponsor organization.

**Credits:** 3

### **WOMS-502: Independent Study in Women's Studies**

Supervised work-and-learning experience in women's and gender studies under the direction of a University faculty member/administrator and an employee of a sponsor organization.

**Credits:** 3

## Woodwind Ensemble

### **MUTC-301: Woodwind Ensemble I**

Students will be assigned with saxophone quartet, woodwind quintet, clarinet trios, flute trios, choirs of instruments, and mixed ensemble works with musical partners at their level and/ or assigned with accompany in vocal and instrumental. Students will practice assigned works regularly with their partners and perform together in front of the class.

**Credits:** 1

### **MUTC-302: Woodwind Ensemble II**

A continuation of MUTC-301. Weekly coaching and rehearsals in woodwind ensembles.

**Credits:** 1



**MUTC-303: Woodwind Ensemble III**

A continuation of MUTC-302. Weekly coaching and rehearsals in woodwind ensembles.

**Credits:** 1

**MUTC-304: Woodwind Ensemble IV**

A continuation of MUTC-303. Weekly coaching and rehearsals in woodwind ensembles.

**Credits:** 1

**MUTC-311: Flute Ensemble I**

Students will be assigned with flute trio works with musical partners at their level and/ or assigned with accompany in vocal and instrumental. Students will practice assigned works regularly with their partners and perform together in front of the class.

**Credits:** 1

**MUTC-311: Flute Ensemble I**

Students will be assigned with flute trio works with musical partners at their level and/ or assigned with accompany in vocal and instrumental. Students will practice assigned works regularly with their partners and perform together in front of the class.

**Credits:** 1

**MUTC-312: Flute Ensemble II**

A continuation of MUTC-311. Weekly coaching and rehearsals in flute ensembles.

**Credits:** 1

**MUTC-313: Flute Ensemble III**

A continuation of MUTC-312. Weekly coaching and rehearsals in flute ensembles.

**Credits:** 1

**MUTC-314: Flute Ensemble IV**

A continuation of MUTC-313. Weekly coaching and rehearsals in flute ensembles.

**Credits:** 1