

THE CATHOLIC UNIVERSITY OF AMERICA



2022-2023 Announcements
Graduate Studies

Volume 108 Number 1

Campus Overview - 2022-23 Graduate Announcements - The Catholic University of America



Campus Overview

The Catholic University of America was incorporated under the laws of the District of Columbia in 1887. Its original incorporation was supplemented and amended by an Act of Congress in 1928.

Main Campus

The main campus is located in the northeast quadrant of Washington with a main entrance at Michigan Avenue and Fourth Street, N.E. University offices are open from 9 a.m. to 5 p.m. daily, except on holidays as noted in the "Academic Calendar." The university telephone number is 202-319-5000 and its website is www.catholic.edu.

Other Locations

Virginia

A satellite instructional center is located at 2050 Ballenger Avenue, Suite 200, in Alexandria, Virginia, a short walk from the King Street Metro stop. The main telephone number is 202-319-4406, and its website is www.catholic.edu/alexandria/. The Alexandria facilities follow the same operating days and hours as the main campus University offices.

The State Council of Higher Education for Virginia has certified the Catholic University of America to operate in Virginia at 2050 Ballenger Ave. # 200, Alexandria VA 22314. Approved programs include the M.S. in Engineering Management in the School of Engineering; the Master of Science in Management offered by the Busch School of Business; and the certificate in Paralegal Studies, the Associate of Arts in Paralegal Studies, the Bachelor of Arts in Individualized Studies, and noncredit programs in computer skills, computer security, data analysis, human resources, project management, financial planning, and supply chain management from the Metropolitan School of Professional Studies.

The Higher Education Licensure Commission (1050 First St. NE, Washington, DC 20002; (202) 727-6436; <https://helc.osse.dc.gov/>) has authorized Catholic University to offer courses or degree, diploma, or certificate programs at the level for which credit is being awarded for those courses or programs in Virginia.

Each course, or degree, diploma or certificate program offered in Virginia has been approved through the university's governance process. All coursework offered in Virginia may be applied, as appropriate, to programs offered at the university's primary campus in the District of Columbia.

Under Virginia law, students must complete a minimum of 30% of course work at Catholic University to be granted a degree from the University, although University or School policy may set a higher minimum.

Under Virginia law, students may earn no more than 30% of the credit toward a degree from work or life experience credit. At Catholic University, such credits are granted only in the Metropolitan School of Professional Studies, and it sets a lower maximum.

Catholic University does not guarantee that its courses, diplomas, certificate or degrees will be accepted for transfer by any other institution.

The university provides a credentialed and course qualified academic advisor for each program of study. A student will be informed of their advisor at the time of admission; the student also can obtain this information at any time from Associate Dean Twila Lindsay. A student who contacts their advisor by any method will receive a response within a reasonable time.

Faculty hold office hours for students at designated times outside a course's regularly scheduled class hours or by appointment.

Faculty will promote interaction between students and faculty or among students through means such as in-class and online discussions, breakout sessions, group projects, and informal activities outside the classroom. All instructional courses for degree credit require a minimum of 15 contact hours for each semester credit hour and an expectation for additional assignments beyond scheduled instructional activities.

The Metropolitan School's policies for awarding transfer credit are described [online](https://docs.google.com/document/d/1a0oBLrnJOw5fh22P6AqwcEEIA6Wg2gW7vVAmpQ2LOHg) at <https://docs.google.com/document/d/1a0oBLrnJOw5fh22P6AqwcEEIA6Wg2gW7vVAmpQ2LOHg>.

Complaints about Catholic University's program in Virginia can be made using the Catholic University Internal Grievance Process below. Once the internal grievance process has been exhausted, students may contact the State Council for Higher Education in Virginia by writing to or calling at the contact information below. No student will be retaliated against for filing a complaint.

State Council of Higher Education in Virginia
101 N. 14th St., James Monroe Bldg.
Richmond, VA 23219
Tel: (804) 225-2600
<http://schev.edu>

Arizona

The University also operates an experimental undergraduate program in Tucson, Arizona, with offices on the campus of Pima Community College at 1255 North Stone Ave., Tucson, AZ 85709. The main telephone number is 520-409-6413, and its website is www.catholic.edu/tucson/. The Tucson facilities follow the same operating days and hours as the main campus University offices.

The University is currently licensed to teach courses and grant regular degrees in Arizona, per approval from the Arizona State Board for Private Postsecondary Education.

Announcements Overview

These *Announcements* provide the basic information about the graduate programs and academic policies of The Catholic University of America. Additional information is published in the *Student Handbook*, which is available at www.catholic.edu. It is the responsibility of each student to be aware of all rules, regulations, policies, and procedures contained in these *Announcements* and in the [Community Standards Guide](#).

The university reserves the right to establish and revise requirements for graduation and degrees, curricula, schedules, charges for tuition and other fees, and all regulations affecting students, whether incoming or previously enrolled. Inquiries and applications for admission for graduate study should be directed to: The Office of Graduate Admissions, The Catholic University of America, Washington, DC 20064 (202-319-5057). Additional information and applications for admission are also available at <https://www.catholic.edu/admission/graduate/index.html>.

The Catholic University of America is committed to the belief that "with respect to the fundamental rights of the person, every type of discrimination, whether social or cultural, whether based on sex, race, color, social condition, language, or religion, is to be overcome and eradicated as contrary to God's intent" (Vatican Council II, *Gaudium et spes*, No. 29). Accordingly, it is the policy of the university to comply fully with provisions of federal and local laws and regulations where applicable, which prohibit discrimination on the basis of criteria specified in those laws and regulations in educational programs and activities, including admission thereto, and in employment. The Catholic University of America admits students of any race, color, national or ethnic origin, sex, age, or disability to all the rights, privileges, programs and activities generally accorded or made available to students at the university. It does not discriminate against students or applicants for admission, or employees or applicants for employment on the basis of

race, color, national or ethnic origin, or on the basis of sex, age, or disability, in the administration of its educational or admissions policies or in any aspect of its operations.

Inquiries may be directed to the Equal Opportunity Officer at 202-319-5598 or by e-mail at HR-EEO@cua.edu.

Catholic University Internal Grievance Process

Most external grievance processes require that the student first exhaust internal processes. If a student believes he/she has a complaint regarding financial aid, a complaint should be filed with Hasanna Tyus, Vice President for Enrollment Management at tyus@cua.edu. If the complaint is about Undergraduate Academics, the person to contact is Dr. Lynn Mayer, Vice Provost for Teaching and Dean of Undergraduate Studies, at mayer@cua.edu. A complaint about Graduate Academics should be directed to J. Steven Brown, Senior Vice Provost for Academic Administration and Dean Of Graduate Studies at brownjs@cua.edu.

Please note that no student will be subject to unfair actions as a result of his/her initiation of a complaint proceeding. For more information please see the [CUA Non-Retaliation Policy](#).

Message from the President

To the Graduate Students at The Catholic University of America:

The Catholic University of America is a unique place of higher learning. Like other universities, our aim is to offer you the best possible preparation for what lies ahead. We aim to equip you with the most advanced education available in the subject you have chosen to pursue — to train you in the methods of your field, prepare you to be a future scholar, and set you forth on a successful professional trajectory. A significant part of the value of your degree rests in this preparatory work, and we are committed to accompanying you every step of the way.

But as a Catholic institution, we aspire to even more than this. At the heart of the Catholic faith is a dedication to the truth, and the belief that truth alone will satisfy the longing of the human heart. We find the truth both in what God has revealed, and in the order of creation. As a university that embraces this tradition, we are committed to the harmony of faith and reason, and the pursuit of truth in light of both. *Deus Lux Mea Est*, our motto declares: God is my light, the light that illuminates the mind.

Our approach counters a trend in higher education that prioritizes specialization to the exclusion of integration, one that limits the scope of learning, and curtails our ability to share in a common pursuit. Inspired by the principles of Catholic learning, we endeavor to provide an education that not only facilitates professional excellence but one that satisfies the human heart. As graduate students, much of your time will be spent thinking about a single subject, perhaps even a specific inquiry within that subject. This is an appropriate course to take in preparation to work in a particular field. But alongside this discipline-specific expertise, we encourage you to cultivate a deep appreciation for subjects outside of your own. We believe that a future physicist who is conversant in philosophy has an advantage over one who does not. She learns to think deeply about the relationship between scientific knowledge and wisdom, and about the moral implications of her work. So also, the future literary critic who labors to understand neurobiology. He will bring to his study of literature a more complex understanding of the relationship between the mind and the brain. Each will develop a sharper critical eye, and a more capacious mind, and thus be best enabled to apply their learnings to the good of humankind.

Our aim as educators is to build a true *university*, one that aims for both excellence in every field and the synthesis of knowledge across the disciplines. We aim to give you the most advanced education in your discipline while also helping you to ask big, life-changing questions. And here, the universal Church accompanies you on your journey. In this unique environment, I hope you will discover a deeper sense of your own calling and thrive in your pursuit of wisdom.

Sincerely yours,

A handwritten signature in blue ink that reads "Peter Kilpatrick". The signature is fluid and cursive, with the first name "Peter" and last name "Kilpatrick" clearly legible.

Dr. Peter K. Kilpatrick
President

Academic Calendar: Fall (First) Semester 2022
Semester Dates: August 29, 2022 – December 17, 2022

2022-23 Graduate Announcements - The Catholic University of America

Friday, April 1	Registration for Fall (First) Semester 2022 begins (use Cardinal Students)
Friday, July 29	<p>Last day for Summer 2022 graduation candidates to submit diploma application in Cardinal Students</p> <p>Final date to deposit theses and dissertations for August 2022 graduation</p>
Thursday, August 25	New student orientation begins
Saturday, August 27	Degree conferral for students completing degree requirements in Summer 2022 semester
Sunday, August 28	Last day to register for classes without a late registration fee (use Cardinal Students)
Monday, August 29	Opening of classes
Thursday, September 1	Mass of the Holy Spirit. University Mass, 12:10 p.m.; No classes held between 11:50 a.m. and 2:10 p.m.
Monday, September 5	Labor Day (Holiday: No classes)
Friday, September 9	Last day to register or add regular session courses for credit, including comprehensive exams and internships; last day to drop a regular session course without record (use Cardinal Students)*
Wednesday, September 14	Class of 2026 Convocation, 9:30 a.m.
Monday, October 10	Columbus Day (Holiday: No classes)
Tuesday, October 11	Administrative Thursday: Classes follow a Thursday schedule this day; Tuesday classes do not meet
Tuesday, October 11 – Friday, October 14	Faculty submit interim grades for undergraduates in Cardinal Students

2022-23 Graduate Announcements - The Catholic University of America

Friday, October 14	Midterm Last day to resolve grades of Incomplete from the previous semester Last day to change to audit (must have dean's permission)
Monday, October 31	Pre-registration advising begins
Tuesday, November 1	All Saints Day
Wednesday, November 2	All Souls Liturgy: Memorial Mass for Deceased of the University Community
Tuesday, November 8	Registration for Spring (Second) Semester 2023 begins (use Cardinal Students)
Friday, November 11	Last day to withdraw from regular session classes with a "W" grade (use Cardinal Students)* Last day to request an academic leave for the semester
Friday, November 18	Last day to request pass/fail option (undergraduates only; must have dean's permission)
Wednesday, November 23	Thanksgiving recess begins
Monday, November 28	Classes resume
Thursday, December 8	Patronal Feast of the Immaculate Conception (Holiday and Reading Day: No classes)
Friday, December 9	Last day for Fall 2022 graduation candidates to submit diploma application in Cardinal Students Final date to deposit theses and dissertations for January 2023 graduation
Saturday, December 10 – Sunday, December 11	Reading Period (Note: Classes that meet on Saturdays will meet on Saturday, December 10)
Monday, December 12	Last day of classes

Tuesday, December 13 – Saturday, December 17	Final Examination Period
Tuesday, December 20	All final grades due by 3:00 p.m.
Saturday, January 7, 2023	Degree conferral for students completing degree requirements in Fall 2022 semester

*Courses offered in dynamically dated sessions (those which do not extend the full length of the semester) may have earlier or later deadlines, as listed via the Enrollment Deadlines hyperlink on the class listing in Cardinal Students.

Academic Calendar: Spring (Second) Semester 2023
Semester Dates: January 9, 2023 – May 6, 2023

Tuesday, November 8, 2022	Registration for Spring (Second) Semester 2023 begins (use Cardinal Students)
Saturday, January 7	Degree conferral for students completing degree requirements in Fall 2022 semester
Sunday, January 8	Last day to register for classes without a late registration fee (use Cardinal Students)
Monday, January 9	Opening of classes
Monday, January 16	Rev. Martin Luther King, Jr., Day (Holiday: No classes)
Friday, January 20	Last day to register or add regular session courses for credit, including comprehensive exams and internships; last day to drop a regular session course without record (use Cardinal Students)* March for Life; No classes between 11:00 a.m. and 3:10 p.m.
Thursday, January 26	Patronal Feast of St. Thomas Aquinas University Mass, 12:10 p.m.; No classes held between 11:50 a.m. and 3:00 p.m.

2022-23 Graduate Announcements - The Catholic University of America

Monday, February 20 – Friday, February 24	Faculty submit interim grades for undergraduates in Cardinal Students
Tuesday, February 21	Administrative Monday: Classes follow a Monday class schedule this day; Tuesday classes do not meet
Wednesday, February 22	Ash Wednesday
Friday, February 24	Midterm Last day to resolve grades of Incomplete from the previous semester Last day to change to audit (must have dean's permission)
Friday, March 3	Last day for Spring 2023 graduation candidates to submit diploma application in Cardinal Students
Monday, March 6	Spring recess begins
Monday, March 13	Classes Resume
Monday, March 27	Pre-registration advising for Fall 2023 begins
Wednesday, March 29	Last day to withdraw from regular session classes with a "W" grade (use Cardinal Students)* Last day to request an academic leave for the semester
Tuesday, April 4	Registration for Summer Sessions 2023 and Fall (First) Semester 2023 begins (use Cardinal Students)
Wednesday, April 5	Last day to request pass/fail option (undergraduates only; must have dean's permission)

2022-23 Graduate Announcements - The Catholic University of America

Thursday, April 6	Holy Thursday (Holiday: No classes); Easter recess begins
Friday, April 7	Good Friday
Sunday, April 9	Easter Sunday
Monday, April 10	Easter Monday
Monday, April 10	Founders Day
Tuesday, April 11	Classes resume.
Thursday, April 20	University Research Day; Undergraduate/Graduate classes canceled through 5:00pm, Law classes canceled through 3:30pm
Wednesday, April 26	Reading Day (No classes)**
Friday, April 28	Final date to deposit theses and dissertations for May 2023 graduation
Saturday, April 29	Last day of classes
Sunday, April 30 – Monday, May 1	Reading Period**
Tuesday, May 2 – Saturday, May 6	Final examination period
Monday, May 8	Grades for graduating students due by noon

2022-23 Graduate Announcements - The Catholic University of America

Tuesday, May 9	All other grades due by 3:00 p.m.
Friday, May 12	Baccalaureate Mass University Honors Convocation
Saturday, May 13	Commencement exercises Degree conferral for undergraduate and graduate students completing degree requirements in Spring 2023 semester
Friday, May 19	Law School Commencement Degree conferral for law students completing degree requirements in Spring 2023 semester
Monday, May 8 – Saturday, August 12	Summer Session
Friday, July 28	Last day for Summer 2023 graduation candidates to submit diploma application in Cardinal Students Final date to deposit theses and dissertations for August graduation

*Courses offered in dynamically dated sessions (those which do not extend the full length of the semester) may have earlier or later deadlines, as listed via the Enrollment Deadlines hyperlink on the class listing in Cardinal Students.

**Reading days/periods may be used as make-up class days at the discretion of the University Provost

University Leadership

The University's governance structure is intended to perfect and make permanent the University's essential character as a Catholic and American institution of higher learning and its role as the national university of the Catholic Church, sponsored by the United States bishops, while permitting lay responsibility and support for the University.

The Fellows serve as the members of the Board of Trustees and hold certain reserved powers designed to preserve the ecclesial patrimony of the University. The responsibility for governance and oversight of the operations of the University resides in the University's Board of Trustees.

The Fellows include representative from four groups: cardinal fellows, those cardinals currently serving as diocesan bishops in the United States; bishop fellows (four who are appointed by the fellows); *ex officio* fellows, who include the chairman of the board; the president of the University; the chancellor of the University; the president of the United States Conference of Catholic Bishops; and appointed fellows (two laypersons) from the Board of Trustees.

The University will have no fewer than twenty (20) and no more than forty (40) trustees who are designated as the appointed trustees.

Board of Trustees

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**Asterisk denotes member of the Fellows*

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Maria Sousa	Director of Marketing
David Williams	Director of Web Strategy

The Mission Statement of the Catholic University of America

As the national university of the Catholic Church in the United States, founded and sponsored by the bishops of the country with the approval of the Holy See, The Catholic University of America is committed to being a comprehensive Catholic and American institution of higher learning, faithful to the teachings of Jesus Christ as handed on by the Church.

Dedicated to advancing the dialogue between faith and reason, The Catholic University of America seeks to discover and impart the truth through excellence in teaching and research, all in service to the Church, the nation and the world.

Aims of the University

The Catholic University of America is a community of scholars, both faculty and students, set apart to discover, preserve, and impart the truth in all its forms, with particular reference to the needs and opportunities of the nation.

As a university, it is essentially a free and autonomous center of study and an agency serving the needs of human society. It welcomes the collaboration of all scholars of goodwill who, through the process of study and reflection, contribute to these aims in an atmosphere of academic competence where freedom is fostered and where the only constraint upon truth is truth itself.

As a Catholic university, it desires to cultivate and impart an understanding of the Christian faith within the context of all forms of human inquiry and values. It seeks to ensure, in an institutional manner, the proper intellectual and academic witness to Christian inspiration in individuals and in the community, and to provide a place for continuing reflection, in the light of Christian faith, upon the growing treasure of human knowledge.

As a member of the American academic community, it accepts the standards and procedures of American institutions and seeks to achieve distinction within the academic world.

Faithful to the Christian message as it comes through the Church and faithful to its own national traditions, The Catholic University of America has unique responsibilities to be of service to Christian thought and education in the Catholic community as well as to serve the nation and the world.

Goals of the University

The Catholic University of America was founded in the name of the Catholic Church in the United States by Pope Leo XIII and the Most Reverends of this country as a national institution of learning. Given its origins and the historic role of its ecclesiastical faculties, this university has a responsibility to the Church in the United States that is special to it: It is called to be an intellectual center of highest quality, where the relation between revealed truth and human truth can be examined in depth and with authority. It seeks, moreover, to do this in the light of the American experience. It is for this reason that, from its inception, the university has enjoyed a unique relationship with the Holy See and the entire Catholic community.

Established as a center for graduate study, The Catholic University of America has evolved into a modern American university, committed not only to graduate but also to undergraduate and professional education and to the cultivation of the arts. At every level, the university is dedicated to the advancement of learning and particularly to the development of knowledge in the light of Christian revelation, convinced that faith is consistent with reason and that theology and other religious studies themselves profit from the broader context of critical inquiry, experimentation, and reflection.

The university aims to achieve and maintain in higher education a leading place among Catholic and other privately endowed, research-oriented institutions of comparable size, purpose, and tradition. In particular, it seeks to maintain a position of special excellence in the fields of theology, philosophy, and canon law.

The Catholic University of America gives primacy to scholarship and scientific research and to the training of future scholars through its graduate programs, not only in order to advance scientific work but also because it recognizes that undergraduate and professional education of high quality also demands the presence of a faculty that combines teaching and professional activity with fundamental scholarship.

The university seeks the advancement of knowledge within a context of liberal studies, a context that reflects both its concern for the whole person and the distinctive wisdom to which it is heir as a Catholic institution. This dimension of learning is reflected particularly in its undergraduate programs where religious studies and philosophy are regarded as integral to curricula that include requirements in the arts and humanities, language and literature, and the natural and social sciences. Through its professional programs, the university seeks to educate men and women who can represent their respective professions with distinction and who are formed by the learning and values inherent in its academic and Catholic traditions.

In selecting disciplines or fields of specialization to be supported at an advanced level of study and research, the university accords priority to religious and philosophical studies and to those programs that advance the Catholic tradition of humanistic learning and that serve the contemporary and future needs of society and the Church. In supporting particular programs the university takes into account the present and potential quality of programs, making an effort to maintain present academic strengths, especially when these are not represented elsewhere.

The university recognizes that its distinctive character ultimately depends on the intellectual and moral quality of its members. To create an environment that is intellectually stimulating and characterized by the generosity and mutual support required for collegial life and personal growth, the university seeks men and women who are not only professionally competent but who also can contribute to its Catholic, moral, and cultural milieu. The university seeks to preserve its tradition of collegial governance, fostering a climate within which all members of the university community have sufficient opportunities to influence deliberation and choice.

Though a research and teaching institution, the university recognizes that it is part of a larger community to which it has certain obligations consistent with its character. Its presence in the nation's capital and its unique relationship with the Catholic Church in America provide it with opportunities for influencing the resolution of the crucial issues of our time. In providing information and criteria by which public policy is shaped and measured, the university seeks to be of special service to the nation. Similarly, it seeks to be of service to the Church, not only through the preparation of clergy and other leaders for specific roles in the Church, but also through factual investigations and discussions of principles that influence policy. Thus, in dialogue and cooperation with contemporary society, The Catholic University of America sees itself as faithful to the challenge proposed by the Second Vatican Council for institutions of higher learning, namely, to put forth every effort so that "the Christian mind may achieve . . . a public, persistent, and universal presence in the whole enterprise of advancing higher culture" (*Gravissimum educationis*, n. 10).

History of The University

Established as a papally chartered graduate and research center, The Catholic University of America officially opened as an institution of higher education on Nov. 13, 1889.

The first discussion about a national Catholic university came up at a meeting of U.S. bishops — the Second Plenary Council of Baltimore in 1866.

Most Reverend John Lancaster Spalding of Peoria, Ill., later became the principal champion of the Catholic University cause. In the Third Plenary Council of the Bishops, in 1884, he was able to persuade a majority that so long as they would "look rather to the multiplying of schools and seminaries than to the creation of a real University," the progress of American Catholics would be "slow and uncertain. A University," he said, "is the great ordinary means to the best cultivation of mind." A gift from Mary Gwendoline Caldwell of Newport, Rhode Island made possible the foundation of a faculty of the sacred sciences as the nucleus around which a university could develop. Seen in the context of the development of American higher education as a whole, the institution that began with the decision of the Bishops in 1884 became the principal channel through which the modern university movement entered the American Catholic community. On Jan. 26, 1885, a committee appointed by the Third Plenary Council of Baltimore chose the name The Catholic University of America.

As the article in its name suggests, The Catholic University of America was founded when it was thought that for some time to come American Catholics would be able to maintain only one institution of university standing. There had been occasional demands for such an institution for several decades. Meeting in their Second Plenary Council, in 1866, the Bishops, who were interested especially in the higher education of the clergy, had expressed a desire to have under Catholic auspices a university in which "all the letters and sciences, both sacred and profane, could be taught." Although some Catholic colleges of the period had announced graduate offerings in the 1870s, they had defined them by adding courses rather than by the pursuit of investigation that graduate work is understood to entail.

New York and Philadelphia were considered as possible sites for the university, but the nation's capital, with its national symbolism and importance as a political center, ultimately was selected. Land was purchased adjacent to the grounds of the Soldiers' Home, which had been built for Civil War veterans. On April 10, 1887, Pope Leo XIII sent a letter to Cardinal James Gibbons, archbishop of Baltimore, giving his formal approval for the founding of The Catholic University of America, and in 1887 the University was

incorporated in the District of Columbia on 66 acres of land.

On May 24, 1888, the cornerstone for Caldwell Hall was laid with President Grover Cleveland as well as members of Congress and the U.S. Cabinet in attendance, and on March 7, 1889, Pope Leo XIII formally established Catholic University with his apostolic letter *Magni Nobis Gaudii*.

Bishop John J. Keane of Richmond, Va., was appointed rector of the fledgling institution, and when the University first opened for classes in November 1889, the curriculum consisted of lectures in mental and moral philosophy, English literature, the sacred scriptures, and the various branches of theology. At the end of the second term, lectures on canon law were added.

At the time, the modern American university was still in its infancy. The opening of The Johns Hopkins University in 1876 had marked its beginning. This institution in Baltimore was the first in the country to dedicate itself, not only to the preservation of learning and to teaching, as universities had been doing since the Middle Ages and as American institutions had been doing since the foundation of Harvard College on an English model in 1636, but also to the advancement of knowledge through research. In this it was following the example of the Prussian universities of the 19th century.

Very soon the conduct of research and the training of graduate students to carry it on became the hallmark of university status. By 1900, fourteen institutions offering instruction for the doctorate, The Catholic University of America among them, considered themselves ready to form the Association of American Universities. In 1904 The University began to offer undergraduate programs as well.

The life of The Catholic University of America has been more or less co-terminus with the movement, seen now on an international scale. A particularly visible contribution of The University to the Church in the United States and to the nation at large has been its preparation of teachers, many of them diocesan priests or members of religious communities of men and women, for service in schools, seminaries and colleges throughout the country.

The expansion of The University into the arts and sciences began with the opening, in 1895, of what were called at the time the "faculties for the laity." Three years later, the School of Law was established. A structural evolution led to a comprehensive academic reorganization in 1930. In that year, in accord with patterns that had become general in the United States, the College and the Graduate School of Arts and Sciences were established. The School of Engineering and Architecture was also a product of this reorganization.

Several professional schools have been added since the 1930 reorganization:

- The incorporation of the National Catholic School of Social Service in 1947 and the integration of the former Columbus University in 1954;
- The establishment of the School of Religious Studies in 1973;
- The merging of the College and Graduate School into a single School of Arts and Sciences in 1975;
- The return of the School of Education to departmental status in the School of Arts and Sciences in 1986;
- The re-establishment of the School of Canon Law within The University in 2002;
- The establishment of Metropolitan College as a separate school in 2006;
- The creation of the Tim and Steph Busch School of Business and Economics in 2013;
- The return of the School of Library and Information Science to departmental status in the School of Arts and Sciences in 2013;
- The return of the Department of Economics to the School of Arts and Sciences in 2018; and
- The merging of the school of music with the departments of drama and art to create The Benjamin T. Rome School of Music, Drama, and Art in 2018.

These initiatives have built our present complex of 12 Schools: Architecture and Planning, Arts and Sciences, Tim and Steph Busch School of Business, Canon Law, Engineering, Columbus School of Law, Metropolitan School of Professional Studies, Benjamin T. Rome School of Music, Drama, and Art, Nursing, Philosophy, Social Service, and Theology and Religious Studies.

Today the private and coeducational university, committed to being a comprehensive Catholic and American institution of higher learning, has approximately 6,500 students enrolled in the 12 schools. All of the schools offer graduate degrees and/or professional degrees, and students can choose from 103 master's programs and 66 doctoral programs.

The University continues to be the flagship Catholic educational institution in the United States and to maintain its unique status as the bishops' university. When The University was established, its governance was delegated by the bishops to a board of trustees of members. An act of Congress in 1928 amended the original certificate of incorporation to allow, among other things, an increase in the membership of the board. Lay membership, however, was minimal until 1968.

Under bylaws that it adopted in that year, the board, which now has 49 members, has an equal numbers of clerical and lay members. The Archbishop of Washington serves ex officio as the chancellor of The University, and in this capacity, is the liaison between The University and the United States Conference of Catholic Bishops, as well as between The University and the Holy See.

Since its founding, The University has been led by 16 presidents, earlier known as rectors. The current president, Peter Kilpatrick has been at the helm since July 1, 2022.

Catholic University is one of only two universities in the United States to have hosted the pope on its campus and it is the only one to have done so three times — Pope John Paul II in 1979, Pope Benedict XVI in 2008, and Pope Francis in 2015. Pope John Paul II and Pope Benedict XVI both used the occasion of their visit to address educational leaders gathered from around the United States.

An official statement of the aims of The University that the trustees promulgated in 1970 transmits consistently the goals of the founders of a century ago. The first rector, Most Reverend John Joseph Keane, gave succinct form to these goals when he portrayed the institution that he was chosen to head as "a living embodiment and illustration of the harmony between reason and revelation, between science and religion, between the genius of America and the church of Christ." His words have been a guide for over 125 years and will be a continuing challenge as long as The University endures.

Accreditation and Memberships

Institutional Accreditations

The Catholic University of America is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council of Higher Education Accreditation.

Specialized Accreditations

- Accreditation Board for Engineering and Technology
- American Association of School Librarians (National Recognition)
- American Bar Association
- American Chemical Society
- American Library Association
- American Psychological Association
- Association of American Law Schools
- Association of Theological Schools in the United States and Canada
- Commission on Collegiate Nursing Education
- Council for the Accreditation of Educator Preparation
- Council on Social Work Education
- International Association of Counseling Services
- National Architectural Accrediting Board
- National Association of Schools of Music
- Nurses Examining Board of the District of Columbia

Institutional Memberships

- American Council on Education
- American Council of Learned Societies
- Association of American Colleges and Universities
- Association of Catholic Colleges and Universities
- Association of Governing Boards of Universities and Colleges
- Association of Graduate Schools in Catholic Colleges and Universities
- Consortium of Universities of the Washington Metropolitan Area
- Council for European Studies
- Council for Higher Education Accreditation
- Council of Graduate Schools
- International Federation of Catholic Universities
- National Association of Independent Colleges and Universities

Specialized Memberships

- American Association of Colleges for Teacher Education
- American Association of Colleges of Nursing
- American Association of Collegiate Registrars and Admissions Officers
- American Association of University Women
- American College Center for Study Abroad
- American College Health Association
- Association for Library and Information Science Education Associations
- Institute of International Education
- International Association of Universities
- International Federation of Library Associations
- Latin American Studies Association
- National Association of Foreign Student Advisers (NAFSA): Association of International Educators
- National Association of Graduate Admissions Professionals
- National Association of Student Personnel Administrators
- National Catholic Educational Association
- National League for Nursing
- North American Association of Summer Sessions

- Oak Ridge Associated Universities
- Southeastern Universities Research Association
- Southern Regional Education Board
- University Corporation for Atmospheric Research

Schools of the University

School of Architecture and Planning

Programs lead to the degrees Bachelor of Science in Architecture; Master of Architecture (professional degree for students who have a pre-professional degree in architecture); Master of Architecture (professional degree for bachelors in fields other than architecture) and Master of Architectural Studies. Also available are several joint degrees including a joint Bachelor of Science in Architecture and Bachelor of Civil Engineering and a dual Master of Architecture and Master of Science in Net Zero Design.

School of Arts and Science

Programs lead to the degrees Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Science, Master of Science in Library and Information Science, and Doctor of Philosophy. The departments of the school offering graduate degrees are Anthropology, Biology, Economics, Education, English, Greek and Latin, History, Library and Information Science, Mathematics, Modern Languages and Literatures (Spanish), Physics, Politics, Psychology, Semitic and Egyptian Languages and Literatures, and Sociology. Interdisciplinary programs are available in early Christian studies, medieval and Byzantine studies, biotechnology, and nuclear environmental protection.

The Tim and Steph Busch School of Business

Programs lead to the degrees Bachelor of Science in Business Administration (with numerous practical specializations), Bachelor of Science, Master of Science, Master of Science in Business, and Master of Science in Management (with several tracks for working professionals). All degrees teach career-oriented skills with an emphasis on respect for the dignity of the human person, intellectual and moral excellence (business analysis & virtue), and the positive role of business as a force for good in communities, institutions and society.

School of Canon Law

Programs lead to the ecclesiastical degrees of Licentiate in Canon Law, J.C.L., and Doctor of Canon Law, J.C.D. A dual degree program, J.D./J.C.L., is also conducted in conjunction with the Columbus School of Law.

School of Engineering

Programs lead to the degrees Bachelor of Biomedical Engineering, Bachelor of Civil Engineering, Bachelor of Electrical Engineering, Bachelor of Mechanical Engineering, Bachelor of Science, Bachelor of Science in Computer Science, Master of Science, and Doctor of Philosophy.

Columbus School of Law

The law school offers the J.D., LL.M., and M.L.S. degrees, with a broad curriculum that prepares graduates for a range of professional career opportunities. The school also has joint degree programs with the schools of arts and sciences (history, politics, or psychology), library and information science, philosophy, social work, and canon law. Concentrated certificate programs are available in law and technology (communications law, intellectual property law, or privacy law), securities law, law and public policy, international law, and compliance, investigations, and corporate responsibility. Through a number of clinical programs, students can gain professional service and skills experience.

Benjamin T. Rome School of Music, Drama, and Art

Programs lead to the degrees Bachelor of Music, Bachelor of Arts, Bachelor of Fine Arts, Master of Arts, Master of Music, Master of Music in Sacred Music, Master of Fine Arts; Doctor of Philosophy, Doctor of Musical Arts, and Doctor of Musical Arts in Sacred Music.

Also available are a joint degree program in music librarianship (Master of Arts in Musicology and the Master of Science in Library Science); a Graduate Artist Diploma (offered in cello, piano, violin, voice, and orchestral conducting); a minor in Latin American music within most graduate degree programs; a Creative Teaching through Drama certificate, and a non-degree Music Teacher Certification Program.

Conway School of Nursing

Programs lead to the Bachelor of Science in Nursing, Master of Science in Nursing, Doctor of Nursing Practice and Doctor of Philosophy degrees. The Bachelor of Science in Nursing program prepares the student for both beginning professional nursing practice and graduate study. The Master of Science in Nursing program prepares the student for advanced practice nursing roles in adult/geriatric, family, pediatric (pediatric primary care, pediatric acute care and a combined pediatric primary care/acute care tracks are offered), and community/public health nursing. The Doctor of Nursing Practice program prepares the student for roles involving the development and modification of health care systems and health care services as well as the direct care component of the advanced practice role. The Doctor of Philosophy (Nursing) program prepares clinical nurse researchers who can teach, administer and contribute to policy formulation in the private and community health care sectors. The focus on the Doctor of Philosophy

program is on clinical issues and applications.

School of Philosophy

Programs lead to the degrees Bachelor of Arts, Master of Arts, and Doctor of Philosophy, to the ecclesiastical degrees Bachelor, Licentiate, and Doctor of Philosophy, and to the Certificate in Pre-Theology Studies. The school offers a joint M.A./J.D. degree program with the Columbus School of Law and a joint Ph.B./S.T.B. degree program with the School of Theology and Religious Studies.

Metropolitan School of Professional Studies

The Metropolitan School of Professional Studies extends the resources and expertise of the university by offering professional development, certificate, baccalaureate, and master's degree programs for adult students and by offering other innovative programs. Reflecting the tradition and educational values of The Catholic University of America, degree programs are based on a strong core component of study in the humanities, social sciences, and natural sciences. Individual programs are designed with maximum flexibility to meet the special needs of adult students and classes are offered evenings and online to accommodate nontraditional schedules.

National Catholic School of Social Service

Programs lead to the Bachelor of Social Work, Master of Social Work, and Doctor of Philosophy degrees. The Bachelor of Social Work Program prepares students for direct entry into social work practice, under supervision, working in a wide range of social service settings. The Master of Social Work (M.S.W.) program prepares students for advanced entry into the social work profession with theoretical knowledge, practice skills, research utilization, and professional values. M.S.W. candidates choose from two concentrations, clinical and community, administration and policy practice (CAPP). The program leading to the Doctor of Philosophy degree is comprised of a foundation curriculum common to all students, a choice of electives to meet individualized specializations, and the dissertation as the capstone. The Ph.D. prepares graduates for active scholarship, research, and leadership positions in social work.

School of Theology and Religious Studies

Academic areas of study: Biblical Studies, Church History, Historical and Systematic Theology, Liturgical Studies/Sacramental Theology, Moral Theology/Ethics, Pastoral Ministry, Religion and Culture, Religious Education/Catechetics, Spirituality, and S.T.B./Ph.B. Academic and ministerial programs lead to the degrees Bachelor of Arts (B.A.), Master of Arts (M.A.), Master of Catechesis (M.Cat.), Master of Divinity (M.Div.), Master of Philosophy (M.Phil.), Doctor of Ministry (D.Min.), and Doctor of Philosophy (Ph.D.) and to the ecclesiastical degrees of Bachelor of Sacred Theology (S.T.B.), Licentiate in Sacred Theology (S.T.L.), and Doctor of Sacred Theology (S.T.D.). Ministerial field training and seminars are provided in the Pastoral Formation Program. Theological College, under the direction of the Sulpician Fathers, provides the spiritual formation and the opportunity for personal integration that are necessary for ordination to the priesthood in the Roman Catholic Church for diocesan seminarians. The school also provides the academic formation for a number of other seminaries in the Washington area.

The School of Theology and Religious Studies at The Catholic University of America is accredited by the Middle States Commission on Higher Education and the Association of Theological Schools in the United States and Canada, 10 Summit Park Drive Pittsburgh, PA 15275 USA; Telephone: 412-788-6505; Fax: 412-788-6510; Website: www.ats.edu.

Graduate Programs of Catholic University

- Acoustics - Certificate
- Additive Manufacturing - Certificate
- Advanced Catholic Diocesan Leadership - Certificate
- Anthropology - MA
- Applied Physics & Nanotechnology - MS
- Applied Physics & Nanotechnology - PhD
- Applied Space Weather Research - MS
- Architecture - MArch
 - Concentrations available in Classical Architecture, Integrated Path to Architecture Licensure, Real Estate Development, Sacred Space/Cultural Studies, Technology, Media & Interiors, and Urban Practice
- Architecture/Net Zero Design - MArch/MSNZD
 - Concentrations available in Classical Architecture, Integrated Path to Architecture Licensure, Sacred Space/Cultural Studies, Technology, Media & Interiors, and Urban Practice
- Art Education - MA
- Biblical Studies - MA
 - Concentration available in Carmelite Studies
- Biblical Studies - PhD
- Biblical Studies - STD
- Biblical Studies - STL
- Biology - MS

- Concentrations available in Cellular and Microbial Biology and Clinical Laboratory Sciences
- Biology - PhD
 - Concentrations available in Cellular and Microbial Biology, Clinical Laboratory Sciences, and Molecular
- Biology/Library & Information Science - MS/MSLIS
- Biomedical Engineering - MS
 - Concentrations available in Bioinstrumentation & Medical Imaging, Biomechanics, Biomedical Optics, Home Care Technologies, Neuromotor Control, Rehabilitation Engineering, and Tissue Engineering
- Biomedical Engineering - PhD
 - Concentrations available in Bioinstrumentation & Medical Imaging, Biomechanics, Biomedical Optics, Home Care Technologies, Neuromotor Control, Rehabilitation Engineering, and Tissue Engineering
- Biotechnology - Certificate
- Biotechnology - MS
- Business & Human Rights - Certificate
- Canon Law - JCD
- Canon Law - JCL
- Canon Law (Summer Program) - JCL
- Canon Law/Law - JCL/JD
- Canon Law/Law - JCL/JD
- Carmelite Studies - Certificate
- Catechesis - MCAT
- Catechesis (Online Program) - MCAT
- Catechetics - MA
- Catechetics - PhD
- Catholic Clinical Ethics - Certificate
- Catholic Clinical Ethics - MA
- Catholic Theology (90 credits) - MDiv
 - Concentrations available in Carmelite Studies and Hispanic Ministry
- Child Protection & Safe Environments - Certificate
- Christian Muslim Relations - Certificate
- Church Administration - MCA
- Church History - MA
 - Concentration available in Carmelite Studies
- Church History - PhD
 - Concentration available in Carmelite Studies
- Church History - STD
 - Concentration available in Carmelite Studies
- Church History - STL
 - Concentration available in Carmelite Studies
- Civil Engineering - MS
 - Concentrations available in Civil Engineering Informatics, Civil Engineering Materials, Construction Engineering & Management, Engineering & Management Big Data Analytics, Environmental Engineering, Geotechnical Engineering, Infrastructure Sensing & Monitoring, Smart City, Structural Engineering, Systems Engineering, and Transportation Engineering
- Civil Engineering - PhD
 - Concentrations available in Civil Engineering Informatics, Civil Engineering Materials, Construction Engineering & Management, Engineering & Management Big Data Analytics, Environmental Engineering, Geotechnical Engineering, Infrastructure Sensing & Monitoring, Smart City, Structural & Geotechnical, Structural Engineering, Systems Engineering, and Transportation Engineering
- Clinical Laboratory Science - MS
- Clinical Laboratory Science - PhD
- Computer Science - MS
 - Concentrations available in Computer Architecture & Parallel Systems, Computer Graphics & Visualization, Computer Systems & Software Engineering, Cybersecurity for Industrial Control Systems, Information Security, Medical Informatics & Instrumentation, Robotics and Artificial Intelligence, Software Development for Industrial Control Systems, and Theory of Computation
- Computer Science - PhD
 - Concentrations available in Computer Architecture & Parallel Systems, Computer Graphics & Visualization, Computer Systems & Software Engineering, Information Security, Medical Informatics & Instrumentation, Robotics and Artificial Intelligence, and Theory of Computation
- Congressional and Presidential Studies - Certificate
- Creative Teaching through Drama - Certificate

- Cultural Heritage Information Management - Certificate
- Data Analytics - Certificate
- Data Analytics - MS
- Divinity (72 credits) - MDiv
- Drama - MA
 - Concentrations available in Theatre History and Criticism, and Theatre Education
- Drama - MFA
 - Concentrations available in Acting, Directing, and Playwriting
- Early Childhood/Special Education - MA
- Early Christian Studies - MA
- Early Christian Studies - MA/PhD
- Early Christian Studies - PhD
- Ecclesial Administration and Management - MS
- Education - MA
 - Concentration available in Learning and Instruction
- Education - PhD
 - Concentration available in Catholic Leadership
- Electrical Engineering - MS
 - Concentrations available in Computer Architecture & Parallel Systems, Communication Systems & Networking, Electromagnetics & Optics, Information Security, Power Electronics, Robotics & Artificial Intelligence, and Signal Processing
- Electrical Engineering - PhD
 - Concentrations available in Antennas & Electromagnetic Propagation, Computer Architecture & Parallel Systems, Communication Systems & Networking, Electromagnetics & Optics, High Speed Communications & Networking, Information Security, Robotics & Artificial Intelligence, Signal and Image Processing, and Signal Processing
- Emergency Service Administration - MSEA
- Engineering Management - Certificate
- Engineering Management - MS
 - Concentrations available in Engineering Management & Organization, Project & Systems Engineering Management, and Technology Management
- English - MA/PhD
- English Language and Literature - MA
- English Language and Literature - PhD
- English/Library & Information Science - MA/MSLIS
- Environmental Engineering - MS
- Environmental Engineering - PhD
- Federal Contract Management - Certificate
- Franciscan Tradition - Certificate
- Graduate Artist Diploma
 - Concentrations available in Conducting, Guitar, Harp, Double Bass, Piano, Strings, Vocal Performance, and Woodwinds, Brass, Percussion
- Greek - Certificate
- Greek - MA
- Greek & Latin - MA
- Greek & Latin - MA/PhD
- Greek & Latin - PhD
- Greek and Latin - Certificate
- Health Administration - MHA
- Hispanic Literatures & Culture - PhD
- Hispanic Literatures & Culture - MA
- Historical Theology - PhD
 - Concentration available in Carmelite Studies
- Historical Theology - STD
 - Concentration available in Carmelite Studies
- Historical Theology - STL
 - Concentration available in Carmelite Studies
- History - MA
 - Concentrations available in Latin America, Medieval Europe, Modern Europe, Religion and Society in the Late Medieval and Modern World, and United States
- History - PhD

- Concentrations available in Medieval Literature, Modern Europe, Religion and Society in the Late Medieval and Modern World, and United States
- History/Law - MA/JD
- History/Law - MA/JD
- History/Library & Information Science - MA/MSLIS
- History/Secondary Education- MA/MA
- Human Rights - MA
- Integral Economic Development Management - MA
 - Concentrations available in Private Sector and Public Sector
- Integral Economic Development Policy - MA
- Latin - Certificate
- Latin - MA
- Law - JD
 - Concentrations available in Comparative & International Law Institute, Communications Law Institute, Health Law Certificate Program, Public Policy Program, and Securities Law Program
- Law - LLM
 - Concentrations available in Communications, National Security, and Jagiellonian University
- Legal Studies - MLS
- Library & Information Science - Certificate
- Library & Information Science - MSLIS
 - Concentrations available in Community Services Librarianship, Cultural Heritage Information Management, Data Science, Digital Libraries, Generalist, Information Architecture, Law Librarianship, Organization of Information, and School Library Media Services
- Library & Information Science (Online Program) - MSLIS
- Library & Information Science & Musicology - MSLIS/MA
- Library Leadership & Management - Certificate
- Library Science/Law - MSLIS/JD
- Library Science/Law - MSLIS/JD
- Liturgical Studies - PhD
- Liturgical Studies - STD
- Liturgical Studies - STL
- Liturgical Studies & Sacramental Theology - MA
- Management of Information Technology - Certificate
- Master of Science in Business
- Master of Science in Management - MSM
 - Concentrations available in Federal Acquisition and Contract Management, Human Resources Management, Management & Leadership, Not for Profit, Project Management, Sales Management, and Supply Chain Management
- Master of Science in Management (Online Program) - MSM
 - Concentrations available in Federal Acquisition and Contract Management, Human Resources Management, Management & Leadership, Not for Profit, Project Management, Sales Management, and Supply Chain Management
- Materials Science & Engineering - MS
 - Concentrations available in Biomaterials, Glass, Ceramics and Metallurgy, Magnetic and Optical Materials, Nanotechnology, Processing and Instrumentation, and Structural Materials
- Materials Science & Engineering - PhD
- Mathematics - MS
- Mechanical Engineering - MS
 - Concentrations available in Acoustics & Wave Propagation, Aerospace Engineering, Advanced & Non-Linear Dynamics, Clean Energy Production & Use, Computational Methods (FEM & CFD), Electronic Packaging, HVAC & Refrigeration, MEMS/NEMS, Microfluids and Biofabrication, Multiphase Flow & Heat Transfer, Optical Measurements, Robotics and Mechatronics, Smart Materials & Systems, and Vibration of Mechanical System
- Mechanical Engineering - PhD
 - Concentrations available in Acoustics & Wave Propagation, Aerospace Engineering, Biomechanics and Imaging Technology, Clean Energy Production & Use, Computational Methods (FEM & CFD), Electronic Packaging, HVAC & Refrigeration, MEMS/NEMS, Microfluids and Biofabrication, Multiphase Flow & Heat Transfer, Advanced & Non-Linear Dynamics, Optical Measurements, Robotics and Mechatronics, Smart Materials & Systems, and Vibration of Mechanical System
- Medieval & Byzantine Studies - MA
- Medieval & Byzantine Studies - MA/PhD
- Medieval & Byzantine Studies - PhD

- Medieval Studies - Certificate
- Ministry - DMin
 - Concentrations available in Evangelization, Liturgical Catechesis, Seminary Formation, and Spirituality
- Moral Theology & Ethics - MA
 - Concentration available in Carmelite Studies
- Moral Theology & Ethics - PhD
 - Concentration available in Carmelite Studies
- Moral Theology & Ethics - STD
 - Concentration available in Carmelite Studies
- Moral Theology & Ethics - STL
 - Concentration available in Carmelite Studies
- Music - DMA
 - Concentrations available in Chamber Music (Piano), Harp, Orchestral Conducting, Music Performance (Double Bass, Harp), Music Performance (Guitar), Music Performance (Strings), Music Performance (Woodwinds, Brass, Percussion), Composition (Concert Music), Orchestral Instruments, Percussion, Piano Pedagogy, Piano Performance, Vocal Accompanying, Vocal Pedagogy, and Vocal Performance
- Music - MM
 - Concentrations available in Chamber Music (Piano), Choral Conducting, Composition (Concert Music), Composition (Stage Music), Conducting and Orchestral Instruments, Music Performance (Double Bass, Harp), Music Performance (Guitar), Music Performance (Strings), Music Performance (Woodwinds, Brass, Percussion), Orchestral Conducting, Orchestral Instruments, Organ Performance, Piano Performance, Conducting and Piano, Piano Performance and Orchestral Instruments, Piano Pedagogy, Vocal Performance, Vocal Accompanying, Vocal Pedagogy, Vocal Pedagogy Classical Emphasis, and Vocal Pedagogy Musical Theatre / Pop Rock Emphasis
- Music Education - MM
- Music History - MA
- Music Teacher Certification - Certificate
- Musicology - PhD
 - Concentration available in Music History
- Musicology/Library & Information Science - MA/MSLIS
- Net Zero Design & Facility Management - MSNZD/MSFM
- Nuclear Environmental Protection - MS
- Nursing - Certificate
 - Concentrations available in Adult Gerontological Primary Care Nurse Practitioner, Family Nurse Practitioner, Pediatric Nurse Practitioner: Acute Care, Pediatric Nurse Practitioner: Combined Acute and Primary Care, and Pediatric Nurse Practitioner: Primary Care
- Nursing - MSN
 - Concentrations available in Adult - Gerontological Primary Care Nurse Practitioner, Family Nurse Practitioner, Advanced Public/Community Health Clinical Nurse Specialist, Advanced Public/Community Health Nurse, Pediatric Nurse Practitioner: Dual Acute and Primary Care, and Pediatric Nurse Practitioner: Primary Care
- Nursing - PhD
- Nursing (Online Program) - Certificate
 - Concentrations available in Adult Gerontology Nurse Practitioner, Family Nurse Practitioner, Pediatric Nurse Practitioner: Acute Care, Pediatric Nurse Practitioner: Combined Acute and Primary Care, and Pediatric Nurse Practitioner: Primary Care
- Nursing (Online Program) - DNP
- Nursing (Online Program) - MSN
 - Concentrations available in Adult - Gerontological Primary Care Nurse Practitioner, Family Nurse Practitioner, Pediatric Nurse Practitioner: Dual Acute and Primary Care, and Pediatric Nurse Practitioner: Primary Care
- Nursing Practice (Online Program) - DNP
- Nursing Practice (Online Program) - MSN/DNP
- Philosophy - MA
- Philosophy - MA/PhD
- Philosophy - MPhil
- Philosophy - PhD
- Philosophy - PhL
- Philosophy/Law - MA/JD
- Philosophy/Law - MA/JD
- Philosophy/Sacred Theology - PhB/STB
- Physics - MS
- Physics - PhD

- Concentration available in Astrophysics
- Politics - MA/PhD
 - Concentrations available in American Government, Political Theory, and World Politics
- Politics - PhD
 - Concentrations available in American Government, Political Theory, and World Politics
- Politics: American Government - MA
- Politics: Congressional Studies - MA
- Politics: International Affairs - MA
- Politics: Political Theory - MA
- Politics: World Politics - MA
- Politics/Law - MA/JD
- Politics/Law - MA/JD
- Power Electronics - Certificate
- Pre-Theology - Certificate
- Professional Speech Communication - Certificate
- Program Management - Certificate
- Project Management - Certificate
- Psychology - MA
 - Concentrations available in Human Factors and Psychological Science
- Psychology - PhD
 - Concentrations available in Applied Experimental, Clinical Psychology, and Human Development
- Psychology/Law - MA/JD
- Psychology/Law - MA/JD
- Religion & Culture - PhD
- Religion and Culture - MA
- Sacramental Theology - STD
- Sacramental Theology - STL
- Sacred Music - DMA
- Sacred Music - MMSM
- Sacred Theology - STB
 - Concentration available in Carmelite Studies
- Sacred Theology/Divinity - STB/MDiv
 - Concentration available in Carmelite Studies
- Sacred Theology/Philosophy - STB/PhB
- Secondary Education - MA
 - Concentrations available in Secondary English, Secondary Math, and Secondary Social Studies
- Semitics - MA
 - Concentrations available in Ancient Northwest Semitic Languages and Literatures (Biblical Hebrew), Near Eastern Christian Languages and Literatures (Arabic), Near Eastern Christian Languages and Literatures (Coptic), Ancient Northwest Semitic Languages and Literatures (Biblical Hebrew/Aramaic), and Near Eastern Christian Languages and Literatures (Syriac)
- Semitics - MA/PhD
 - Concentrations available in Ancient Northwest Semitic Languages and Literatures (Biblical Hebrew), Near Eastern Christian Languages and Literatures (Arabic), Near Eastern Christian Languages and Literatures (Coptic), Ancient Northwest Semitic Languages and Literatures (Biblical Hebrew/Aramaic), and Near Eastern Christian Languages and Literatures (Syriac)
- Semitics - PhD
 - Concentrations available in Ancient Northwest Semitic Languages and Literatures (Biblical Hebrew), Near Eastern Christian Languages and Literatures (Arabic), Near Eastern Christian Languages and Literatures (Coptic), Ancient Northwest Semitic Languages and Literatures (Biblical Hebrew/Aramaic), and Near Eastern Christian Languages and Literatures (Syriac)
- Signal Processing & Data Science - Certificate
- Social Service Administration - MSSSA
- Social Work - MSW
 - Concentrations available in Advanced Standing, Clinical Program, Combined Program, and Community, Administration and Policy Practice
- Social Work - PhD
 - Concentration available in Theory & Research in Policy & Administration in Social Work
- Social Work (Online Program) - MSW
 - Concentrations available in Advanced Standing and Clinical Social Work Practice
- Social Work/Law - MSW/JD

- Social Work/Law - MSW/JD
- Sociology - MA
- Special Education - MA
- Spirituality - DMin
- Spirituality - PhD
- Systematic Theology - STD
 - Concentration available in Carmelite Studies
- Systematic Theology - STL
 - Concentration available in Carmelite Studies
- Systems Engineering - Certificate
- Teacher Education - Certificate
 - Concentrations available in Early Childhood / Special Education, Early Childhood Special Education, Secondary English, Secondary Math, Secondary Social Studies, and Special Education
- Teaching Music - MAT
- Theology - MA
 - Concentration available in Carmelite Studies

University Libraries

The [University Libraries](#) provide access to our cultural and scientific heritage through resources and services and cooperate actively with the faculty and students in the teaching, learning and research process. The print collections consist of more than 1.4 million books and journals, and the Libraries provide access to tens of thousands of full-text electronic journals and books.

The [John K. Mullen of Denver Memorial Library](#) provides a variety of study spaces to accommodate collaborative and individual learning and provide technologies which support the use of library resources, including scanning and printing.

The [Special Collections](#) consists of four distinct parts which include the Rare Books, Museum, University Archives, and Manuscript Collections. The Rare Books Collections contain approximately 70,000 volumes, which range from medieval documents to first editions of twentieth century authors. The Manuscript Collection, also known as the American Catholic History Collection, collects personal papers and institutional records which document the heritage and history of the American Catholic people. The specialized [Semitics/ICOR Library](#) supports research in the languages of the ancient Near East and the languages, literatures, and history of the Christian Near East. The specialized [Oliveira Lima Library](#) is a collection of books, manuscripts, pamphlets, maps, photographs and works of art that is dedicated to the history and culture of Portugal and Brazil.

Catholic University and eight other university libraries form the [Washington Research Library Consortium](#) (WRLC). Students and faculty may visit, borrow from, and order books and articles online from the other WRLC libraries.

[Research assistance](#) is available at the information desk as well as by phone and email. Personal consultations with librarians also are encouraged for more in-depth research assistance. Librarians also provide research workshops, training in online research and information literacy, and course-related instruction sessions.

The Catholic University of America Libraries are committed to providing Catholic University students with equal access to its resources. To reach this goal, the Libraries provide appropriate [accommodations](#) to Catholic University students with special needs.

For additional information, please visit the [University Libraries](#) on the web.

Catholic University Technology Services

<https://technology.catholic.edu>

Technology Services is the central IT department on campus. Technology Services provides computing and network facilities to students and faculty for their educational and research activities; supports the university's enterprise applications; manages the campus network; and provides telecommunication, classroom, and technical support services.

Technology Services maintains a 24-hour computer lab located in 117 Leahy Hall. Other labs are available on campus as well. A high-speed fiber optic network links the entire campus, including all academic buildings and all residence halls, to the Internet, the Washington Research Library Consortium and other cloud services. Wi-Fi access is available in nearly all campus building locations including in residence halls. Campus computing services are accessible from outside campus via web browsers and virtual private networking.

While there is no computer requirement at Catholic University, most students do have a computing device, which helps with research and studying. The campus profile for student-owned computers is about 50 percent Microsoft Windows and 50 percent Apple macOS.

Each member of the university community has one Cardinal username that they use to access campus technology resources. Your username and password together is your *Cardinal Credential*. Your Cardinal Credential is used to log onto Cardinal Students, Cardinal Mail (Google Workspace), Cardinal Learn (Blackboard), the campus Wi-Fi network, campus computers and other services.

The campus technology Service Desk, located in 117 Leahy Hall, provides answers to computer and other information technology questions. The Service Desk is the best place to start for technology inquiries. Browse to the techsupport.catholic.edu web portal to view an extensive Knowledge Base or to submit a technology question or service request. You can also send email to techsupport@cua.edu for assistance. Service Desk walk-in hours are Monday through Friday 7:00 a.m. to 7:00 p.m.

Further information about Technology Services is available at <https://technology.catholic.edu>. Students with special ADA (Americans with Disabilities Act) technology needs should contact the Disability Support Services Office at <https://dss.catholic.edu>.

Consortium of Universities of the Washington Metropolitan Area

The [Consortium of Universities of the Washington Metropolitan Area](#) consists of American University, The Catholic University of America, Gallaudet University, George Mason University, The George Washington University, Georgetown University, Howard University, Marymount University, Montgomery College, Northern Virginia Community College, Trinity Washington University, the Uniformed Services University of the Health Sciences, University of the District of Columbia, and University of Maryland, College Park.

Note: National Intelligence University, National Defense University, Prince George's Community College, and University of Maryland Global Campus are also members of the Consortium but do NOT participate in cross-registration.

Catholic University students enrolled in an approved on-campus program leading to a degree who need a course not offered at Catholic University to complete their degree requirements may select from the combined offerings of the above institutions the particular course which best meets their needs. Enrollment in the course will be processed by Catholic University's Office of Enrollment Services. Catholic University students enrolling in courses through the consortium will not need to apply for admittance to the other consortium institution.

Eligibility for Participation

Catholic University students must be currently enrolled in an approved program leading to a degree in order to register for a course through the Consortium. Students provisionally admitted to a degree program are not eligible to take courses through the Consortium.

Non-degree students, online-only students, provisionally admitted students, and students in the School of Canon Law, the Columbus School of Law, and the Metropolitan School of Professional Studies are excluded from participation.

Instructions and forms for cross-enrollment can be found on the website of the [Office of Enrollment Services](#).

Non-Catholic University students should consult their school's registrar's office for eligibility requirements.

Special Notes

Courses taken through the Consortium cannot be used [to replace a grade of D or F earned in another course](#) at Catholic University.

Students are **STRONGLY** advised not to take a Consortium course during their final semester. The academic calendars of the Consortium institutions differ and final grades for courses taken through the Consortium may not be received by Catholic University until after the semester's degree conferral date. If this occurs, the student's graduation will be postponed until the next official degree conferral date.

Catholic University students enrolled in courses through the Consortium will pay tuition to Catholic University at its rates. Special fees charged for courses at the visited institution must be paid by the student directly to that institution.

Catholic University students enrolled in courses through the Consortium who wish to drop or withdraw from those courses may do so in Cardinal Students via the normal procedure for dropping a course. Students are also asked to notify the Consortium Coordinator at 202-319-5300 or cua-consortium@cua.edu. Catholic University students do NOT need to notify the visited institution to drop or withdraw from a Consortium course.

Course Exclusions

Each Consortium institution can, at its discretion, exclude courses from Consortium enrollment.

2022-23 Graduate Announcements - The Catholic University of America

Catholic University students may not enroll in internship, directed readings, directed research, thesis guidance/research, or dissertation guidance/research courses through the Consortium. Additionally, students should be advised that most Consortium institutions do not permit Consortium enrollment in off-campus courses.

All courses taken through the Consortium must be taken for credit; auditing is not permitted.

The Uniformed Services University of the Health Sciences participates in consortium cross-registration on a limited basis. No more than three Catholic University students may enroll in USUHS courses via the consortium in any one academic year. Students must be enrolled in PhD programs in the health sciences.

Students from other Consortium institutions are not eligible to enroll in the following courses at Catholic University through the Consortium:

- courses offered in the School of Canon Law
- courses offered in the Columbus School of Law
- courses offered in the Metropolitan School of Professional Studies
- online courses offered in the School of Nursing
- online courses offered in the National Catholic School of Social Service
- off-campus courses offered in the National Catholic School of Social Service
- off-campus courses held at Ft. Belvoir in the School of Engineering
- off-campus courses held at NSWC Carderock in the School of Engineering
- off-campus courses held at 300 M. Street in the School of Engineering
- courses in applied music (subject code MUPI) or music recital courses (i.e., MUS 399/499)
- courses offered through the Center for Intelligent Transportation & Sustainable Infrastructure (subject code CENT)
- internship courses
- directed readings/research courses
- thesis/dissertation guidance courses
- comprehensive examination courses
- courses taught abroad

Other courses not open to students through the Consortium are noted in the Class Schedule in Cardinal Students.

Oak Ridge Associated Universities

Since 1946, students and faculty of The Catholic University of America have benefited from its membership in Oak Ridge Associated Universities, ORAU. ORAU is a consortium of over 100 colleges and universities and a contractor for the U.S. Department of Energy, DOE, located in Oak Ridge, Tenn. ORAU works with its member institutions to help their students and faculty gain access to federal research facilities throughout the country; to keep its members informed about opportunities for fellowship, scholarship, and research appointments; and to organize research alliances among its members.

Through the Oak Ridge Institute for Science and Education, (ORISE), and The [Research](#) and University Partnerships Office, ORAU actively works with internal research staff, subject matter experts, and member universities to connect expertise with government and private sector organizations to create mutually-beneficial partnerships for innovation in scientific research and education. Through the university consortium and strategic partnerships, ORAU brings together university faculty and students to collaborate with ORAU experts on major scientific initiatives that strengthen America's leading edge in science and technology. Many of these programs are especially designed to increase the number of underrepresented minority students pursuing degrees in science- and engineering-related disciplines. A comprehensive listing of these programs and other opportunities, their disciplines, and details on locations and benefits can be found in the *ORISE Catalog of Education and Training Programs*, which is available at <https://orise.orau.gov/>, or from the contact below.

For more information about ORAU and its programs, contact Ralph A. Albano, vice provost for sponsored research, technology transfer and research compliance and ORAU councilor for The Catholic University of America (202-319-5218) or visit the ORAU Web site at <http://www.orau.org>.

Summer Sessions

In summer sessions, The Catholic University of America offers more than 250 courses in all schools and departments, to qualified high school, undergraduate and graduate students, including students visiting from other institutions. Pre-college programs include architecture, engineering, theology, and drama. For more information, visit summer.catholic.edu.

Admission to Graduate Study

The Catholic University of America admits students regardless of race, color, religion, sex, national origin, age, marital status, personal appearance, family responsibilities, physical or mental disability, political affiliation, status as a veteran, or any other basis protected by applicable Federal and District of Columbia laws, and does not discriminate against students or applicants for admission on any such basis in the administration of its educational or admissions policies or in any aspect of its operations.

The University has an obligation to ensure that students admitted into its academic programs are fully prepared and qualified to engage with a reasonable expectation of success. This is especially true of students for whom English is not their first language and students who have been educated abroad.

The Office of Admissions and the various academic units of The University involved in admissions decisions will comply with The University policy regarding minimum English proficiency using the standards and procedures outlined in this policy. Individual schools or departments may prescribe additional requirements that can be found in the appropriate section of the Announcements.

Application Submission and Requirements

The application for admission may be submitted online at <http://cardinaladmissions.catholic.edu>. Application materials may be requested at <http://cardinaladmissions.catholic.edu> or by contacting Graduate Studies Office at (202) 319-5247. The academic deans of the various schools make decisions on graduate applications based on the recommendations of the admissions committees. Admission is granted only for the semester to which one applies. Those failing to register for the semester for which they have received acceptance must reapply for admission, unless permission for a one- or two- semester deferral is obtained from the dean of their school and notification is sent to the Office of Admissions. Deferral of admission does not guarantee deferral of scholarship.

Admission to study does not imply admission to candidacy for a degree, which is granted only after completion of required courses or examinations. Admitted students are required to submit a nonrefundable enrollment deposit to hold his or her place in the class. The deposit is credited toward tuition and fees upon matriculation.

By provision of the Academic Senate, no member of a Faculty in the ranks of Assistant Professor, Associate Professor, or Ordinary Professor, and no Officer of Administration (as specified by name in the Announcements of the University) will be admitted to a graduate degree program. Interpretation of this rule and authorization of exceptions to it are within the jurisdiction of the Graduate Board.

If at any point during the admission or attendance period, materials are found to be altered or falsified, the Office of Admissions reserves the right to expel an applicant or student.

The following materials should be submitted directly to the Office of Graduate Admission, The Catholic University of America, 620 Michigan Ave., N.E., Washington, D.C. 20064 unless submitted electronically.

A. Completed Application and Nonrefundable Application Fee

The application fee typically is waived only in the following cases:

1. Catholic University undergraduates, while maintaining continuous enrollment;
2. Catholic University graduate students applying for an advanced graduate degree, while maintaining continuous enrollment.

B. Official Transcripts of All Undergraduate Coursework and Postsecondary Studies

Applicants for graduate study are expected to have earned, or to be near completion of, a bachelor's degree from an accredited institution. Their records should indicate that they are prepared to pursue advanced study and research in the field or fields in which they intend to specialize. Applicants who have received a bachelor's degree from a non-accredited institution or who have completed an educational program equivalent to a bachelor's degree may be admitted if their undergraduate scholastic records indicate superior ability in the field in which they intend to specialize.

In order to expedite the processing and evaluation of admissions, unofficial transcripts may be submitted. However, final, official transcripts and documentation of degree conferral are expected to be submitted as soon as possible. Official transcripts and documentation of degree conferral must be sent directly from the Registrar of the school(s) previously attended and should show degree(s) earned, courses completed toward the degree, grade earned in each course, and the basis of grading in effect at the institution. Where available from the school(s) issuing the transcript(s), all transcripts should be sent electronically to the Office of Admissions.

Except for an applicant in their final year of study, an applicant with unofficial documents will be provisionally admitted if they meet all other admission requirements. An applicant who is in the final year of studies may be admitted fully; however, documentation of the degree conferral will be required in order to complete the registration for courses. This documentation should be official and submitted directly by the institution granting the degree. Any student who fails to submit the required documentation will be blocked from registering until such documentation is received.

C. Official Letters of Recommendation

Letters should be requested from officials or faculty members of institutions previously attended who are acquainted with the applicants' ability for graduate study. Employment supervisors may serve as recommenders when appropriate. Most schools require three letters; please refer to the school requirements for details.

D. Standardized Examinations

Most schools require the submission of standardized test reports such as the Graduate Record Examination (GRE), Miller Analogies Test (MAT), and the Test of English as a Foreign Language (TOEFL). Please refer to the appropriate school for details.

Official score reports, no more than five (5) years old, must be submitted directly to The Catholic University of America by the testing service; these test scores cannot be attached to the online application, and student copies or photocopies will not be considered official.

- For information about the GRE, please visit www.gre.org or contact GRE-ETS, P.O. Box 6000, Princeton, NJ 08541-6000. CUA's test code for the GRE is 5104.
- For information about the MAT, please visit www.milleranalogies.com or contact Pearson, PSE Customer Relations-MAT, 19500 Bulverde Road, San Antonio, TX 78259-3701. CUA's test code for the MAT is 1042.
- For information about the TOEFL, please visit www.ets.org/toefl or contact TOEFL Services, Educational Testing Service, P.O. Box 6151, Princeton, NJ 08541-6151. CUA's test code for the TOEFL is 5104.

E. Statement of Purpose

Certain schools have specific guidelines for the preparation of the statement. If not specified, applicants should address the following in a statement of approximately 500-750 words:

- State your purpose for undertaking graduate study in your chosen field. Include your academic objective, research interests and career plans. Also discuss your related qualifications, including collegiate, professional and community activities, and any other substantial accomplishments not already mentioned on the application form.
- How would you describe your ability and commitment to undertake graduate education at this time?
- What are your proposed career goals?
- What influenced your decision to apply to The Catholic University of America?

Additional Requirements

Specific schools may have other requirements such as an early application deadline, the submission of additional materials such as a writing sample, portfolio, audition or interview. Please review the appropriate school entry for details.

International applicants and those who have studied outside the U.S. should carefully consult the International Student Admission policy below.

International Student Admission

A. Application Method

Because of the delays that often occur in obtaining and evaluating credentials, prospective international students should submit complete applications for admission well in advance of the beginning of the semester for which they are applying.

Applications should be submitted to the Office of Admissions no later than July 1 for the fall semester (classes beginning in August) and November 1 for the spring semester (classes beginning in January).

A. Required Credentials for International Candidates

International applications are considered complete when the Office of Admissions has received the following:

1. The completed online application and nonrefundable application fee.
2. A certified, translated copy of transcripts of all previous education equivalent to secondary and postsecondary education in the United States. All transcripts issued from outside the United States must be certified by a recognized evaluator of international educational records (such as WES or AACRAO), even if in the English language.
3. Credential Evaluation of any non-U.S. degrees.
 - a. Applicants for graduate programs who hold undergraduate degrees from foreign institutions of higher education must provide, as part of the application process, a degree equivalency evaluation from a reputable credentials evaluation service recognized by The University. This ensures that applications are given full consideration by University officials who may not be familiar with the education program of that specific institution.
 - b. More information can be found at <https://www.catholic.edu/admission/graduate/application-process/international-students/index.html>.

4. Evidence of sufficient proficiency in the English language to participate in the academic program.

- a. All students, regardless of U.S. immigration status, from countries and areas where English is not the common, spoken language must demonstrate a practical understanding of spoken and written English to benefit from instruction, study and examinations in that language.
- b. For graduate programs, the mechanisms for establishing sufficient English language proficiency and the standards used are established and administered by the Office of Admissions in partnership with the Vice Provost and Dean of Graduate Studies and the appropriate school deans.
- c. The University typically does not require individuals who have received a bachelors or graduate degree from an accredited U.S. institution of higher education to demonstrate English proficiency. Students who do not demonstrate a sufficient level of competency in the English language may be advised to continue their language study before reapplying for admission. At the discretion of the Office of Admissions and the appropriate school dean, students with a borderline level of proficiency may be conditionally admitted to an academic program provided that the appropriate school dean's office and Admissions has agreed upon an initial plan to improve the student's language competencies. The student's ability to continue in the academic program is contingent upon the successful fulfillment of the terms of the initial academic plan.

University English Language Proficiency Minimums

Source of Evaluation	Acceptable Standard	
TOEFL (Test of English as a Foreign Language)	Paper:	550
	Computer:	213
	Internet:	80 (20 in each category)
IELTS	6.5	
Duolingo	105	
ELS (English Language Service)	Completion of level 112	
PTE Academic	58	
Catholic University's Intensive English Program	Completion of level 100 course and cumulative GPA of 3.0 plus "adequate" evaluation by the Director of Program	

- For information about the TOEFL, please visit <https://www.ets.org/toefl>. Catholic University's test code for the TOEFL is 5104.
- For information about the IELTS, please visit <https://www.ielts.org>.
- For information about Duolingo, please visit <https://www.duolingo.com>
- For information about ELS, please visit <https://www.els.edu>.
- For information about PTE Academic, please visit <https://pearsonpte.com>.

English-Speaking Countries – No TOEFL, IELTS, Duolingo Required

Anguilla	Antigua and Barbuda
Australia	Bahamas
Barbados	Belize
Bermuda	British Virgin Islands
Canada (except schools in Quebec)	Cayman Islands
Grand Turks and Caicos Islands	Grenada
Guyana	Ireland
Jamaica	Montserrat
New Zealand	Saint Kitts and Nevis
Saint Vincent and the Grenadines	Singapore
South Africa (English-speaking schools)	United Kingdom
United States (except Puerto Rico)	U.S. Virgin Islands

English-Speaking Countries/Regions Evaluated on a Case-by-Case Basis

Please note: These countries/regions list English as an official or national language, but a majority of the population in that country or region may not speak English. A TOEFL, IELTS, or Duolingo score may be required based on the transcripts submitted by the applicant, the school they attended, and the language of instruction.

Botswana	Burundi
Cameroon	Canada (French-language schools in Quebec)
Dominica	Gambia
Ghana	Kenya
Lesotho	Liberia
Namibia	Nigeria
The Philippines	Rwanda
Saint Lucia	Sierra Leone
South Africa (non-English-speaking schools)	Swaziland
Tanzania	Trinidad and Tobago
Uganda	Zambia

All Other Countries/Regions – TOEFL, IELTS, or Duolingo Required

Notwithstanding the above, note that English proficiency requirements for satisfactory participation in a particular program can vary considerably from one course of study to the next, and individual programs may in some instances impose higher proficiency minimums.

B. Conditional Admission of Students with Borderline English Proficiency

A student who cannot document that he or she meets the standards indicated above may be admitted conditionally if the Request for a Waiver Form is initiated in the school dean's office and approved by all relevant administrative offices.

C. Additional Requirements for Issuance of Immigration Documents for F-1 or J-1 status

International students who need to have immigration documents issued by the University on their behalf must be able to document their financial ability to cover the costs of their studies in the U.S. These costs include tuition, living expenses, health insurance, fees, and other costs associated with living and studying in the U.S.

Provisional Admission

Provisional admission may be granted to an applicant who is missing one or more required documents, such as official GRE scores, but who is otherwise deemed suitable for admission. Such applicants may be requested to secure a notarized statement concerning their academic career from an authoritative source.

Provisional admission is normally granted for one (1) semester, and provisionally admitted students must complete the requirements of their admission before being admitted as regular students. If the provisions of admission are not completed within one (1) semester, The University reserves the right to withdraw students from future semesters.

Conditional Admission

Conditional admission may be granted to an applicant with strong academic credentials but who is in need of strengthening a specific body of knowledge through prerequisites which do not apply toward the completion of their degree. Conditional admission may also be granted to an applicant whose record may indicate academic deficiencies or concerns, but may show promise of success in other areas of evaluation. Conditionally admitted students must successfully complete the requirements of their admission normally within one semester before being changed to regular student status. If the conditions of admission are not completed within one semester, then the University reserves the right to withdraw the student from future semesters.

Students with Disabilities

Disability services, designed to support and encourage the integration of students with disabilities into the mainstream of The University community, are provided through the Office of Disability Support Services (DSS). To be eligible for services at The University, students must register with DSS and submit documentation of disability. Recently admitted students are encouraged to contact DSS beginning June 1 to begin the registration process. For more information on services or documentation requirements and registration procedures, please contact the Office of Disability Support Services at 202-319-5211, TTY 202-299-2899, e-mail cua-disabilityservices@cua.edu, or visit the DSS Web site at <https://dss.catholic.edu>.

Admission of Non-Degree Students

An applicant who does not wish to pursue a degree program at The Catholic University of America but who wishes to follow courses independently or in a program required for a certificate, either for credit or as an auditor, may apply for admission as a non-degree seeking student. Standard tuition and fees apply to students who take courses as non-degree or audit status. The application must be accompanied by the specified application fee and supported by official transcripts of all previous postsecondary education. In lieu of a transcript, a properly qualified student who is working toward a degree at another institution may submit written authorization for

temporary enrollment at this University from the cognizant dean of that institution.

In the case of an applicant who has received a bachelor's degree from a non-accredited school or who is deficient in preparation, admission as a non-degree seeking student may be granted. After three courses are completed with a grade of B or better, students may apply for degree seeking status. By law, a student visa can be issued to an international applicant only for the purpose of enrolling in a full course of study that will lead to the attainment of a specified educational or vocational objective, as defined in The Code of Federal Regulations at 22 CFR Part 62 and 8 CFR Part 14. The application of an international student as a non-degree student will be evaluated according to these criteria.

Admission as a non-degree student is limited to a single semester or summer session, unless renewed by the dean of the school for registration in subsequent consecutive semesters or summer sessions. No fee is charged for such renewal. A non-degree student who does not enroll in consecutive terms or who enrolls in a different school must submit a new application for admission, which must be accompanied by the application fee.

A non-degree student who wishes to be considered for admission to a degree program must submit the application and supporting documents ordinarily required for admission to the degree program. Since the mere accumulation of courses will not satisfy degree requirements, one should consult the appropriate dean or department chair before enrolling. A non-degree student may take up to a maximum number of nine graduate credits.

Readmission

A student who has withdrawn from the University, or who is presumed to have withdrawn because of failure to maintain continuous enrollment, must apply for readmission. An application for readmission is subject to the same scrutiny as an application for original admission. The student may be required to adhere to degree requirements adopted since original matriculation or to special requirements imposed as a condition of readmission, such as repetition of certain examinations or courses. A student who has been withdrawn for more than ten (10) years may not be eligible for readmission.

A student who is readmitted will incur a readmission fee upon registration.

The Catholic University of America complies with requirements regarding readmission of veterans as set forth in Executive Order 13607, *Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and Other Family Members*.

Registration

A student may register only after receipt of official notification of admission from the dean of the school to which application was made.

The registration period is announced each year in the relevant Academic Calendar (defined below). No student will be permitted to register later than the last day of the registration period, or register or add courses after the date published in the relevant Academic Calendar, absent approval from the Provost or his/her designee.

Students will incur a late registration fee if their initial registration for a semester is on or after the first day of the semester, and a late enrollment fee if their initial registration is after the final drop/add deadline of the semester. These fees are listed on the [Office of Enrollment Services website](#), and are the responsibility of the student.

Definitions

Academic Calendar: The official University calendars setting forth the specific dates and deadlines for semesters and terms, enrollment periods, examination periods, holidays, periods that classes are not in session, and commencement. Academic Calendar means the [Standard University Academic Calendar](#), the [Columbus School of Law Academic Calendar](#) and the [Online Programs Academic Calendar](#). Add/drop periods are listed in each respective calendar.

New Students: A student who has been admitted for graduate study is expected to consult with the school dean, department chair (where applicable), or an assigned adviser in planning their upcoming program of study for the semester. Students who have been admitted should use their previously issued login ID and password to register via [Cardinal Station](#).

Students receiving University scholarships or tuition waivers must be fully registered by the deadline determined by the Office of the Dean of Graduate Studies and communicated to the departments and schools in order to remain eligible for the scholarships or tuition waivers. Failure to be fully registered by the deadline could result in loss of scholarship.

Continuing Students: Prior to the end of each semester, The University provides a registration period for all currently enrolled students. Each continuing student must register for the following semester at the designated times and according to the procedures set by the student's particular school and the University Registrar.

Students receiving University scholarships or tuition waivers must be fully registered by the deadline determined by the Office of the

Dean of Graduate Studies and communicated to the departments and schools in order to remain eligible for the scholarships or tuition waivers. Failure to be fully registered by the deadline could result in loss of scholarship.

Continuous enrollment is required of all students enrolled in programs leading to degrees unless an authorized Academic Leave or Term Withdrawal has been granted. Failure to maintain continuous enrollment, to obtain an Academic Leave, or to obtain a Term Withdrawal, is considered to be evidence that the student has withdrawn permanently from The Catholic University of America. A student who has withdrawn from The University, or who is presumed to have withdrawn because of failure to maintain continuous enrollment, must apply for readmission to continue graduate studies.

PLEASE NOTE: As required by Federal law and United States Department of Education guidelines, the University must notify the National Student Clearinghouse of all students who fail to maintain continuous enrollment. Recipients of Federal Student Loans will then enter their loan grace period, and if they have previously used up their loan grace period, will immediately enter into loan repayment.

Consortium Registration: Application forms and instructions for registration in a course offered by a member institution of the Consortium of Universities of the Washington Metropolitan Area may be obtained in the Office of Enrollment Services. A student may take a consortium course only for credit and must have the approval of the adviser, chair, school dean and consortium coordinator. Regulations and registration procedures are published on the [Enrollment Services website](#).

Auditing: A student who has been admitted to the University and who wishes to attend a course without satisfying its formal requirements may, after registering for the course and securing the permission of their school dean, have the grading basis changed to audit. Students must also complete the [Registration Status Change Form](#) with both their school dean's office and the Office of Enrollment Services. Students remain responsible for paying the applicable tuition and fees for the course.

Credit will not be granted for auditing a course. Audit or "not for academic credit" classes cannot be counted for enrollment certification, for fulfillment of degree requirements, for financial aid purposes, or for loan deferment purposes, regardless of billing or registration status.

Auditors are required to attend a minimum of one-half (1/2) of the class sessions. If this requirement is not met, the Office of Enrollment Services may, solely upon notice of the instructor of insufficient attendance, delete the course from the student's record.

Postdoctoral Auditing Privilege: The privilege of enrollment as an auditor without charge for tuition may be extended under certain circumstances, with the approval of the school dean, to persons who hold doctorates earned through graduate study (not including doctorates which are first professional degrees). However, a nominal fee is payable at the beginning of each semester or summer session.

Course Number: Courses numbered from 100 to 499 carry undergraduate credit only. Courses numbered from 500 and above are open to graduate and qualified undergraduate students. Thesis research is designated 696 for the master's degree; dissertation guidance is designated 996 for the doctoral degree. Generally, Law School Courses are available only to University law students and follow a different numbering system. Further details can be found under the department (where applicable) and school listing of classes.

Change of Registration

Change of Course

A change of course may entail adding a course, exchanging one course for another, or withdrawing from a course. These changes can normally be made without specific permission needed, as long as the student is following procedures and programs specified by their school and department (where applicable).

If a student wishes to change a course taken for credit into an audited course, they must make that change no later than the midterm date. A course for audit, however, may be changed to a course for credit during the Registration Drop/Add Period. Once approved, a student may not change back to auditing the course. See the Academic Calendar for exact dates.

Withdrawal from a Course

To withdraw from a course, a student must follow the instructions found on Cardinal Station (<https://cardinalstudents.cua.edu>).

1. During the Registration Drop/Add Period - Students enrolled in a class who wish to withdraw from that class can do so during the Drop/Add Period without the dropped course appearing on their academic record.
2. After the Registration Drop/Add Deadline but before the Registration Withdrawal Deadline – Students enrolled in a class who wish to withdraw from that class will receive a "W" on their transcript.
3. After the Registration Withdrawal Deadline – Students who withdraw from semester classes after the Registration Withdrawal Deadline receive an administrative "F" (which appears as an "F*" on the transcript).

If a student does not attend or stops attending a course for which the student is registered, the student will be assigned the failing grade of "F". Receiving a "W", "F" or "F*" on your transcript will negatively impact eligibility for scholarships and make it more difficult to maintain Satisfactory Academic Progress.

Change of School

Transfer from one school to another will be permitted on the written approval of the deans of the schools and the chairs of the departments concerned (where applicable).

Enrollment

The University definition of full-time enrollment for master's, licentiate, and doctoral students is determined on a semester basis as provided below. The University registrar will certify those students as full-time who meet the criteria listed below. Failure to maintain continuous enrollment can significantly affect a student's academic progress, financial obligations and, in the case of international students, their immigration status.

Definition of Full-Time Enrollment

A. Master's and Licentiate Studies

To be certified as a full-time master's or licentiate student, at least one (1) of the following criteria must be met:

1. Enrollment in a minimum of eight (8) semester credit hours.
2. Enrollment in a minimum of six (6) semester credit hours and hold a half-time appointment as a teaching or research assistant (ten [10] hours per week).
3. Enrollment in a minimum of three (3) semester credit hours and hold a full-time appointment as a teaching or research assistant (nineteen [19] hours per week).
4. Enrollment for the Comprehensive Examination.
5. Enrollment for Master's Thesis Research.
6. Enrollment in a distance learning course for pastoral supervision.
7. For the School of Music, enrollment for master's graduate recital and at least one (1) semester credit of private instruction.

B. Doctoral Studies

To be certified as a full-time doctoral student, at least one (1) of the following criteria must be met:

1. Enrollment in a minimum of eight (8) semester credit hours.
2. Enrollment in a minimum of six (6) semester credit hours and hold a half-time appointment as a teaching or research assistant (ten [10] hours per week).
3. Enrollment in a minimum of three (3) semester credit hours and hold a full-time appointment as a teaching or research assistant (nineteen [19] hours per week).
4. Enrollment for the Doctoral Comprehensive Examination.
5. Following admission to candidacy, enrollment:
 - a. For Doctoral Dissertation Research;
 - b. For the School of Music, enrollment for the final D.M.A. recital or, for the D.M.A. in Composition, the final recital, research document, and dissertation composition;
 - c. or required internship.

C. Certification of Full-Time Enrollment Status

Certification for full-time study is the responsibility of the University registrar. The school or department must notify the University registrar by memorandum or e-mail of teaching or research assistantships, and of the number of hours per week the student is employed in that position.

Part-Time Study

All students who do not satisfy the criteria for full-time study are part-time students and, except as noted below, must pay tuition in the amount charged per semester credit hour.

A graduate student who is pursuing a program of ministerial studies in any neighboring institution (religious house of studies, theologate, and the like) will not be permitted to register for more than six (6) semester credit hours of graduate study per semester.

Graduate Students on Academic Leave

Graduate students on Academic Leave cannot be certified as full or part time. The period of Academic Leave is not counted as part of the time allowed for the completion of residence or other degree requirements. Any incomplete ("I") grades that are outstanding must be changed in accordance with the policy on incomplete grades by the date published in the Academic Calendar.

Enrollment of Undergraduates for Graduate Studies

A graduate student may begin graduate work while fulfilling the requirements for an undergraduate degree if, in the opinion of the school dean of the graduate school where enrollment is sought, the student's academic performance and promise justify such action.

Similarly, undergraduates may be permitted to undertake graduate studies as students in joint degree programs, for example, B.A./M.A. in the same field. In such cases, the student will be enrolled as an undergraduate until the undergraduate program is completed. Graduate courses earning undergraduate and graduate semester credit must be pre-approved by the chair of the department (where applicable) and both the undergraduate and graduate deans of the school.

When the student takes graduate courses during his or her undergraduate studies, these semester credits will be applied towards the master's degree after the bachelor's degree has been conferred. Furthermore, semester credits earned in graduate level courses in excess of those required for the undergraduate degree may be applied toward an advanced degree after the bachelor's degree has been conferred.

Undergraduate students enrolled in graduate level courses will be graded according to the graduate grading scale.

Joint Advanced Degrees

Joint advanced degree programs are available through cooperative arrangements among several schools and departments that have received the approval of the Graduate Board and the Academic Senate. Students admitted to these programs pursue simultaneously two (2) master's degrees, or a master's/licentiate degree and the J.D. degree, with approval of the deans of the schools concerned.

Apart from these joint programs, no student is allowed to pursue two (2) advanced degrees simultaneously on the basis of work done in the same academic period.

Work done for one master's degree may not be counted toward obtaining a second master's degree, except in an approved joint degree program, or in special circumstances with the permission of the school dean of the second degree program.

Continuous Enrollment

Continuous enrollment is required of all students enrolled in programs leading to degrees unless an authorized Academic Leave or Term Withdrawal has been granted. Failure to maintain continuous enrollment, to obtain an Academic Leave, or to obtain a Term Withdrawal, is considered to be evidence that the student has withdrawn permanently from The Catholic University of America. A student who has withdrawn from The University, or who is presumed to have withdrawn because of failure to maintain continuous enrollment, must apply for readmission to continue graduate studies.

PLEASE NOTE: As required by Federal law and United States Department of Education guidelines, the University must notify the National Student Clearinghouse of all students who fail to maintain continuous enrollment. Recipients of Federal Student Loans will then enter their loan grace period, and if they have previously used up their loan grace period, will immediately enter into loan repayment.

Change of Enrollment

Interruption of Studies

A student in good standing who must interrupt his/her studies for adequate reason, such as prolonged ill health or military service, may be granted an Academic Leave for a stated period, usually not to exceed one year. Undergraduate students should apply in writing to the Office of the Dean of Students, with a copy to the academic dean, stating the specific reasons for requiring the leave. Graduate students should apply to the Dean of Graduate Studies, with a copy to the academic dean stating the specific reasons for requiring the leave.

The period of academic leave is not counted as part of the time allowed for the completion of residence or other degree requirements. Any incomplete (I) grades that are outstanding must be changed in accordance with the policy on incomplete grades by the date published in the Academic Calendar, whether a student is registered for the current semester or not. If the academic leave extends beyond the period approved by the academic dean, the student will be considered to have withdrawn from the University, and must apply for readmission to be reinstated and satisfy current degree requirements.

Students may apply for academic leave for a semester if they are not enrolled in courses for that semester up until administrative withdrawals are processed for that term (usually the last date to enroll in any class offered for that semester (including modular, i.e. dynamically dated, classes)).

Students who wish to temporarily leave the University during a semester in which they are enrolled in classes will receive a term withdrawal for that term. An additional request will need to be made if the student wishes to extend the leave into a future semester. This extension will be considered an academic leave subject to the terms stated above. The dean of students notifies the offices of the student's academic dean, enrollment services, financial aid, housing services and residence life of this action. The student will

receive confirmation of the approved action from the dean of students once finalized. A residential student granted an academic leave or term withdrawal must also cancel his/her housing agreement with housing services.

A. Academic Leave

An academic leave, if granted, will be effective as of the last day of the semester in which they were most recently enrolled.

Students on Academic Leave are expected to return to the University when their stated duration of leave has expired. Students who do not return from an Academic Leave when scheduled will be subject to Administrative Withdrawal during the semester for which they failed to return.

B. Term Withdrawal

1. During Drop/Add Period

Students enrolled in classes who subsequently drop all their classes within the drop/add period will be considered to be on a term withdrawal, effective as of the date they notify the University or the date they drop from the last class in which they are enrolled if they do not notify the University.

If the separation from the University is intended to be for the duration of the current semester only, no further action is required, and the student will be eligible to enroll for the next future semester. If the separation is expected to go beyond the start of the next semester, they must apply for an Academic Leave (see above).

2. After End of Drop/Add Period

Students who decide to withdraw from all their classes after the last day of drop/add and on or before the published W date will be considered to be on a term withdrawal, effective as of the date they notify the University or the date they withdraw from the last class in which they are enrolled if they do not notify the University. They will receive a grade of "W" in every class in which they were enrolled, and are subject to the tuition refund schedule policy.

NOTE: Students on Term Withdrawal (Official or Unofficial) or Academic Leave will be reported to the National Student Clearinghouse as 'not enrolled' with an effective date as noted above. Recipients of Federal Student Loans will enter their loan grace period, and if they have previously used up their loan grace period, will immediately enter into loan repayment. "Official" means that the student notified the University; "unofficial" means that the student did not notify the University, but stopped attending all the courses in which they were enrolled.

PLEASE NOTE: As required by Federal law and United States Department of Education guidelines, the University must notify the National Student Clearinghouse of all students who fail to maintain continuous enrollment. Recipients of Federal Student Loans will then enter their loan grace period, and if they have previously used up their loan grace period, will immediately enter into loan repayment.

Permanent Withdrawal from The University

Graduate students who no longer wish to continue their studies at The Catholic University of America must submit an Application for Permanent Withdrawal, found at <http://go.cua.edu/gradstudies>. This application is submitted online to the Office of the Vice Provost and Dean of Graduate Studies.

Permission for Permanent Withdrawal from The University is not required. It is necessary, however, to inform the Vice Provost and Dean of Graduate Studies in writing of the decision to withdraw permanently from The University. This letter is in addition to the online Application for Permanent Withdrawal. Furthermore, it is suggested that the student contact their adviser, school dean and department chair (where applicable) to determine if there are additional requirements for withdrawal, such as a letter of resignation and/or an exit interview.

Students who make the decision to leave before finishing the semester in which they are enrolled will be withdrawn as of the date they submit the Application for Permanent Withdrawal. For those students who inform The University of their intent to withdraw for a future semester, the withdrawal date will be the last day of the semester in which they are currently enrolled.

Students who withdraw from The University during a semester in which they are enrolled are subject to the tuition refund schedule policy, regardless of the reasons for their withdrawal. Exceptions to the refund schedule will be considered by the Withdrawal Committee (Dean of Students, Associate Vice President for Enrollment Services, Director of Financial Aid, Academic Representative appointed by the Provost). Students who withdraw during a semester will receive a "W" grade in each class in which they were registered.

Students who do not enroll in The University for a given semester and do not inform The University of their intention to leave on a temporary or permanent basis will be administratively withdrawn from The University as of the last date to enroll in any class offered for that semester.

If a student who has withdrawn from The University subsequently decides to return to The Catholic University of America, he/she must submit an application for re-admission to the Office of Admissions. If a student who has withdrawn from The University without receiving a degree applies for re-admission to a degree program, no credits earned by the student more than seven (7) years before the time of re-admittance will be applied toward a degree unless they have been evaluated and approved by the school to which the

student is applying.

Checklist for Permanent Withdrawal from The Catholic University of America

Graduate students who wish to withdraw from The University must:

1. Complete the Application for Permanent Withdrawal, found at <http://go.cua.edu/gradstudies>;
2. Inform the Vice Provost and Dean of Graduate Studies in writing of the decision to withdraw from graduate studies;
3. Use Cardinal Station (<https://cardinalstudents.cua.edu>) to drop or withdraw from all courses;
4. Report to the Office of Financial Aid, 300M O'Connell Hall, if they have been awarded student loans;
5. Report to the Department of Public Safety, 120 Leahy Hall, to surrender CUA photo ID card;
6. Insure that all borrowed library holdings are returned to the Mullen Library, and all fines have been resolved;
7. Report to the Office of Enrollment Services, W200 O'Connell Hall, especially those who expect a refund and wish to request immediate payment.

Withdrawal is not official until these procedures have been completed. Students who fail to withdraw officially are assigned a grade of failure in each course.

Residence

Definition of Residence

The term "residence" denotes enrollment leading to a graduate degree that is done under the direction of the faculty of a school. Such residence, as is usually the case in the United States, entails enrollment for specified course hours and credits for which corresponding tuition and fees are charged. The minimum period of residence for the master's degree is one (1) year in full-time enrollment or the equivalent; the minimum period of residence for the doctorate is three (3) years of full-time enrollment (including time spent on the master's degree and in dissertation guidance) or the equivalent. A school or department (where applicable) may, with the approval of the Graduate Board and the Academic Senate, require longer periods of residence than those stated here. Students are advised to consult their school and department (where applicable) for special regulations.

Extended Residence

Students who have completed both the minimum residence requirements and all academic requirements for a degree with the exception of the dissertation and defense must continue in extended residence each semester until all the requirements for the degree are fulfilled. Extended residence is a form of continuous enrollment that requires registration for research or dissertation guidance, for which tuition is charged at the rate of one (1) credit hour per semester, unless a student is granted an Academic Leave. Students in extended residence have full privileges of consultation with their professors and use of University facilities; they also may take courses upon payment of the usual tuition charge.

Students registering in extended residence will be required to observe the deadlines for registration as found in the Academic Calendar.

General Requirements for Graduate Study

Graduate programs at The Catholic University of America have as their objectives the discovery, understanding and dissemination of knowledge. These programs are designed to prepare students as research scholars, teachers and professional practitioners of an applied discipline. All graduate curricula are organized to lead students to an in-depth understanding of the principles, problems, and historical development of the specialized disciplines with which they are concerned.

The President and the Academic Senate share the immediate responsibility for the academic governing of The University. Under the supervision of the President, the Provost and the Vice Provost and Dean of Graduate Studies, jurisdiction in the graduate programs of The University is exercised by the respective deans and faculties. Reviews of the various graduate programs begin at the level of the department or, in the schools that do not have a departmental structure, of the school. Policies developed by departments in the School of Arts and Sciences are reviewed by its Academic Council, in the School of Engineering by its Executive Committee, and in the School of Theology and Religious Studies by its Executive Council. All school policies are in turn reviewed by the Graduate Board, established by the Academic Senate "to exercise general supervision over matters relating to graduate study." The chair of the Graduate Board is the Vice Provost and Dean of Graduate Studies, and the members are appointed by the Academic Senate.

In addition to these general requirements, each school and department may, with the permission of the Graduate Board, define specific requirements applicable to its programs. Students are advised to consult pertinent sections of these Announcements and the school dean or department chair (where applicable).

The University offers a wide range of master's, licentiate, and doctoral degree programs. These programs are listed at the Graduate Admissions site (<https://www.catholic.edu/academics/graduate-doctorate/index.html>). This policy provides the general requirements for these programs.

Definition

Courses carrying graduate credit will normally be scheduled for three (3) credit hours per semester. The semester is considered to

be comprised of fifteen (15) weeks which includes one (1) week for examinations.

The Catholic University of America follows the definition of the credit hour as found in *The Code of Federal Regulations* 34 CFR § 600.2, which states the following:

"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 either:

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

Admission

A student who intends to work toward the master's degree is expected to have earned the bachelor's degree from an accredited institution of higher learning or have achieved its equivalent in satisfactory course work. The master's degree is conferred upon students who have satisfactorily completed at least one (1) year of graduate study and have met the other conditions prescribed for the degree as described by the program.

A student who intends to work toward the doctoral degree is expected to have earned the master's degree or have achieved its equivalent in satisfactory course work. The doctoral degree is conferred upon students who have satisfactorily completed at least three (3) years of graduate study and have met the other conditions prescribed for the degree.

Admission to a master's program or the awarding of the master's degree does not constitute admission to the corresponding doctoral program. Admission to the doctoral degree is granted only to students who give evidence of superior academic ability and of high attainment in the special field in which the major work will be done.

Coursework

The program of studies to be pursued by the candidate for the master's degree shall include a minimum of thirty (30) credit hours of graduate work, of which six (6) hours may be in thesis guidance. The credit hours earned in satisfying the master's degree requirement may be applied to the doctoral degree if admission to the higher degree is approved.

The program of studies to be pursued by the candidate for the doctoral degree must include a minimum of fifty-three (53) credit hours of graduate course work, of which at least thirty-five (35) credit hours must be in the major subject. The remainder must be completed in a program that has been approved by the school dean and the department chair (where applicable).

Individual schools or departments may prescribe additional requirements, and the student should consult the appropriate school for information on coursework and requirements specific to the degree program of interest.

Continuing education courses are not acceptable in meeting the requirements for master's, licentiate, or doctoral degree programs.

Transfer of Credit

Up to six (6) credit hours of graduate work earned at another accredited institution, in which a student received grades of B or above, may be applied toward course requirements for the master's degree, upon recommendation of the appropriate school or department (where applicable) and with the approval of the school dean. For programs requiring forty (40) semester hours of more, up to 9 credits may be transferred with the approval of the school dean. In order to qualify for transfer, the credits must have been earned within five (5) years of the request for transfer. This policy conforms to the guidelines as articulated by the Council of Graduate Schools.

Up to twenty-four (24) credit hours of graduate work earned at another accredited institution in which the student received a grade of B or above may be applied toward course requirements for the doctoral degree, upon recommendation of the appropriate school or department (where applicable) and with the approval of the school dean. Credits must have been earned within ten (10) years of the request for transfer and approved before permission is given to take the doctoral comprehensive examination.

To address the unique nature of its academic programs, each school within the University may establish, with written approval of the Provost, a different set of limits on the number of transferable credits. Consequently, prospective and current students should refer to the individual school's policy for specific guidance relating to transfer credits.

Language Requirement

Language requirements are determined by the various schools and departments (where applicable). Students should consult the school or the chair of the department (where applicable) for information on the language requirements applicable to their degree program. All language requirements must be satisfied before a student will be permitted to take the Comprehensive Examination.

Although additional requirements may be specified by individual departments or schools, the generally accepted methods of satisfying modern language requirements are the following:

A. Present a minimum score of 450 on the Graduate School Foreign Language Test. Information is also available at the Counseling Center, 127 O'Boyle Hall.

B. Pass the noncredit intensive language course offered by the Department of Modern Languages and Literatures.

C. A student whose native language is not English, but a language recognized as a medium for scholarly work relevant to the student's career, shall be considered to have fulfilled the language requirement without examination. Satisfying the language requirement through this method is permissible provided the student's adviser states, in writing, to the school dean that the language is a language of scholarship for the student's discipline.

Any registered student is eligible for language examinations.

In some cases, it may be possible to substitute a research skill or computer proficiency for the language requirement. The student should consult the individual program for information. Research skill or computer courses will not be counted as part of the 30 credits required for the M.A. degree.

Master's and Licentiate Degrees

Thesis

The candidate for a master's degree with a thesis requirement must submit the thesis topic to the chair of the department and the school dean for their approval.

The student must register for a total of six (6) credit hours of thesis guidance. Information on requirements for the preparation and submission of the thesis are available in the individual departments and schools, and formatting requirements for the final deposit, explained in the Master's/Licentiate Degree Handbook, are available from the Office of the Vice Provost and Dean of Graduate Studies.

The master's thesis should give evidence of training in research by means of a contribution to knowledge involving a modest problem of investigation. It must prove the candidate's familiarity with the basic methods and techniques of research and also the ability to apply them.

After the thesis has been approved and signed by the director and the reader, one (1) unbound copy must be deposited, by appointment, with The University no later than the date designated in the Academic Calendar, and in accordance with the Master's/Licentiate Degree Handbook, available from the Office of the Vice Provost and Dean of Graduate Studies. A fee is charged to cover the cost of the binding of the typescript. A check or money order for the fee must accompany the thesis when it is presented. The amount for such fees and expenses can be found at the Enrollment Services website at <https://enrollment-services.catholic.edu/costs/index.html#Tuition>.

On deposit of the approved thesis, the six (6) credit hours of guidance will be posted to the student's academic record.

A graduate who wishes to publish the thesis must include in the publication a statement of acknowledgement that the thesis was written in partial fulfillment of the requirements for a master's degree from The Catholic University of America. For further copyright information, please see the section entitled "The Copyright" in the Master's/Licentiate Degree Handbook.

Candidates for the master's degree in certain fields such as music, drama, and architecture may satisfy the thesis requirement by a production of a creative type. Students should consult school and departmental regulations for these requirements.

Option of Degree without Thesis

The master's degree without thesis is available in many departments and schools. The student should consult the listings of the department or school concerning such an option. Such degrees require at least thirty (30) credit hours of graduate work, of which no less than six (6) will be in courses that require significant written reports of a research or professional nature.

Students admitted by their schools to proceed directly to the doctorate may be awarded a master's degree. This decision is tracked with the Master's Degree Audit Form, available on the website of the Office of the Vice Provost and Dean of Graduate Studies, and is submitted by the student to the school dean's office for approval. The Master's Degree Audit Form indicates that:

A. School foreign language requirements have been fulfilled, and the means by which those requirements were fulfilled,

B. A minimum number of credits for degree have been completed,

C. Two (2) research papers have been completed, and

D. The Comprehensive Examination for the doctorate has been passed.

The transcripts of students in all master's programs carry the appropriate notation of "thesis" or "no thesis."

Comprehensive Examination

A student in most master's programs must pass a written Comprehensive Examination in the major field. This examination is taken either after the student has completed his or her course work, or in the semester during which the student is completing course work. Language/research tool requirements as specified for the program of studies must be completed prior to the examination.

Candidates for the Comprehensive Examination are required to register for this examination. A review of completed and pending

degree requirements is conducted in the department (where applicable) and the school at the beginning of the semester in order to secure the school dean's permission to take the examination.

The Comprehensive Examination is marked as either pass or fail. The transcript will note if the student has passed the examination with distinction. A student who did not pass may retake the entire examination or the failed portion once, according to school (or department, where applicable) policy. A student who incurs two (2) failures in the Comprehensive Examination is no longer considered eligible to receive the master's degree. The second failure is recorded on the student's permanent record.

Completion of Requirements

Students who do not complete all the requirements for a master's degree within three (3) years or six (6) summer sessions from the date of completion of course work must submit a request in writing for an extension of time to the dean of their school. An extension of time will normally be granted for one (1) year or one (1) summer session.

Admission to a Doctoral Program after Completion of a Master's Degree

Students in the master's program who wish to pursue a doctorate normally are required to submit an application for admission to the Ph.D. program. The application is submitted to the Office of Admissions and can be found at <https://graduate-studies.catholic.edu/media/docs/ma-to-phd-application.pdf>.

Some doctoral programs, however, may allow students who complete the master's degree within the same program to be admitted to the doctoral program without a formal application through the Office of Admissions. Prospective doctoral students should contact their school dean or department chair (where applicable) for specific school or program admission requirements.

Doctoral Degree

Comprehensive Examination

After fulfilling the language and course requirements, the student must pass a written Comprehensive Examination. At the discretion of the department (where applicable) or school, the Comprehensive Examination may also include a written or oral examination in a minor subject. After successfully passing the Comprehensive Examination, the student may be considered for admission to candidacy for a doctoral degree.

Students should register for the Comprehensive Examination before the start of classes and must be registered before the conclusion of the Registration Drop/Add Period for the semester in which they plan to take the examination. Upon approval of the student's credentials by the school dean and, where appropriate, the department chair, the student will be granted written permission by the school dean to take the Comprehensive Examination. The student may not sit for the examination until he or she has received this permission.

The Comprehensive Examination is marked as either pass or fail. If the student fails the examination, he or she may retake the examination only once. Depending on school and department (where applicable) policy, the student must retake either the entire examination or just the failed portion. A student who fails the Comprehensive Examination twice may not be considered for admission to candidacy for the doctoral degree. A second failing grade is noted on the student's permanent records.

Admission to Candidacy

Admission to a doctoral program does not automatically include admission to candidacy for the doctoral degree. The faculty of the school and department (where applicable) must evaluate the progress of the student and determine that the student has completed all course and other requirements, has passed the Comprehensive Examination, and is otherwise qualified to fulfill the requirements of the doctoral dissertation or its equivalent. Schools and departments (where applicable) may follow different procedures for formal admission to candidacy. The student should consult with the school dean or department chair (where applicable) for information on these procedures.

The student's school or department (where applicable) may record the actual date of the successful vote for candidacy. However, candidacy for the doctoral degree begins formally and administratively on the first day of the semester following successful completion of the Comprehensive Examination. The student has five (5) years (i.e., ten [10] semesters) from this date of formal, administrative admission to candidacy to complete, defend and deposit the dissertation. Individual schools and departments may, at their discretion, set different time limits for completion, as long as these do not exceed the five (5) year (ten [10] semester) limit. If more than five (5) years, or the time set by the schools or departments, elapse between formal admission to candidacy and oral defense of the dissertation, the doctoral candidate may be required to retake the Comprehensive Examination or fulfill additional requirements as determined by the school and department.

Dissertation

After the student has been admitted to candidacy, the school dean, the department chair (where applicable), and the Vice Provost and Dean of Graduate Studies must approve the dissertation topic and dissertation committee. The Vice Provost and Dean of Graduate Studies, acting on behalf of the Academic Senate, will seek the assistance of a faculty reviewer in evaluating the topic and committee.

The student may not proceed beyond the preliminary stage in the investigation of the topic until both the topic and the dissertation committee have been granted final approval by the Vice Provost and Dean of Graduate Studies. If human subjects are involved in the research, the dissertation proposal must be submitted for certification to the Committee for the Protection of Human Research

Subjects prior to final approval by the Vice Provost and Dean of Graduate Studies.

Certification by the committee indicates that the proposed research involving human subject participation is compliant with federal guidelines according to *The Code of Federal Regulations* 45 CFR 46. The committee will send the student and the Vice Provost and Dean of Graduate Studies written notification of its approval of the proposal's research methods.

The department chair (where applicable), the school dean and the Vice Provost and Dean of Graduate Studies must also approve any subsequent changes either to the title of the dissertation or to the composition of the dissertation committee. Forms for these changes are available online at <https://graduate-studies.catholic.edu/forms/index.html>.

Dissertation proposals must be submitted for school and department (where applicable) approval no later than two (2) years after formal admission to candidacy. School deans may extend the deadline for cause. If this is necessary, the request for extension must be submitted to the school dean within six (6) weeks before the end of the two (2) year allowed period.

The dissertation proposal should contain the following elements:

A. A brief statement of the problem to be studied and the background or antecedents of the problem which have led the student to propose a study of this particular topic;

B. A specific statement of the purpose or purposes of the proposed study;

C. A description of the methodology to be used. If the study involves the testing of a hypothesis, the hypothesis should be spelled out clearly. The student should describe the techniques, statistical measures, sampling methods and any other essential methodologies he or she will be using in the research;

D. An explanation of the specific or unique contribution which this study will make to the field of knowledge under consideration;

E. A brief selected bibliography of the most important primary and secondary sources relevant to the study.

The doctoral candidate submits the proposal for dissertation topic and committee request on the Doctoral Dissertation Topic and Committee Request for Approval form, available online at <https://graduate-studies.catholic.edu/media/docs/doctoral-dissertation-topic-and-committee-request-for-approval.pdf>.

Dissertation Completion Deadline

The student has five (5) years from the date of formal admission to candidacy to complete, defend and deposit the dissertation, unless the school and/or department (where applicable) have set a different, earlier deadline. If the student is unable to complete the dissertation within this time period, the school dean and department chair (where applicable) will inform the candidate that he or she must submit a request for a reasonable extension. If the student fails to request an extension, the dissertation topic may be withdrawn and the doctoral candidate will be subject to dismissal from the program.

The completed dissertation in definitive form must be submitted for approval to the student's dissertation committee no later than the date specified by the school and department (where applicable) for each graduation date. The school and department (where applicable) establish the procedures for submission of the dissertation to the dissertation committee.

Criteria for Dissertations

Dissertations will be judged according to the following criteria:

A. The dissertation should constitute a contribution to knowledge. Such contributions may include:

1. The discovery of new facts;
2. The establishment of new relations among facts already known;
3. The solution to a problem or problems hitherto unresolved;
4. The formulation of a new or improved method or technique;
5. The construction of a theory involving new principles; or
6. A critical study correcting errors or establishing negatives.

B. The following are not considered to be contributions to the body of knowledge:

1. Mere compilations or a digest of that which is already known about a given subject;
2. Translations of foreign language works without commentary or critical analysis;
3. Bibliographies or other mere instruments of research, however needed or useful they may be; or
4. Essay-type works not based on detailed factual investigation.

C. The dissertation should demonstrate the candidate's familiarity with the most recent and best research methods in the subject and the ability to apply them. The dissertation should demonstrate academic maturity in discovering and formulating the broader and more generic aspects of the data collected.

D. The dissertation should demonstrate knowledge of the contributions of previous investigators working on both the subject area of

the dissertation and on closely or organically related subjects.

E. The dissertation should give evidence of the candidate's ability to interpret the gathered data both independently and constructively, and to recognize their bearing upon related data and problems.

F. The dissertation should give evidence of balanced, objective and critical judgment.

G. The dissertation should give evidence of the candidate's ability to organize material around the major unifying idea or ideas and to present data in an orderly sequence.

H. The dissertation should be written in clear and direct language, proving the candidate's mastery of style and expression. The official language of the dissertation is English. However, languages other than English as well as specialized notations such as mathematical, scientific, and musical may be used when they are essential to the subject of the dissertation. Under no circumstances can a language other than English be used strictly for the convenience of the student. When other languages or symbolic notations are used, the abstract, the section(s) explaining the central subject and background of the dissertation, and section(s) that summarize the conclusion and significance of the dissertation findings must be in English.

I. The dissertation must follow the approved format, which conforms to the norms of The Chicago Manual of Style (University of Chicago Press), with whatever adaptations are appropriate for the candidate's discipline (e.g. the MLA Style Manual and Guide to Scholarly Publishing of the Modern Language Association of America).

J. The dissertation should include:

1. A precise definition of the proposed contribution to knowledge and a summary of the work of previous investigators of the problem. An exposition of the methods and/or techniques used by the candidate should precede the presentation of data;
2. The presentation of the additional data assembled by the candidate and the exposition of the candidate's contribution to knowledge;
3. A brief summary stating the major results achieved or the contributions made by the dissertation;
4. A bibliography and an index, whenever called for by the nature of the dissertation.

Oral Examination

Upon completion of the dissertation, but prior to final approval, the candidate must defend the dissertation in an oral examination in the presence of an examination board appointed by the school dean with the approval of the Vice Provost and Dean of Graduate Studies.

At least three (3) weeks prior to the proposed examination date, the dean of the candidate's school must submit to the Vice Provost and Dean of Graduate Studies an Oral Examination Request for Approval. The examination may not be scheduled until all members of the dissertation committee have informed the school dean, in writing, that the dissertation is ready for defense. At least one (1) week before the examination date, the school dean's office shall publish a leaflet publicly announcing the defense and containing a summary of the dissertation and biographical information on the candidate.

The oral examination board shall include, in addition to the candidate's dissertation committee, two (2) faculty members from outside the major department or school, one (1) serving as chairperson and the other as secretary during the examination. The faculty member serving as chairperson has the rank of ordinary professor or its equivalent while the faculty member serving as secretary has at least the rank of associate professor or its equivalent. School deans and department chairs (where applicable) with the rank of associate professor are also eligible to serve as chairpersons of oral examinations.

All members of the oral examination board must be physically present for the examination. In extraordinary cases, if a member of the oral examination board who is not the chairperson or the secretary cannot be present, the school dean in which the candidate is a student may petition the Vice Provost and Dean of Graduate Studies for permission for the examiner to participate via video conferencing or some other electronic means.

Examinations must be conducted in English except in cases where the topic of the dissertation would warrant an examination in a language other than English. In these cases, every member of the oral examination board including the chairperson and secretary must be fluent in the language used in the examination.

The duration of the oral examination shall not exceed two (2) hours. Oral examinations will generally not be scheduled during the summer session. However, when extraordinary circumstances require that the examination can only be convened during the summer session, permission can be granted by the Vice Provost and Dean of Graduate Studies.

No one may be admitted to the oral examination conducted in the presence of the oral examination board without the permission of the school dean. However, before the start of the oral examination, the school dean may allow a presentation of the candidate's research methodology and findings, to which the school dean may extend an open invitation to the public. The scheduling of this public presentation remains at the discretion of the school dean.

At the conclusion of the oral examination, two (2) votes are taken. The first vote is a preliminary vote, with only the dissertation committee members voting, while the faculty members serving as the oral examination board chairperson and secretary do not vote.

During the second vote, each member of the oral examination board has one (1) vote. In order to pass, the candidate cannot receive more than one (1) "no" vote from the members of the oral examination board. If merited, a notation of "with distinction" will be recorded. The oral examination board is not permitted to pass the candidate conditionally. After successful completion of the final oral examination, the candidate may proceed with arrangements for deposit and publication of the dissertation.

If a candidate fails in the first oral examination, he or she must obtain permission from the school to retake the examination. A candidate will not be permitted to retake the final oral examination until at least one (1) semester, or an equivalent period of time, has elapsed from the date of failure. If the candidate fails a second time in the oral examination, he or she ceases to be a candidate for the doctoral degree.

Deposition and Publication of the Dissertation

Following the successful defense and final approval of the dissertation by the dissertation committee, the candidate must arrange for the deposit and publication of the dissertation.

Deposition of the dissertation with the Vice Provost and Dean of Graduate Studies must occur by the dates published in the Academic Calendar. If the dissertation cannot be deposited by this deadline, an extension for another semester must be requested. An extension of one (1) additional semester can be granted by the dean of the candidate's school or by the dean's designate. Failure to meet the deadline for deposition will result in the invalidation of the oral dissertation examination and would require retaking the examination.

The candidate must arrange for the electronic deposit of the approved dissertation and the granting of written permission for publication. The Doctoral Dissertation Handbook, available in the Office of the Vice Provost and Dean of Graduate Studies, provides detailed information on formatting and printing the manuscript; preparing the abstract; registering the copyright; and arranging for the deposit, publishing and binding of the dissertation. All candidates preparing to write a dissertation must obtain a copy of this publication.

If the graduate wishes to publish or republish the dissertation, he or she must include in the publication a statement of acknowledgement that the dissertation was written in partial fulfillment of the requirements for a doctoral degree from The Catholic University of America.

The Copyright

Copyright ownership of a thesis or dissertation prepared by a student toward degree requirements shall remain with the student. While the student retains full copyright ownership on all written work submitted for credit or degree requirements, by submitting the work for credit or degree requirements the student shall be deemed automatically to have granted a nonexclusive, worldwide, royalty-free license to the University (1) to make available to the University community through electronic or other means the entire thesis or dissertation; (2) to make available to the broader public a limited number of copies of such thesis or dissertation; and (3) electronic means without limitation on quantity of access or copying.

As the copyright owner, the student can choose to restrict public access to their thesis or dissertation for a determined period of time, or grant to The Catholic University of America a local distribution license only, as set forth in The Doctoral Dissertation Handbook and the ETD@CUA Submission Copyright Statement, both of which are provided during the doctoral dissertation deposit process. Such restrictions must be indicated in writing at the time of submission.

As nonexclusive, worldwide, royalty-free license holders, the University, its constituent schools, and departments (where applicable) cannot restrict access to student work that has been submitted for degree requirements and deposited with the John K. Mullen of Denver Library for cataloging, binding, and shelving.

Even if the student has decided to place restrictions on the distribution of their thesis or dissertation, the University must retain a non-exclusive right to all research reported in manuscripts funded in whole or part by the National Institutes of Health (NIH) or other government bodies, so as to ensure compliance with public access initiatives required by law.

Completion of Requirements, Requests for Extension or Academic Leave

The student has five (5) years from the date of formal admission to candidacy to complete, defend, and deposit the dissertation, unless the department and/or school have set a different, earlier deadline.

If the dissertation cannot be completed within the five (5) year candidacy period, the student may petition in writing to the school dean for an extension. The school dean or the dean's designee (usually the associate or assistant dean for graduate programs) can authorize an extension. If the student fails to receive an extension, the dissertation topic may be withdrawn. In this case, the doctoral candidate will be subject to dismissal from the program. Another student may then submit the topic for approval. If the dissertation still cannot be completed by the end of the period provided by the extension, the student may submit a request for a final extension.

In certain cases such as a medical condition or other changes in circumstances that prevent the student from continuing his or her studies, the student may request an Academic Leave. If the school dean or the dean's designee endorses the Academic Leave request and it is approved by the Vice Provost and Dean of Graduate Studies, this suspends the time period allowed for the completion of the dissertation.

The Grading System and Definitions

Reports of grades assigned are made available by the Registrar at the end of each term. Students will be able to access their grades through Cardinal Station at <https://cardinalstudents.cua.edu>. Note that this policy does not apply to The Columbus School of Law.

Graduate students are graded under the following system:

Grading System		
Grade	Meaning	Equivalent
A	Excellent	4.00
A-		3.70
B+		3.30
B	Satisfactory	3.00
B-		2.70
C	Passing but Marginal	2.00
F	Failure	0.00
P	Pass	
V	Incomplete	
W	Withdrawal	
F*	Administrative Failure	

A grade of F* should be awarded to students who did not officially withdraw from the course, but who failed to attend and participate in course activities through the end of the period. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible. This allows the University to differentiate between an F grade awarded to students who complete the course but fail to achieve course objectives, and those students that receive an F grade because they have stopped attending or never attended a class. The official definition of F* to be used on transcripts and wherever else published would be "Administrative Failure", awarded to a student who did not officially withdraw from the course, but who failed to participate in course activities through the end of the period.

By resolution of the Academic Senate, grade point averages are calculated for all graduate students having entered the University in the 1996 fall semester or after. Only grades earned in courses at and above the 500 level will be calculated.

For satisfactory progress toward a graduate degree, each student should consult school or department regulations which may specify a maximum number of C grades, depending on the nature of the courses, permitted in a degree program.

At the end of each semester, the chair of each department may submit to the dean a report stating the names of students who, in the judgment of the department, should not continue studies for advanced degrees. Such students are so notified by the dean and advised or directed to discontinue graduate work. The admission to graduate studies or to candidacy for the doctorate may be withdrawn by the dean.

Incomplete Grades: A provisional grade of I (incomplete) may be given only to a student who has not completed the requirements of a course for legitimate reasons, provided that work thus far completed in the course is of passing quality. The grade of I may not be given to a student who has simply failed to meet the academic requirements of the course on time. Grades of I must be submitted to the respective dean for approval and entry in Cardinal Students.

Incomplete grades must be removed by mid semester of the succeeding term as specified in the Academic Calendar, whether or not the student is registered. If the incomplete grade is not removed by mid semester, the incomplete will be recorded as a grade of F (failure). Under extraordinary circumstances, but before the date of mid semester following the reported incomplete grade, a student may petition the instructor of the course and the dean of the school in which the student is enrolled for an extension of the period normally allowed for removal of the incomplete grade.

Academic Integrity: All coursework is subject to the Student Academic Dishonesty Policy. Students are expected to read and comply with the standards on academic integrity set forth in the above referenced policy.

Change of Grade: A grade assigned for work in a course is not subject to change except (a) in the case of a specific error, which may be corrected upon the request of the teacher of the course, in writing, to the school dean not later than one (1) month after the beginning of the succeeding semester, or (b) in the case of a successful challenge to a failing grade of "F", after action in

accordance with established procedures outlined in The University policy at <https://policies.catholic.edu>, entitled "Appeal of Failing Grades." A successfully challenged grade of "F" is changed to pass ("P"), and credit is given for the work in question; no other grade may be assigned. All changes in transcript information must be requested and approved by the end of the semester following registration and grading of a particular course.

Good Standing: A student is considered to be in good standing (a) who has not become subject to dismissal for academic reasons, (b) whose record of conduct is satisfactory, and (c) who has met all financial obligations to The University or made satisfactory arrangements for their discharge with the Office of Enrollment Services.

Dismissal: A graduate student will be dismissed from the University for the following reasons:

- Incurring two or more failing grades in formal course work after being admitted to graduate study.
- Failing to maintain a cumulative GPA of at least 3.0 for two consecutive semesters.
- Failing to maintain continuous enrollment or, if not duly registered, failing to secure an approved academic leave.
- Failing to complete a thesis or dissertation within the allotted time frame as provided by the University, unless an approved extension has been granted.
- Failing to make satisfactory academic progress, as defined by University policy [see <https://financial-aid.catholic.edu/policies/satisfactory-academic-progress-graduate.html>] and as specified by the degree program in which the student is enrolled.
- If the dean of the student's school determines that a finding of academic dishonesty by a student warrants the student's dismissal, and the finding is not appealed or is upheld after appeal.
- Failing to meet any additional academic standards set by the degree program in which the student is enrolled. (Students are directed to consult their school or department as to whether any such standards pertain.)

Academic dismissal is made by the dean of a school.

Academic Dishonesty

Introduction

Academic honesty is one of the foundations of the educational mission and Catholic commitment of this University. Academic dishonesty, including such practices as cheating, plagiarism and fabrication, undermines the learning experience, and, as it involves fraud and deceit, is corrosive of the intellectual principles and is inconsistent with the ethical standards of this University. Academic dishonesty damages the sense of trust and community among students, faculty and administrators.

This policy sets forth the standards of honesty which student members of our academic community are expected to follow. The faculty is also bound to adhere to the strictest standards of academic honesty. All members of the academic community have an obligation to familiarize themselves with these standards and to conduct themselves in accordance with both their letter and their spirit. Individual schools in The University have committed themselves to implementing these standards and to educating faculty, staff and students on the importance of academic honesty and on the application of these standards in a variety of academic settings.

Accompanying this policy are procedures that set forth a system for enforcement of these standards, including the application of sanctions where violations have been found. Sanctions are necessary to demonstrate that The University treats violations of academic honesty seriously and will act aggressively, when necessary, to deter wrongdoing. The effectiveness of the enforcement scheme depends in large measure on the conscientious cooperation of members of faculty in the implementation of the standards. Faculty members are therefore charged with the responsibility of seeking to assure student compliance with the requirements and initiating enforcement proceedings where appropriate.

General Provisions

A. This policy applies to each school in The University and to all students enrolled in these schools. Individual schools (or departments) are initially responsible for handling individual cases of alleged academic dishonesty. A school (or department) may follow more elaborate procedures if it has its own established procedures for handling suspected cases of academic dishonesty or if required by its professional accrediting agency and particularly if required by the rules and practice of the particular professional discipline involved.

B. This policy supersedes all earlier and other statements on academic dishonesty published or appearing anywhere before its approval.

C. This policy applies to all academic conduct in the broadest sense, including submitted drafts and final coursework, research, Comprehensive Examinations and the preparation of theses or dissertations.

D. Sanctions for violations of this policy, which may include the revocation of a previously awarded degree, certificate or award, may be applied whenever a determination is made that a violation has taken place.

E. Confidentiality shall be observed in all proceedings under this policy, to the extent possible, except where otherwise specifically provided.

F. The faculty member is the individual who has initial responsibility for initiating the procedures provided in this policy. The term

"faculty member" includes any individual or committee with responsibility for a class, project or activity, for example, a professor of a course, director of composition in the School of Arts and Sciences, a dissertation committee or the dean of a school. Other University employees, such as graduate assistants, are expected to bring any suspected cases of academic dishonesty to the attention of the responsible faculty member who will proceed in accordance with the procedures stated in this policy. The faculty member's dean shall maintain the case file containing the relevant documents.

G. The Office of Enrollment Services will maintain a register, which will include a listing of incidents of academic dishonesty that have been reported by the school deans' designees in accordance with this policy and after all appeals and/or periods of appeal are over. The Register will be confidential and information contained therein will be made available only as authorized by this policy. Within five (5) years of a student's departure from The University, the entries in the Register shall be transferred to University Archives.

H. If information is received by a member of The University community alleging that a graduate of The University engaged in academic dishonesty at the time he or she was a registered student but the alleged dishonesty was discovered after graduation, the information shall be brought to the attention of the school dean where the graduate was matriculated, who shall determine the procedures to follow and the appropriate sanction.

Categories of Academic Dishonesty

The following are the major categories of academic dishonesty:

A. Plagiarism is the act of presenting the work or methodology of another as if it were one's own. It includes quoting, paraphrasing, summarizing or utilizing the published work of others without proper acknowledgment, and, where appropriate, quotation marks. Most frequently, it involves the unacknowledged use of published books or articles in periodicals, magazines, newspapers and electronic media. However, any unacknowledged use of another's words, ideas or electronic

processes constitutes plagiarism, including the use of papers written by other students, oral presentations, interviews, radio or TV broadcasts, any published or unpublished materials (including Web-based materials, letters, pamphlets, leaflets, notes or other electronic or print documents), and any unauthorized or inadequately credited use of foreign language, scientific and/or mathematical calculation and/or modeling programs or online services.

B. Improper use of one's own work is the unauthorized act of submitting work for a course that includes work done for previous courses and/or projects as though the work in question were newly done for the present course/project.

C. Fabrication is the act of artificially contriving or making up material, data or other information and submitting this as fact.

D. Cheating is the act of deceiving, which includes such acts as receiving or communicating or receiving information from another during an examination, looking at another's examination (during the exam), using notes when prohibited during examinations, using electronic equipment to receive or communicate information during examinations, using any unauthorized electronic equipment during examinations, obtaining information about the questions or answers for an examination prior to the administering of the examination or whatever else is deemed contrary to the rules of fairness, including special rules designated by the professor in the course.

E. Attempts to engage in any of the conduct described above or the facilitation of any of this conduct by another individual will be treated as conduct constituting academic dishonesty for purposes of this policy.

F. The preceding forms of academic dishonesty are stated in general terms. The individual schools (or departments) may deem it appropriate to supplement the present statement of policy with specific interpretations that relate its terms and provisions to the individual programs of the schools (or departments). In addition, the individual schools (or departments) are responsible for implementing programs to educate faculty, staff and students in the requirements of this policy and to answer any questions that may arise regarding specific interpretations of this policy.

Enforcement Procedures

A. When a faculty member suspects that an incident of academic dishonesty has occurred, he or she should communicate in writing and promptly arrange a conference with the student to discuss the matter. The faculty member may consult with the dean of the school and/or the chair of the department (where applicable) on the issues involved, but will not discuss prior infractions of the student. At the conference, the faculty member will inform the student of the faculty member's concerns, and the student will be given the opportunity to present the student's version of the facts. No counsel (e.g., parents/guardians, lawyers) will be present at this conference.

B. Once an allegation of suspected academic dishonesty has been communicated to the student, the student may not withdraw from the course or academic project in question.

C. After their conference, or if the student does not respond in a timely fashion to the offer to confer with the faculty member, the faculty member may conduct further investigation regarding the matter as the instructor deems appropriate. On the basis of the facts, the faculty member will decide whether an act of academic dishonesty has taken place.

D. If the faculty member decides that an act of academic dishonesty has taken place and imposes a sanction, the faculty member will make a written record of the disposition of the matter, including the facts on which the decision is based. The faculty member will retain a copy for his or her file, and communicate the decision to the student. The faculty member will also report this decision to the

designee of the dean of the school where the academic dishonesty occurred and to the chair of the department (in departmentalized schools). The dean's designee will report the decision to the dean of the school in which the student is matriculated (if different from that where the dishonesty took place) and to the Office of Enrollment Services to be recorded in the Register after all appeals and/or periods of appeal are over.

E. Upon receiving the faculty member's decision, the school dean, in certain circumstances, may decide to increase the sanction. A decision to suspend or expel a student from The University may only be made by the school dean where the student is matriculated. This decision may be based on the existence of prior entries in the Register and/or other aggravating circumstances. The school dean shall prepare a written decision, which states the dean's conclusions and the facts upon which the decision was based. The student shall be informed in writing in a timely fashion of the decision. A copy of the school dean's written decision shall also be sent, as appropriate, to the faculty member, the chair of the department, and the dean of the school where the violation took place (if not the school of the student in question), and to the Office of the Provost to be recorded in the Register after all appeals and/or periods of appeal are over.

F. The case file concerning academic dishonesty shall be maintained by the dean in the school where the alleged academic dishonesty occurred and shall consist of any of the following documents that pertain to the matter: any and all documents containing the alleged academic dishonesty, other relevant documents submitted, correspondence, formal notes and narratives of the professor, department chair (where applicable), and/or school dean. The case file shall be maintained until the student's departure from The University, at which time the file shall be transferred to The University Archives.

G. If information is received by a member of The University community alleging that a graduate of The University engaged in academic dishonesty at the time he or she was a registered student but the alleged dishonesty was discovered after graduation, the information shall be brought to the attention of the dean of the school where the graduate was matriculated, who shall determine the procedures to follow and the appropriate sanction.

Sanctions

The availability and the imposition of meaningful sanctions communicate a message to the community that The University treats the standards of honesty set forth in this policy with the greatest seriousness and that infractions of these requirements will be pursued and punished.

In the context of graduate studies, the expectations for academic honesty are greater, and therefore the presumed sanction for dishonesty is likely to be more severe, e.g., expulsion.

When a graduate of The University is found to have engaged in academic dishonesty, revocation of a degree, certificate, or other recognition previously awarded may be considered as a possible sanction.

In the more unusual cases, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction.

Appeals

A. Requests for Review

1. A student may appeal a determination that he or she committed an act of academic dishonesty by filing a request for a review of that finding. No appeal is permissible against the sanction only.
2. The request for review shall be filed within fifteen (15) business days of the written notification to the student of the sanction. The request for review shall be submitted in writing to the dean of the school where the incident of alleged academic dishonesty took place, and must specify with particularity the basis of the student's appeal.
3. If the student does not request a review within the specified time period, the decision of the faculty member or of the dean of the school shall be final.
4. The office of the dean receiving the request for review will proceed in accordance with the provisions below.

B. Sanction Imposed by a Faculty Member

1. Each school will establish an academic dishonesty appeals procedure that affords the student the opportunity to present his or her version of the facts to a School Academic Dishonesty Committee composed of faculty and students appointed by the dean of the school or his or her designee. The burden of proof shall be on the student challenging a determination and that burden must be satisfied by the preponderance of the evidence. Preponderance of the evidence means that a greater weight of the evidence is required in order to decide in favor of one side over the other, to determine whether a fact is true and/or to establish that an event occurred. The decision that a preponderance of the evidence exists must be based on the more convincing evidence and its probable truth of accuracy, not on the amount of evidence available.
2. The school dean or an associate or assistant dean designated by the dean shall evaluate the request for review. He or she may affirm the faculty member's decision without the need for a hearing if he or she deems the appeal to be frivolous or without merit, which shall be communicated in writing to the student. Otherwise the dean of the school or the designated official shall refer the matter to the School Academic Dishonesty Committee to consider the appeal and to render a written decision in accordance with the procedures established by the school.

C. Sanction Imposed by a School Dean

If the dean of the school in which the student is matriculated determines that the student's academic dishonesty warrants that the student be suspended or expelled, the student may file a written request for a review of the determination. Upon receiving the student's request for review, the dean of the school where the alleged academic dishonesty took place or his or her designee will forward it to the Vice Provost and Dean of Graduate Studies. The procedures for handling such requests by the Vice Provost and Dean of Graduate Studies are detailed under "University Appeal Procedures".

D. Successful Appeals

If the student is found not to have engaged in academic dishonesty, there will be no entry relating to the incident in the Register. If, on appeal, the determination of academic dishonesty is upheld but the sanction is modified, the Register entry will reflect that new sanction.

University Appeal Procedures

Upon receipt of an appeal of a decision made by a school dean, the Vice Provost and Dean of Graduate Studies will have available the options of:

1. Affirming the school dean's decision without the need for a hearing if the appeal is judged to be frivolous or without merit; or
2. Referring the matter to the University Academic Dishonesty Appeal Panel to hear the appeal.

In either case, the Vice Provost and Dean of Graduate Studies shall send a written notification to the student.

A. University Academic Dishonesty Appeal Panel

To handle student appeals of school dean's decisions in cases of academic dishonesty, the Academic Senate will appoint a University Academic Dishonesty Appeal Panel of five (5) faculty members, two (2) graduate students and two (2) undergraduate students. Faculty members on the panel will serve three (3) year terms, which will be staggered. Student members will ordinarily serve one-year terms, although they may be appointed for additional terms. One (1) of the faculty members will be appointed annually as chair, another as vice chair.

B. The University Academic Dishonesty Appeal Committee

The members of The University Academic Dishonesty Appeal Committee will be selected from The University Academic Dishonesty Appeal Panel and shall be composed of two (2) faculty members and one (1) student or of three (3) faculty members if none of the student members of the panel are available. Either the chair or vice chair of the panel will be on the Committee and will serve as chair. All documentation, including the written information from the Register in the Office of Enrollment Services, shall be made available to members of The University Academic Dishonesty Appeal Committee.

C. Procedures of The University Academic Dishonesty Appeal Committee

The Procedures for the operation of The University Academic Dishonesty Appeal Committee shall be as follows:

1. The appeal committee shall provide that the student shall receive adequate and timely written notice of the date, time and place of the hearing.
2. The appeal committee shall inform the student that he or she shall have an opportunity to present his or her position through written memoranda, oral presentations, and witnesses. The Committee shall consider all requests for witnesses and shall invite only those that it deems can contribute relevant information to appear before it or to submit written testimony.
3. The faculty member, department chair (where applicable), or school dean who made the initial allegation of academic dishonesty shall be invited to appear at the hearing. When suspension or expulsion has been imposed as a penalty, the school dean who imposed that sanction will also be invited.
4. A copy of all written material provided by the student in support of his or her appeal will be provided to the hearing board at least seventy-two (72) hours prior to the hearing.
5. No persons other than the members of the appeal committee, the student, the faculty member, or any person that the appeal committee judges can contribute to assisting it in reaching a decision shall be admitted to any meeting of the appeal committee. Legal counsel shall not be admitted at any of the meetings of the appeal committee.
6. A record shall be kept of the hearing. Formal evidentiary rules shall not be applicable to the hearing.
7. The appeal committee shall issue a decision, which will be communicated in writing promptly to the student, the faculty member, the student's school dean and the Vice Provost and Dean of Graduate Studies. That decision will be to:
 - a. Affirm the determination of academic dishonesty and the imposed sanction; or
 - b. Affirm the determination of academic dishonesty, but modify the imposed sanction; or

- c. Reject the determination of academic dishonesty and set aside any sanction.

8. A brief statement of the reasons for the decision will also be sent to the Vice Provost and Dean of Graduate Studies, and a copy of that statement will be retained as part of the record of the hearing. If the appeal committee rejects the determination of academic dishonesty or modifies any sanction, the Office of the Provost will be notified and the record in the Register will be entered or modified as necessary.

D. Decision of The University Academic Dishonesty Appeal Committee

The decision of The University Academic Dishonesty Appeal Committee shall be final.

Commencement and Diploma

Commencement

Each candidate who has fulfilled all degree requirements and has been recommended to the Academic Senate by the faculty is required to attend the commencement exercises, unless excused by the University Provost. To be excused from commencement exercises, a letter must be sent to both the Provost and the school dean, indicating the reason(s) for requesting the permission to be excused. If permission is granted by the Provost, the student is responsible to make all necessary arrangements with both the school dean and the Office of Enrollment Services in forwarding the diploma.

The list of candidates for degrees approved by the Academic Senate and deposited in the Office of Enrollment Services is the official record of students who have graduated from The University.

Diploma

At the commencement exercises, The University awards a diploma to each student upon whom a degree is conferred, provided a diploma application has been filed. The diploma is awarded under the student's name of record. Subsequent requests for issuance of replacement diplomas will be honored only upon submission by the student of a notarized statement that the original has been lost, stolen or destroyed and upon payment of the required fee. A graduating student who has an outstanding bill with any department of The University will not receive a diploma until such balance is paid in full.

Records and Transcripts

The Catholic University of America intends to maintain full compliance with the provisions of the Family Educational Rights and Privacy Act of 1974 (also known as the Buckley Amendment), 20 U.S.C. 1232 et seq. (1975) which guarantees the confidentiality of student records and gives to the individual student the right to examine official records maintained for him or her. The University student records policy is available at <https://policies.catholic.edu/students/academicundergrad/records.html>.

Directory Information

The following data is considered to be directory information and may be given to an inquirer, either in person, by mail or by telephone, and may be otherwise made public: name of student, address (both local, including e-mail address and permanent), telephone number (both local and permanent), dates of registered attendance, enrollment status (e.g. full-time or part-time), school or division of enrollment, major field of study, nature and dates of degrees and awards received, participation in officially recognized activities and sports, and weight and height of members of athletic teams.

The policy that such information will be made generally available will be communicated to presently enrolled students through the publication of these guidelines. An individual student currently enrolled may request that such directory information not be disclosed by completing the nondisclosure form which is attached to the schedule of classes (form available in both paper and online schedule) and giving the form to the Registrar in W200 O'Connell Hall prior to the last day to register or add courses for credit.

By default, only a student's campus e-mail address will be displayed on the CUA Web page. If a student wishes to release more, less or different information, he/she may do so by logging into <https://www.catholic.edu/inside-catholicu/index.html> and changing the displayed information, or specifying that no information be displayed.

A student who alleges that The University has failed to comply with the requirements of Section 438 of the Act has the right to file a complaint with the Family Educational Rights and Privacy Act Office of the Department of Education.

Name of Record

A student's name of record includes the first name, middle initial or full middle name, and the family name. Nicknames may not be used. The University will change the name of a currently enrolled student on its official records upon receipt of a request in writing accompanied by evidence of the legal basis for the change. A record of the previous name will be maintained, but all official documents will be released under the new name.

The University is under no obligation to record a change of name for students who are not currently enrolled, including those who have graduated, and normally will not do so without a court order.

Transcripts

Transcripts of records issued by the Registrar are photocopies of the complete, unabridged academic record of the student at this University. Requests for the issuance of transcripts must be accompanied by:

Admission to Graduate Study - 2022-23 Graduate Announcements - The Catholic University of America

- A. The complete name used by the student while in attendance,
- B. The dates of attendance,
- C. The name of the school in which the student was registered, and
- D. The complete mailing address, including the name of the office or the title of the person to which the transcript is to be sent.

Fees are not charged for issuance of transcripts.

A transcript or grades will not be released to or for a student whose account with The University is not settled in full.

Student Life

The Office of the Associate Vice President for Student Life and Dean of Students

Specific areas of focus within the Dean of Students' scope of responsibilities that may be beneficial for the life of a CUA graduate student include off-campus community relations, orientation programs, sexual assault education and prevention, student conduct and ethical development and student persistence and retention, including the Center for Academic Success. Campus Activities, Career Services, and Disability Support Services are departments within the Dean of Students area that provide specialized services to CUA graduate students.

Campus Ministry

The [Office of Campus Ministry](#) supports the members of The Catholic University of America community in their individual and communal growth as they strive to live the message of the Gospel, and offers a variety of opportunities designed to meet the spiritual needs and interests of students who are at different stages of their faith life. Some of what the Office of Campus Ministry offers include days of reflection, monthly discussions centered on faith and current social events and weekly scripture reflection.

The pastoral and professional campus ministry staff, composed of clergy and laity, seeks to be an open and affirming presence for students, faculty, administrators, and staff.

Students from other Christian denominations and religions are welcome to participate in any Campus Ministry services or activities. The office maintains a list of area ministers, rabbis, including information on the services provided by other religions and Christian Denominations.

Any student with concerns or requests about his or her religion is welcomed and encouraged to come to the Office of Campus Ministry for assistance.

Career Services

The [Center for Academic and Career Success](#) provides programs, services and resources designed to encourage and assist students in the timely engagement in all aspects of career planning, experiential education, pursuit of post-baccalaureate educational opportunities, and job attainment. The office's goal is to empower students to make career and educational choices facilitated by in-depth awareness of vocational interests, abilities, values, faith, and life goals. Through its efforts the office strives to provide students with the awareness and tools that will facilitate effective life-long career development activities.

Counseling Center

The [CUA Counseling Center](#) strives to enhance the overall educational experience by assisting students with the opportunities, demands and challenges of University life. As students grow and develop, they do so in a values-based institution that offers a unique learning and living environment to enable students to discover excellence and experience success.

The CUA Counseling Center assists students with defining and accomplishing personal and academic goals by serving as a multidisciplinary, campus-based mental health organization dedicated to addressing the diverse needs of CUA students. In pursuing an active and fulfilling college life, a student can experience difficulties with adjusting to, and balancing, new roles and responsibilities. The center provides a broad range of direct clinical/counseling, educational, learning assistance, consultative, outreach, training, assessment, and emergency response programs and services.

During the Academic Year, individual and group counseling are available for any currently enrolled full-time graduate student, while referrals and group therapy are available for part-time graduate students.

Disability Support Services

The [Office of Disability Support Services](#) (DSS) provides programs and services designed to support and encourage the integration of students with disabilities into the mainstream of The University community. DSS coordinates support services for students with learning disabilities, physical disabilities, psychological disabilities and some illnesses. Services include disability advocacy and advising, classroom and test accommodations, early registration, housing accommodations, assistance with foreign language substitution applications, taped/scanned books, assistive technology training, and referral for testing and additional services. In addition, DSS provides faculty and staff training and consultation on disability issues and actively supports University recruitment and retention initiatives.

Housing Services

Graduate and Law students that submit applications for housing will be placed on a waitlist and offered spaces if they become available. Due to limited space availability, students are encouraged to also review off-campus housing options. Housing Services can assist students with on-campus and off-campus housing through their website at <https://housing.catholic.edu/on-campus/living-at-cua> or <https://housing.catholic.edu>.

International Student and Scholar Services

A division of the Center for Global Education, **International Student and Scholar Services (ISSS)** supports the academic mission of The University by promoting international educational exchange within The University, to federal agencies and to the world.

ISSS seeks to:

1. Ensure University compliance with applicable immigration-related regulations while facilitating the legal entry and transition of foreign students and scholars.
2. Advocate on behalf of the foreign students and scholars both within The University and to federal regulatory agencies to ensure that they are afforded every opportunity to complete their educational objectives.
3. Provide opportunities for intercultural education and exchange by providing educational and cultural programs that foster greater understanding and appreciation for other cultures and traditions.

ISSS also assists both current and prospective graduate students gain the basic understanding of United States immigration concepts, including visa application requirements and immigration statuses. Since the United States has over 20 different nonimmigrant statuses, each with specific rules, restrictions, durations, and eligibility requirements, it is important to understand the proper classification needed for graduate studies, as not every classification can legally work or study in the United States. ISSS helps guide graduate students through the visa and immigration-related process.

Multicultural Education and Awareness

The Center for Cultural Engagement enhances, promotes, and exposes students at Catholic University to issues regarding multiculturalism and diversity by providing diverse programming and specific student support to underrepresented students with the purpose of better preparing all students for the constantly changing multicultural, diverse and global society. The collection of services and programs connect students with important aspects of culture and enhances the overall student experience while encouraging a welcoming and supportive environment for underrepresented students at The Catholic University of America.

Department of Public Safety

[The Department of Public Safety](#) provides comprehensive programs, including security patrol, escort, transportation, identification, and access services to maintain a safe and secure campus environment that is conducive to learning, working, living, and visiting. A staff of trained professionals, including commissioned special police officers, focus on crime prevention and investigation, safety education, emergency preparedness, response and recovery. Services are coordinated closely with federal and local law enforcement agencies. Safety education and awareness programs are conducted for students throughout the academic year. The department works closely with other student life services to implement initiatives to support healthy individual and community living.

Veterans Resources (<https://enrollment-services.catholic.edu>)

The university, through the Office of Enrollment Services, works in partnership with the U.S. Department of Veterans Affairs to assist veterans and dependents eligible to participate in the VA's education benefits programs.

Eligibility for benefits is determined by the Department of Veterans Affairs which has Education Benefits Counselors available at 888-GI-BILL-1 (888-442-4551). Once a student has determined his/her eligibility for benefits they should contact the Office of Enrollment Services to discuss how to apply those benefits to their program of study at the university.

Once a student has begun using VA education benefits at the university it is their responsibility to check in with a Veteran Certifying Official in the Office of Enrollment Services every semester for re-certification of benefits. Additionally, students making changes to their enrollment after they have been certified for a semester are responsible for contacting a Veteran Certifying Official so that any necessary adjustment to benefits can be processed.

Students utilizing VA education benefits should be aware of their financial responsibilities to the university.

The university will not assess financial penalties (late payment fees and/or interest charges) or enforce holds on registration, transcripts, diplomas, or university services for students utilizing veterans' education benefits permitted that: 1) the student has provided the university with valid authorization from the Department of Veterans Affairs confirming eligibility for benefits, and 2) the amount of any pending veterans' education benefits for the current or prior term(s) fully covers the balance due on the student account.

In the event that the amount of pending veterans' education benefits for the current or prior term(s) does not cover the entirety of the balance due on the student account, the portion of the balance that will be covered by the pending benefits will be exempted from financial penalties as described above.

Any portion of a student's account balance that will not be paid by pending veterans' education benefits for the current or prior term(s) should be paid in accordance with the posted deadlines on the [Enrollment Services website](#).

Students with charges in excess of pending VA payments, as well as students utilizing VA benefits that are paid directly to the student (chapters 30, 35, 1606), who are unable to remit payment to the university in full at the start of the term are encouraged to utilize the optional monthly payment plan. Information on the plan can be found at <https://enrollment-services.catholic.edu>.

The Catholic University of America Sexual Harassment Policy

I. Introduction

The Catholic University of America is committed to maintaining a positive learning and working environment for students, faculty and staff. Sexual harassment, a form of sex discrimination, detracts from a positive environment and is absolutely prohibited. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile or offensive work or learning environment.

This policy also prohibits consensual sexual or dating relationships where there is an institutional power difference between the parties involved, for example, between a supervisor and an employee, or between a faculty and a student, a coach and an athlete, or an academic advisor and an advisee. Relationships with this power disparity may cast doubt on the objectivity of the supervision and evaluation provided, and may result in claims of sexual harassment and questions about the voluntariness of the relationship.

II. Definitions

1) Sexual harassment is a form of sex discrimination and, as such, is prohibited at The Catholic University of America. The university is committed to maintaining a positive learning and working environment for students, faculty and staff, and will not tolerate sexual harassment. Sexual harassment is defined as any unsolicited, offensive behavior that inappropriately asserts sexuality over status as a student or an employee, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

a) Submission to sexual harassment is made either explicitly or implicitly a term or condition of employment or academic admission or advancement.

b) Submission to or rejection of sexual harassment is used as the basis (or threatened to be used as the basis) for employment actions or academic decisions or evaluations.

c) Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile or offensive work or learning environment.

2) Employee: Anyone employed by the Catholic University of America as faculty or staff, full or part time.

3) Supervisor: Anyone who oversees, directs or evaluates the work of others, including but not limited to, managers, administrators, coaches, directors, deans, chairs, advisors, teaching assistants, as well as faculty members in their role as instructors, as supervisors of their staff, and as participants in decisions affecting the careers of other faculty members.

4) Faculty: All those charged with academic instruction and advising, including full time faculty, adjunct faculty, teaching assistants and academic advisors.

5) Students: All those enrolled full time or part time in any program of CUA.

6) Consensual relationships: Consensual dating and sexual relationships willingly undertaken by the parties.

III. Sexual Harassment

Sexual harassment can occur between/among supervisors/managers and subordinates, faculty and staff or students, peers, vendors/subcontractors/visitors and employees or students, or any combination thereof. Often, but not always, the harasser is in a more powerful position than the person being harassed. In such situations sexual harassment is particularly serious because it may unfairly exploit the power inherent in a supervisor's or faculty member's position. All forms of sexual harassment are violations of the university's policy and will not be tolerated.

Reprisals or retaliation towards any person for alleging sexual harassment or for filing a sexual harassment complaint or other charge under this policy is illegal and a violation of university policy. Any person who retaliates against a complainant will be subject to disciplinary action up to and including, in the case of an employee, termination of employment, and in the case of a student, expulsion.

Knowingly making false allegations of sexual harassment or providing evidence with the knowledge that it is false is also a violation of university policy and will subject a person to disciplinary action up to and including discharge or dismissal.

Those persons responsible for consulting about, investigating and resolving complaints of sexual harassment will make reasonable efforts to protect the privacy of both the complainant and the respondent.

Any Supervisor, Department Chair, Dean or Administrator who receives or becomes aware of a complaint of sexual harassment or other violation of this policy should report the complaint to the Director of Equal Opportunity or the Office of the General Counsel as

soon as possible and normally within three workdays. All complaints of sexual harassment, investigation documents and documents relative to the resolution of the complaint will be maintained in a confidential file in the Equal Opportunity Office.

In cases where it is determined that sexual harassment occurred, the university will take appropriate disciplinary action with or without concurrence from the complainant.

IV. Prohibition on Consensual Relations with Students or Subordinates

The Catholic University of America seeks to maintain a professional and ethical educational environment. Actions of faculty members (including adjunct faculty), professional staff members and academic administrators that are unprofessional are inconsistent with the university's educational mission. It is essential that those in a position of authority not abuse the power with which they are entrusted.

Employees should be aware that consensual dating or sexual relationships may result in claims of sexual harassment because the voluntariness of the consent may be questioned when a power differential exists between the individuals in the relationship.

A consensual dating or sexual relationship between a staff employee, a member of the faculty (including adjunct faculty) and a student or an employee that the staff/faculty directly supervises is prohibited when the staff/faculty has any current or foreseeable professional responsibility for the student or the employee.

Voluntary consent by the student/employee in such a relationship is suspect, given the fundamental nature of such a relationship. Moreover, others in the work or learning environment may be affected by such behavior. Therefore, it is deemed unprofessional and a violation of university policy for any member of the faculty or staff to engage in a dating or sexual relationship, whether or not consented to, with a student or employee whom he/she instructs, evaluates, supervises, or advises, or over whom he/she is in a position to exercise authority in any way, now or in the foreseeable future. *

A violation of this prohibition may result in disciplinary action including dismissal for unprofessional conduct, following the appropriate employment procedures.

In the event that a prohibited consensual relationship is in existence at the time of the adoption of this policy, the supervisor must disclose the relationship to the appropriate superior and initiate arrangements to address any conflict of interest issues.

* In accord with the Employment Practices and Procedures Policy, members of the immediate family may not be assigned to a position in which one would have direct or indirect administrative or supervisory responsibility for the other or be in a position to influence the terms or conditions of the other person's employment. "Immediate family" is defined as a spouse, child, including adopted and step child, parent, parent-in-law, sibling, or legal guardian.

Title IX Coordinator Contact Information:

Frank Vinik
170 Leahy Hall
titleix-coord@cua.edu
tel. 202-319-4177

Student Health Services

The **Student Health Services** provides primary health care to all students with an emphasis on health maintenance and illness prevention. The Student Health Services is an integral part of the CUA Division of Student Life and as such subscribes to the mission of the Division of Student Life. Medical care and advice is consistent with the teachings of the Catholic Church.

To accomplish our mission, we aspire to achieve the following goals:

- To help you understand the nature and causes of your medical problem or injury, the importance of its treatment, and how it might be avoided in the future.
- To assist you in maintaining good health and thereby assisting you achieve academic success.
- To educate you how to reduce your risk for disease and injury by helping you learn to make appropriate lifestyle changes.
- To help you learn how to access and navigate the healthcare system on your own.
- To provide an environment of joy, care and respect for each individual.

In the case of a medical emergency on campus, contact the Department of Public Safety Communications Center at 202-319-5111. If off campus, dial 911.

Student Medical Insurance

Domestic students with twelve (12) or more billed credits are required to have **medical insurance**. If you believe you have adequate medical insurance and do not wish to be enrolled in the CUA student medical plan, an online waiver must be completed and approved by the date determined by The University. If the online waiver is not completed and approved on or before that date, students will be enrolled in the CUA student medical plan and will be responsible for paying the annual premium.

All International students with F1 or J1 visas (regardless of billed credit hours) are automatically enrolled and billed for the CUA health insurance plan unless proof of other comparable coverage is submitted and approved online by the date determined by The University. Waiver submissions will be audited by CUA, Aetna Student Health, and/or their contractors or representatives. Students may be required to provide, upon request, any coverage documents and/or other records demonstrating that the student meets the school's requirements for waiving the student health insurance plan.

2022-2023 Tuition and Fees

Rates below are for the Fall 2022 and Spring 2023 semesters. For information on tuition and fees please visit the Enrollment Services website: <https://enrollment-services.catholic.edu/costs/index.html>

Tuition

Full-time rates/fees are charged for enrollment of 12 or more credits for undergraduate students, 12 or more credits for Columbus School of Law day students, 13 or more credits for Columbus School of Law evening students, and 8 or more credits for graduate students.

Students enrolled in joint degree programs with the law school are billed standard law school tuition rates for the entirety of their joint degree program and are considered law school students for the purposes of student financial aid and student loans.

Students enrolled in joint degree graduate programs where the tuition rates for the individual schools differ are billed at the higher tuition rate for the entirety of their joint degree program and are considered students in the higher tuition rate school for the purposes of student financial aid and student loans.

In the Schools of Arts & Sciences; Music, Drama, and Art; and Philosophy	
Full-time, per semester - Undergraduate (enrolled prior to Fall 2021 & all new transfer students)	\$25,750
Full-time, per semester - Undergraduate (first-year students, Fall 2021 & later)	\$26,520
Full-time, per semester - Graduate	\$26,095
Part-time, per credit hour - Undergraduate (enrolled prior to Fall 2021 & all new transfer students)	\$2,040
Part-time, per credit hour - Undergraduate (first-year students, Fall 2021 & later)	\$2,100

Part-time, per credit hour - Graduate	\$2,075
per credit hour, Professional & Off-Campus programs (programs listed here)	\$1,250
per credit hour, Seminarian & Humanities programs (programs listed here)	\$1,105

In the Schools of Architecture & Planning and Engineering	
Full-time, per semester - Undergraduate (enrolled prior to Fall 2021 & all new transfer students)	\$26,080
Full-time, per semester - Undergraduate (first-year students, Fall 2021 & later)	\$26,850
Full-time, per semester - Graduate	\$26,400
Part-time, per credit hour - Undergraduate (enrolled prior to Fall 2021 & all new transfer students)	\$2,040
Part-time, per credit hour - Undergraduate (first-year students, Fall 2021 & later)	\$2,100
Part-time, per credit hour - Graduate	\$2,075

Admission to Graduate Study - 2022-23 Graduate Announcements - The Catholic University of America

per credit hour, Professional & Off-Campus programs (programs listed here)	\$1,250
per credit hour, Newport News Shipbuilding students	\$832

In the Busch School of Business	
Full-time, per semester - Undergraduate (enrolled prior to Fall 2021 & all new transfer students)	\$25,750
Full-time, per semester - Undergraduate (first-year students, Fall 2021 & later)	\$26,520
Full-time, per semester - Graduate	\$26,095
Part-time, per credit hour - Undergraduate (enrolled prior to Fall 2021 & all new transfer students)	\$2,040
Part-time, per credit hour - Undergraduate (first-year students, Fall 2021 & later)	\$2,100
Part-time, per credit hour - Graduate	\$2,075
per credit hour - Master of Science in Ecclesiastical Administration & Management	\$735

Admission to Graduate Study - 2022-23 Graduate Announcements - The Catholic University of America

per credit hour - Master of Science in Management	\$1,080
per credit hour, Professional & Off-Campus programs (programs listed here)	\$1,250

In the School of Canon Law

per credit hour (up to but not exceeding \$20,200)	\$1,650
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In the School of Law

Full-time, per semester	\$27,910
Part-time, per credit hour	\$1,925
Non-degree practitioners and MLS program, per credit hour	\$1,130

In the Metropolitan School of Professional Studies

per credit hour - Undergraduate	\$1,015
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Admission to Graduate Study - 2022-23 Graduate Announcements - The Catholic University of America

per credit hour - Associate of Arts in Early Childhood Education program	\$550
per credit hour - Undergraduate DC Futures Program	\$380
Part-time, per credit hour - joint program with Pima Community College	\$415
Full-time, per semester - joint program with Pima Community College	\$4,950
per credit hour - Graduate	\$1,080

In the Conway School of Nursing	
Full-time, per semester - Undergraduate (enrolled prior to Fall 2021 & all new transfer students)	\$25,750
Full-time, per semester - Undergraduate (first-year students, Fall 2021 & later)	\$26,520
Part-time, per credit hour - Undergraduate (enrolled prior to Fall 2021 & all new transfer students)	\$2,040
Part-time, per credit hour - Undergraduate (first-year students, Fall 2021 & later)	\$2,100

Admission to Graduate Study - 2022-23 Graduate Announcements - The Catholic University of America

per credit hour - Graduate	\$1,750
per credit hour - Graduate online programs (*rate applies to fully-online programs only)	\$1,440

In the National Catholic School of Social Service	
Full-time, per semester - Undergraduate (enrolled prior to Fall 2021 & all new transfer students)	\$25,750
Full-time, per semester - Undergraduate (first-year students, Fall 2021 & later)	\$26,520
Full-time, per semester - Graduate	\$16,870
Part-time, per credit hour - Undergraduate (enrolled prior to Fall 2021 & all new transfer students)	\$2,040
Part-time, per credit hour - Undergraduate (first-year students, Fall 2021 & later)	\$2,100
Part-time, per credit hour - Graduate	\$1,285
per credit hour - Graduate Certificate in Child Protection & Safe Environment	\$650

Admission to Graduate Study - 2022-23 Graduate Announcements - The Catholic University of America

per credit hour - Graduate online programs (*rate applies to fully-online programs only)	\$1,200
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In the School of Theology and Religious Studies	
Full-time, per semester - Undergraduate (enrolled prior to Fall 2021 & all new transfer students)	\$25,750
Full-time, per semester - Undergraduate (first-year students, Fall 2021 & later)	\$26,520
Full-time, per semester - Graduate	\$26,095
Part-time, per credit hour - Undergraduate (enrolled prior to Fall 2021 & all new transfer students)	\$2,040
Part-time, per credit hour - Undergraduate (first-year students, Fall 2021 & later)	\$2,100
Part-time, per credit hour - Graduate	\$2,075
per credit hour, Doctor of Ministry program	\$900
per credit hour, online Master of Catechesis program (*rate applies to fully-online program only)	\$735

per credit hour, Professional & Off-Campus programs (programs listed here)	\$1,250
per credit hour, Seminarian & Humanities programs (programs listed here)	\$1,105

In Intensive English	
Enrolled in equivalent of seven or more credit hours, per semester	\$12,760
Enrolled in equivalent of six or fewer credit hours, per credit hour equivalent	\$2,080

In High School Dual Enrollment Programs	
per credit hour (does not apply to DC Public Schools or Archbishop Carroll High School students)	\$225
per course, Busch School CEDE Program	\$675

Professional and Off-Campus Programs

The Professional and Off-Campus Programs Rate applies to students enrolled in the qualifying programs below. This rate is charged per credit hour regardless of the number of credit hours in which the student is enrolled and is not eligible for further discounting.

School of Arts and Sciences

- Education department
 - all graduate programs
- Library & Information Science department
 - Certificate and non-degree students
 - Master of Science in Library and Information Science

- Master of Science in Information Technology
- Politics department
 - Master of Arts in Politics: Congressional Studies off-campus program
 - Master of Arts in Politics: International Affairs off-campus program

Busch School of Business

- Business & Human Rights Certificate

School of Engineering

- Data Analytics
- Engineering Management (Master's and non-degree students; includes online classes)
- Materials Sciences & Engineering (Master's, non-degree, and certificate students)
- courses offered at NIH, Carderock, and Ft. Belvoir
- courses offered at 300 M Street

School of Music, Drama, and Art

- Art Department
 - Master of Arts, Art Education
- Drama department
 - Creative Teaching through Drama Certificate
 - Master of Arts, Theatre History and Criticism
 - Master of Fine Arts, Acting/Directing/Playwriting
 - Master of Arts, Theatre Education
- Music department
 - Graduate Artist Diploma

School of Theology and Religious Studies

- Master of Catechesis (non-online)

Seminarian and Humanities Programs

The Seminarian & Humanities Programs rate applies to graduate students enrolled in the below qualifying programs. This rate is charged per credit hour regardless of the number of credit hours in which the student is enrolled and is not eligible for further discounting.

School of Arts & Sciences

- Center for Human Rights/Institute for Human Ecology
 - Master of Arts in Human Rights
- Department of Anthropology
 - Master of Arts in Anthropology
 - Graduate non-degree students
- Center for the Study of Early Christian Studies
 - Master of Arts in Early Christian Studies
 - non-degree students
- Department of English
 - Certificate in Rhetoric
 - Master of Arts in English
 - Master of Arts in Rhetoric
 - non-degree students in Comparative Literature and Rhetoric
- Department of Greek & Latin
 - Certificate in Greek & Latin
 - Certificate in Greek
 - Certificate in Latin
 - Master of Arts in Greek & Latin
 - Master of Arts in Latin
 - non-degree students in Classics, Greek, and Latin
- Department of History
 - Master of Arts in History
 - Graduate non-degree students
- Center for Medieval & Byzantine Studies
 - Certificate in Medieval & Byzantine Studies
 - Master of Arts in Medieval & Byzantine Studies
 - non-degree students
- Department of Modern Languages
 - Master of Arts in Spanish
 - non-degree students in French, German, Italian, and Spanish
- Department of Politics
 - Master of Arts in Politics (Political Theory)
 - Master of Arts in Politics (American Government)
 - Master of Arts in Politics (International Political Economics)
 - Master of Arts in Politics (World Politics)

- non-degree students
- Department of Semitics
 - Master of Arts in Semitics
 - non-degree students
- Department of Sociology
 - Master of Arts in Sociology
 - non-degree students

School of Philosophy

- Certificate in Pre-Theology
- Licentiate in Philosophy
- Master of Arts in Philosophy
- non-degree students

School of Theology & Religious Studies

- Bachelor of Sacred Theology (tuition capped at \$16,125/semester)
- Bachelor of Sacred Theology/Master of Divinity joint degree (tuition capped at \$16,125/semester)
- Certificate in Christian Muslim Relations
- Certificate in Franciscan Tradition
- Certificate in Hispanic Pastoral Leadership
- Certificate in Pastoral Studies
- Licentiate in Sacred Theology in Biblical Studies
- Licentiate in Sacred Theology in Historical Theology
- Licentiate in Sacred Theology in Liturgical Studies
- Licentiate in Sacred Theology in Moral Theology & Ethics
- Licentiate in Sacred Theology in Sacramental Theology
- Licentiate in Sacred Theology in Systematic Theology
- Master of Arts in Biblical Studies
- Master of Arts in Catechetics
- Master of Arts in Church History
- Master of Arts in History of Religions
- Master of Arts in Liturgical Studies & Sacred Theology
- Master of Arts in Moral Theology & Ethics
- Master of Arts in Religion & Culture
- Master of Arts in Spirituality
- Master of Arts in Theology
- Master of Divinity
- Master of Divinity in Catholic Theology (tuition capped at \$16,125/semester)
- Master of Divinity in Hispanic Ministry
- Master of Philosophy
- non-degree students

Mandatory Fees

Activities Fees (rates set by student government)	
Undergraduate , full-time, per semester	\$128
Undergraduate , part-time, per semester	\$64

Admission to Graduate Study - 2022-23 Graduate Announcements - The Catholic University of America

Graduate (non-Law), per semester	\$50
<i>Activities Fees are waived for students studying abroad and for graduate students in fully-online programs.</i>	

Student Record Fee (assessed in first semester only)	
Undergraduate, Graduate, and Law	\$480
Certificate, Non-Degree, Credit Non-Affiliated (Workshops & High School programs) and Summer-only students	\$130

Technology Fee	
Undergraduate, Graduate, and Law, full-time, per semester	\$345
Undergraduate, Graduate, and Law, part-time, per semester	\$205

Library Fee	
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Undergraduate, Graduate, and Law, full-time, per semester	\$100
Undergraduate, Graduate, and Law, part-time, per semester	\$50

Student Medical Plan	
Student Medical Insurance , per year (billed in full in the Fall semester)	\$3,833
Student Medical Insurance , Spring semester only	TBD
<p><i>Note: Enrollment in the CUA Student Medical Insurance plan is required for all domestic students enrolled in 12 or more credits and all international students (regardless of the number of credits enrolled) unless an online coverage waiver is completed by the published deadline. Additional information on the student medical insurance plan and instructions for waiving coverage are available here as well as at the Student Medical Insurance webpage.</i></p>	

Tuition Refund Plan (Tuition Insurance)	
Tuition Refund Plan , per semester	\$160
<p><i>Note: Enrollment in the Tuition Refund Plan is required for all undergraduate students unless an annual online waiver is completed by the published deadline. Additional information on the Tuition Refund Plan is available here.</i></p>	

In the Columbus School of Law	
Law Student Fee, Day Division, per semester	\$75
Law Student Fee, Evening Division, per semester	\$60
Student Bar Association Fee, per semester	\$65

In the Conway School of Nursing	
Undergraduate Curriculum Fee, per semester	\$200
Undergraduate Case Study/HESI Exam Fee, per semester (Juniors & Seniors only)	\$209
Undergraduate Simulation Fee, per semester (Sophomores, Juniors, and Seniors only)	\$205

Miscellaneous Fees

Academic Fees

Audit Fees

Admission to Graduate Study - 2022-23 Graduate Announcements - The Catholic University of America

Law School Auditing Privilege Fee (Law School Alumni only), per class	\$1,035
Post-Doctoral Audit Fee, per class	\$1,075

Course & Department Fees	
<i>School of Arts & Sciences</i>	
Department of Math, MATH 11: Course Fee	\$225
Department of Math, MATH 21: Course Fee	\$225
Department of Modern Languages, ARAB 101, ARAB 103, CHN 101, CHN 103, FREN 101, FREN 103, GER 101, GER 103, ITAL 101, ITAL 103, SPAN 101, SPAN 103, SPAN 104, SPAN 112: Language Instruction Fee (waived for students at Rome campus)	\$61
Department of Psychology, Malpractice Insurance Fee, Basic Level	\$60
Department of Psychology, PSY 498: Psychology Undergraduate Comprehensive Examination Fee	\$35
<i>School of Engineering</i>	

Admission to Graduate Study - 2022-23 Graduate Announcements - The Catholic University of America

ENGR 499: Course Fee	\$275
ENGR 525: Course Fee	\$275
<i>Columbus School of Law</i>	
Jagellonian Fee (domestic portion of program)	\$11,500
Law School Transient Fee, per semester	\$900
<i>School of Music, Drama, and Art</i>	
Art Department Lost or Stolen Equipment Fee	varies
Dance Class Fee	\$190
Lost Sheet Music Fee	varies
Music Instruction Fee: 1 credit undergraduate required MUPI course	\$185

Admission to Graduate Study - 2022-23 Graduate Announcements - The Catholic University of America

Music Instruction Fee: 1 credit graduate required MUPI course	\$159
Music Instruction Fee: 2 credit required MUPI course	\$220
Music Instruction Fee: 3 credit required MUPI course	\$313
Music Instruction Fee: 1 credit undergraduate elective MUPI course	\$313
Music Instruction Fee: 1 credit graduate elective MUPI course	\$261
Music Instruction Fee: 3 credit elective MUPI course	\$538
Music Locker Rental Fee: Large, per semester	\$16
Music Locker Rental Fee: Medium, per semester	\$12
Music Locker Rental Fee: Small, per semester	\$10
Music Locker Rental Fee: Instrument, per semester	\$27

Admission to Graduate Study - 2022-23 Graduate Announcements - The Catholic University of America

Music Practice Room Fee: Grand Piano/Schudi Organ/Harpsichord, per semester (5 hours per week)	\$62
Music Practice Room Fee: Upright Piano/Organ, per semester (5 hours per week)	\$62
Music Practice Room Fee: St. Vincent's Chapel/Harp. Room, per year (key deposit)	\$62
Music/Drama/Art Production Fee	\$51
Music Recital Fee, per recital	\$67
<i>Conway School of Nursing</i>	
Clinical Laboratory Fee	\$220
Malpractice Insurance Fee, Basic Level	\$60
Malpractice Insurance Fee, Nurse Practitioner Level	\$140
NURS 254A, 257, 257H, 258, 275L, 309, 310, 370, 373, 375, 376L, 378, 403, 420, 423, 426, 427, 430L 480: Electronic Testing Fee	\$72

Admission to Graduate Study - 2022-23 Graduate Announcements - The Catholic University of America

NURS 152: Electronic Testing Fee	\$103
NURS 371, 371A: HESI Exam Fee	\$41
NURS 427: NCLEX Review Course Fee	\$461
NURS 657: EVM Training Fee	\$368
NURS 659D, 660D: Residency Fee	\$1,173
NURS 737D, 779D, 780D, 781D, 782D, 783D, 784D, 785D, 786D, 787D: Clinical Fee	\$135
<i>Metropolitan School of Professional Studies</i>	
MFP 101, MFP 102, MFP 103, MFP 104, MFP 105, MFP 106, MFP 107: Program Fee	\$725
MPD 122, MPD 123, MPD 124: Program Fee	\$1,500
MPD 301: Program Fee (ASCM members)	\$2,900

MPD 301: Program Fee (non-ASCM members)	\$3,100
MPD 353: Program Fee	varies
MPD 504: Program Fee	\$1,195
<i>National Catholic School of Social Service</i>	
Malpractice Insurance Fee, Basic Level	\$60

Dissertation and Thesis Fees	
Doctoral Dissertation Processing Fee	\$60
Vatican Transmittal Fee (PhD in Philosophy & Ecclesiastical Degrees)	\$60
Master's/Licentiate Thesis Processing Fee	\$60

Education Abroad Fees	
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Admission to Graduate Study - 2022-23 Graduate Announcements - The Catholic University of America

CUA Rome Program , administrative fee, per semester	\$510
CUA Rome Program , housing, per semester	\$4,795
CUA Rome Program , board, per semester	\$2,395
CUA Affiliated Programs , per semester	varies
<p><i>Note: A portion of the above Education Abroad fees is paid directly to CUAbroad as a program deposit. The remaining balance is billed to the student account.</i></p>	
CUArch Rome Program, administrative fee (charged in addition to CUA Rome Program fee listed above), per semester	\$3,000
CUA Exchange Programs, administrative fee	varies - contact CUAbroad
CUA Sponsored Short-Term Programs, administrative fee	varies - contact CUAbroad
Non-CUA Affiliated/Sponsored Program, administrative fee, one semester program	\$2,295
Program Cancellation Fee	varies - contact CUAbroad

Placement Test Fees	
Intensive English Placement Test Fee	\$75
Modern Language Placement Test Fee	\$82

Administrative Fees

Diploma Replacement Fee	\$155
Graduation Fee	\$210
Health Services Fees	varies
ID Card Replacement Fee	\$35
Parking	varies
Returned Check Fee	\$100

Application Fees

(these fees do not bill or credit to the student account)	
Undergraduate degree programs	\$0

Admission to Graduate Study - 2022-23 Graduate Announcements - The Catholic University of America

Graduate (non-law) degree programs	\$60
Non-degree, certificate programs, and summer-only applicants	\$25
Education Abroad semester programs	\$50
Education Abroad short term programs	\$50
Intensive English	\$25

Registration Fees

(these fees do not bill to the student account and are non-refundable)	
Undergraduate, Residential	\$500
Undergraduate, Commuter	\$300
Undergraduate, Pell Grant Recipients	\$100
Graduate (non-Law)	\$300
Law	\$900

Late Fees

Late Enrollment Fee (for initial registration after the final drop/add deadline)	\$550
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Late/Incomplete Immunization Record Fee (see Student Health Services webpage for details)	\$100
Late Payment Charges	
Payment is due by the published due date each term. Unpaid balances are subject to late payment fees and interest charges as outlined here.	
Late Fee (assessed once per term on outstanding term balance)	5%
Interest (assessed on the 15th of each month on entire outstanding balance)	18% per annum

Housing

Housing charges are per semester and include cable T.V. connection, laundry, and Internet services. Additional information is available through the [Office of Housing Services](#).

Fees	
Housing Cancellation Fee (outlined in the Residence Hall & Dining Services Agreement)	\$500 and up
Phone Installation/Use Charge	\$240
Lockout & Key Replacement Fees	varies
Room & Common Area Damage Fees	varies

Centennial Village and Caldwell, Flather, Gibbons, Regan, Ryan, and Seton Halls

Single, per semester	\$5,055
Single with bath, per semester	\$5,100
Double, per semester	\$4,795
Double with bath, per semester	\$5,400
Triple, per semester	\$4,400
Triple with bath, per semester	\$5,140
Quad with bath, per semester	\$5,140

Millennium Halls	
Apartment Single, per semester	\$6,225
Apartment Double, per semester	\$5,935

Single Suite A, per semester	\$5,965
Single Suites B & C, per semester	\$5,495

Opus Hall	
Suite Single, per semester	\$5,965
Suite Double, per semester	\$5,495

Note: Not all room types are available in each hall. Refer to the [Residence Hall Information](#) webpage for descriptions of available room types in specific halls. Additional per diem charges will be assessed to those graduate and law students approved to reside on campus outside of normal contractual periods.

Board

In University dining halls, per semester. Additional information is available through [Dining Services](#).

Meal Plans	
Weekly 21+ Plan, per semester	\$3,645
Weekly 21 Plan, per semester	\$3,540
Weekly 10 Plan, per semester	\$2,395
Weekly 7 Plan, per semester	\$1,850

Block 50 Plan, per semester	\$965
Declining Balance \$600 Plan, per semester	\$600

If the Student is a residential freshman or sophomore, the Student must participate in a Weekly 21+ or Weekly 21 dining plan, and will be assigned to a Weekly 21 plan if a dining plan is not selected. If the Student is a residential junior, the Student must participate in one of the Weekly meal plans (Weekly 7, 10, 21, or 21+) and will be assigned to a Weekly 7 plan if a dining plan is not selected. All other residential students may choose from any of the plans offered by Dining Services, which can be found on the Dining Services [website](#).

Payment Plan

- For information on the optional monthly payment plan, please visit Enrollment Services: <http://enrollmentservices.cua.edu/Student-Financial-Information/PaymentPlan.cfm>

Refund of Student Charges

I. Introduction

Refunds of student charges will be calculated based on the amount billed to the student's account regardless of any payments made to the account. In the event a reduction in charges or fees results in a credit on the student's account, the student may be entitled to a refund. Application fees and registration deposits are non-refundable. Other fees are refunded as per the following policy.

II. Definitions

- Academic Calendar: The official University calendars setting forth the specific dates and deadlines for semesters and terms, enrollment periods, examination periods, holidays, periods that classes are not in session, and commencement. Academic Calendar means the Standard University Academic Calendar, and the Columbus School of Law Academic Calendar. Drop/add periods are listed in each respective calendar.
- Dynamically-Dated Classes: Classes that do not span the entire semester and which have beginning and ending dates within, but different from, the regular semester.
- Week of Classes: Monday through Saturday.
- Tuition: Charge for instruction listed on the student account.
- Mandatory Fees: Fees required of all students, including but not limited to student record, activity, and technology fees.
- Service/Miscellaneous Fees: Fees charged for specific services, including but not limited to language placement, health center, and locker rental fees.

III. Provisions Applicable to All Programs

- Adjustment of University Grants and Scholarships
Generally, University undergraduate grants and scholarships will be prorated to be proportional to the percentage of tuition charges incurred. For example, if a student's tuition charges are reduced by fifty (50) percent, that student's University grants and scholarships will also be reduced by fifty (50) percent. Note that specific grant or scholarship terms may supersede this general rule. Adjustments to University graduate grants and scholarships are at the discretion of the individual department/school awarding the grant or scholarship and the Office of the Provost.
- Return of Federal Financial Aid (Title IV) Funds
Federal requirements for returning Federal Title IV financial aid are independent of University policy and, when required by law, supersede University policy. For example, a student receiving Federal Title IV aid may be due a tuition refund according to University policy. However, based on federal regulation, the University may be required to return all or a portion of the disbursed funds to the aid program from which the funds were disbursed based upon the date of withdrawal. Additional information is available in the [Office of Student Financial Assistance](#) website under Withdrawals.
- Deferral to Home State Policy on Refunds
A student who is registered in a fully online program or who is taking a course (or courses) in a state outside the District of Columbia will receive a refund as required by the law of that state if there is a conflict with University policy. States with specific refund policies can be found at <http://enrollmentservices.cua.edu/Student-Financial-Information/HomeStateRefundPolicies.cfm>

IV. Refund Provisions - Fall and Spring Semesters

The following provisions apply during the fall and spring semesters and not to summer sessions.

- Tuition and Fee Refund Schedule for Complete Withdrawal from the University
Note: Refunds for dynamically-dated classes are based on the corresponding percentage of class meetings.

Drop Deadline	Amount Tuition Refunded	Amount Mandatory Fees Refunded	Amount Service/Misc. Fees Refunded
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End of Drop/Add Period	100%	100%	0%
After last day of drop/add but by the end of the third week of classes	80%	0%	0%
After the end of the third week of classes but by the end of the fourth week of classes	50%	0%	0%
After the end of the fourth week of classes	0%	0%	0%

- B. Tuition and Fee Refund Schedule for change of status from full-time to part-time or reduction in part-time status
 Note: students will be charged the standard part-time rate for all classes in which they remain registered. Refund amounts below are for dropped courses. Refunds for dynamically-dated classes are based on the corresponding percentage of class meetings.

Drop Deadline	Amount Tuition Refunded	Amount Mandatory Fees Refunded	Amount Service/Misc. Fees Refunded
End of Drop/Add Period	100%	0%	0%
After last day of drop/add but by the end of the third week of classes	80%	0%	0%
After the end of the third week of classes	0%	0%	0%

- C. Refunding of Room and Board Charges

Room and board refunds for all students shall be as follows:

- Fees are refunded on a per diem basis up to the end of the drop/add period. After the drop/add period, fees are reduced at the tuition rates shown in Section III.
- Students who have signed and submitted a Residence Hall and Dining Services Agreement and whose housing cancellation request is approved will be charged a housing cancellation fee.

- V. Refund Provisions - Summer Sessions

Students taking classes in summer sessions are eligible for a 100% refund if they withdraw by the add/drop deadline specified for their class(es). Students withdrawing after the add/drop deadline are not eligible for refund.

- VI. Exceptions

Exceptions to the policy regarding tuition refunds may be made based on extraordinary circumstances. Requests for exceptions are reviewed by the University's Tuition Refund Appeals Committee.

A student seeking an exception to the policy should contact the Office of Enrollment Services at CUA-ENROLLMENTSERVICES@CUA.EDU to initiate the appeals process.

The Committee will not consider requests after midterm of the succeeding semester as published in the Academic Calendar. Decisions are made solely at the discretion of the University Tuition Refund Appeals Committee and may not be appealed further.

Refund Policy (<https://enrollment-services.catholic.edu/billing/refunds/index.html>)

The Office of Enrollment Services shall refund to all students amounts received in excess of the amounts due. Excess payments made by third parties or outside organizations shall be refunded in accordance with the direction of that organization. This policy applies to all University students and their accounts with The University.

A. Timeliness of Refunds

The Office of Enrollment Services shall make every effort to issue timely refunds of overpayments of students' accounts including loan proceeds in excess of amounts due The University. In no cases shall refunds be issued later than the time period required by law and regulations. The Office of Enrollment Services shall publish a schedule of refunds for each semester and notify students of that schedule.

B. Refunds of Third Party Payments

Refunds of payments from third parties shall not be issued until the Office of Enrollment Services has verified that the payments have cleared The University's bank.

C. Notices to Students

The Office of Enrollment Services shall notify students when paper loan checks are received and need to be signed as well as when

refunds are available to the student. Official notification shall be by electronic mail or paper. Students are expected to check their University mail and to notify The University of any changes to their addresses by updating their electronic record.

D. Impact of Payment Plans on Refunds

In calculating the amount to be refunded to students, the outstanding balance of budgeted payment plans shall not be used as that amount is subject to revision by the student. The Director of Enrollment Services shall have the discretion, based on payment history of a particular student, to authorize a refund in anticipation of payment plan payments.

E. Refund Methods

Refunds of payment by credit card shall only be issued by credit on the same credit card used for the original payment. All other refunds shall be issued by University check. No cash refunds will be provided.

F. Claiming Refunds

Students picking up refunds from The University Cashier shall be required to provide photo ID and to sign for the refund. No refunds will be issued to anyone other than the student.

G. Unclaimed Refunds

Refund checks which are not picked up from The University Cashier within ten (10) business days of the notice shall be mailed to the billing address of the student. Returned refund checks shall be subject to the District of Columbia's escheat (unclaimed property) law and turned over to the District of Columbia as required.

Any student whose refund has been turned over to the District of Columbia shall be directed to the District's escheat recovery process.

H. Use of Refunds to Pay Prior Period Charges

At times, students will receive refunds in the current period and will wish to apply these funds to balances from prior semesters. Refunds which result from Federal loan proceeds cannot be applied to prior periods. Therefore, the student must deposit the refund check into their own account and make a separate payment to The University. Students may certainly provide the separate payment when they pick up the refund check.

For further, more detailed information, please visit the Enrollment Services website at <https://enrollment-services.catholic.edu/billing/refunds/index.html>.

Financial Support

The Catholic University of America offers a wide variety of scholarships, grants, loans, and work-study appointments to new and continuing students at both the graduate and undergraduate levels. Federal funds are, by statute, awarded solely on the basis of financial need as determined by a federally approved needs analysis system. These funds are available to as many qualifying students as funding will allow.

Application Procedure

Prospective applicants should request information and forms from the Office of Financial Aid or visit the financial aid Website. Applicants for the Columbus School of Law, School of Nursing, and the National Catholic School of Social Service should contact the school dean's office for information on funds administered by those schools. Those interested in graduate assistantships should write directly to the school or department (where applicable.)

A completed application for admission must be on file by February 1 to be considered for The Knights of Columbus, The Board of Trustees and the St. Vincent Pallotti scholarships. We recommend that students applying for the other merit-based scholarships also submit their applications by February 1. Admission is required before financial aid is granted. Those graduate applicants who wish to be considered for federal aid must file the Free Application for Federal Student Aid (FAFSA.)

To be considered for graduate scholarships, applicants must submit scores on the General Aptitude Test of the Graduate Record Examination, even if the scores were not required in connection with the application for admission. Graduate scholarships are usually awarded for September entrance and for up to three (3) years, with reapplication required annually.

Applicants for graduate assistantships who are international students, not permanent residents of the United States, or who are members of religious institutes and orders with a vow of poverty, are not required to submit either the FAFSA or the CUA application.

International Students

Government-funded scholarships, fellowships, and other forms of financial support are restricted to United States citizens or resident aliens. Graduate students who are not citizens are eligible for very limited University-funded aid. All international students must be prepared to meet the costs of education and living expenses in this country with personal or family funds or with funds from other institutions.

For additional information concerning financial aid, the applicant should contact the Institute of International Education, the American consulate in the applicant's country, or the government of that country.

Federal Programs

Due to limited grants and scholarships, many students rely on loans to cover at least some portion of educational costs. Educational loans are available to graduate students. Many Catholic University aid recipients use some type of educational loan(s). Using student loans to finance a portion of your education is an investment in your future, provided that you understand and plan for these loans. When considering education loan options, it is very important that you obtain the best possible loans available to you in terms of interest rates and repayment options.

When considering financing options for a graduate school education, two (2) goals should be to make manageable monthly payments and to minimize the total cost of education. In order to meet both of these goals, we suggest the following:

- Utilize the monthly payment option to spread payments out over the semester rather than paying in full at the start of the term..
- Investigate the terms of available loan programs if you decide to borrow.
- Combine loans and payment plan options to meet the amount that needs to be financed.

A student loan is a serious obligation, which must be repaid with interest. Educational loans carry specified interest rates and repayment schedules. You will be informed of these at the time the loan is made, and you must adhere to the schedule to avoid defaulting on the loan. Some educational loans defer repayment until you graduate or are no longer enrolled. In most cases, federal student loans are the most favorable type of educational loans for students and parents. Before applying for any loan, you should review the general loan information for the various educational loan programs you are considering before applying for a loan.

The information contained in this section is subject to change or modification as state and federal regulations and/or institutional policies are revised.

The Office of Student Financial Assistance at The Catholic University of America is available to assist degree seeking graduate students in obtaining loan financing by certifying loan eligibility for federal and commercial loan programs. Federal student loans include the Federal Direct Stafford (Subsidized and Unsubsidized) Loan, Federal PLUS Loan for Graduate Students and the Federal Perkins Loan. For further information about any federal program, visit the Office of Student Financial Assistance website.

To apply for any federal loan, you must submit the Free Application for Federal Student Aid (FAFSA) for the applicable school year. In addition, you must be admitted as a degree-seeking student and be enrolled at least half-time.

A student who is a member of a religious order that directs his or her course of study and who also takes a vow of poverty is eligible for unsubsidized federal loans or commercial loans. Subsidized federal funding is not available to a student that meets both of the above criteria.

A. Federal Direct Loan

Federal Direct Loans are low-interest loans from the U.S. Department of Education and are administered by The Catholic University of America. It is the U.S. Department of Education's major form of self-help aid and is available through the William D. Ford Federal Direct Loan Program. There are two (2) types of Federal Direct Loans: subsidized and unsubsidized. The primary difference between the two loans is the point at which interest begins to accrue:

- Subsidized Loan Interest is paid by the federal government while the student is enrolled. Interest begins to accrue and the student's six (6) month grace period begins when the student borrower graduates, ceases to be enrolled, or drops below half-time enrollment.
- Unsubsidized Loan Interest begins to accrue at the time of disbursement. Borrowers can pay the accumulating interest while in school or may capitalize the interest.

Financial aid packages may include a combination of subsidized and unsubsidized loans. All Federal Direct Student Loans are disbursed in two (2) equal portions, half in the fall and half in the spring. A student must be enrolled at least half time while meeting all basic eligibility requirements (including Satisfactory Academic Progress) in order to receive a Federal Direct Student Loan. You will begin to repay your loan at the end of a six (6) month grace period that begins once you graduate, leave school or drop below half-time enrollment.

B. Federal Direct Graduate PLUS Loans

Federal Direct Graduate PLUS Loans are available to graduate students if they are credit-worthy applicants. A graduate student may borrow up to the total Estimated Cost of Attendance (COA) less financial aid resources received. The student can borrow to help pay for educational expenses at Catholic University, as long as they are enrolled at least half time in a degree program while meeting all basic eligibility requirements (including Satisfactory Academic Progress). A student does not have to show financial need to borrow a Federal Graduate PLUS Loan. However the Federal PLUS Loan is a credit-based loan, so the U.S. Department of Education will perform a credit check on the applicant.

Please note that each new loan you receive requires a separate payment each month. The interest rate is fixed at 7.9%. Repayment begins sixty (60) days after the full disbursement of the loan, and any changes to the loan must be executed by The University's

Office of Student Financial Assistance within 14 days of disbursement of the loan. Student must be U.S. citizens or permanent residents to apply for the loan.

C. Federal Perkins Loan

The Federal Perkins Loan is offered to students who have exceptional financial need. Students will be considered for this loan upon filing the Free Application for Federal Student Aid (FAFSA); there is no need to file a separate application.

Students can/must reapply each year by completing the FAFSA for the upcoming school year. Funding is extremely limited and available funds are allocated on a first-come, first-served basis.

There are no insurance premiums or origination fees charged for this loan. Interest does not accrue while you are enrolled at least half-time. You have a nine (9) month grace period, which begins when you graduate or cease to be enrolled at least half time. At the end of the grace period, you begin repayment to Catholic University. The fixed interest rate of 5% begins when you go into repayment and your monthly payments are calculated for full repayment within ten (10) years (120 months) or \$40 monthly, whichever is greater. Federal Perkins Loans at Catholic University are administered through the Office of Student Financial Assistance and serviced by UAS (University Accounting Services, LLC.) Repayment begins nine (9) months after graduation, upon termination of your student status, or after you are enrolled on a less than half-time basis. Your loan cannot be disbursed to your student account until you have signed the Federal Perkins MPN, a legal and binding contract of your promise to repay the Perkins loan, according to the loan amount, interest and repayment terms. Once a Federal Perkins Loan MPN is completed and the loan is disbursed to you by The Catholic University of America, you do not have to sign the Federal Perkins Loan MPN again, as it is valid for ten (10) years.

Breaks in enrollment, such as a leave of absence, will cause your Federal Perkins Loan to go into the grace period status. It is your responsibility to file an in-school deferment with the Office of Enrollment Services when you re-enroll or your loan may go into repayment.

D. Federal Work Study

Federal work study positions are offered on a funds available basis to eligible students. No separate application is required to receive a work-study position; all that is required is a completed FAFSA. Eligible students will be notified of the work-study award in his/her Aid Notification Letter. Eligibility is determined based on your Expected Family Contribution (EFC), your enrollment status, and your remaining need after all other sources of aid have been considered.

Graduate Assistantships funded by the Federal Work-Study Program are offered on a funds available basis to eligible students.

E. Traineeships

Agencies of the federal government may provide traineeships for graduate study in the Schools of Nursing and the National Catholic School of Social Service.

Interested students should write directly to the dean of the appropriate school.

F. Veterans Benefits (<https://enrollment-services.catholic.edu/veterans>)

The university, through the Office of Enrollment Services, works in partnership with the U.S. Department of Veterans Affairs to assist veterans and dependents eligible to participate in the VA's education benefits programs.

Eligibility for benefits is determined by the Department of Veterans Affairs which has Education Benefits Counselors available at 888-GI-BILL-1 (888-442-4551). Once a student has determined his/her eligibility for benefits they should contact the Office of Enrollment Services to discuss how to apply those benefits to their program of studies at the university.

Once a student has begun using VA education benefits at the university it is their responsibility to check in with a Veteran Certifying Official in the Office of Enrollment Services every semester for re-certification of benefits. Additionally, students making changes to their enrollment after they have been certified for a semester are responsible for contacting a Veteran Certifying Official so that any necessary adjustment to benefits can be processed.

Students utilizing VA education benefits should be aware of their financial responsibilities to the university.

The university will not assess financial penalties (late payment fees and/or interest charges) or enforce holds on registration, transcripts, diplomas, or university services for students utilizing veterans' education benefits permitted that: 1) the student has provided the university with valid authorization from the Department of Veterans Affairs confirming eligibility for benefits, and 2) the amount of any pending veterans' education benefits for the current or prior term(s) fully covers the balance due on the student account.

In the event that the amount of pending veterans' education benefits for the current or prior term(s) does not cover the entirety of the balance due on the student account, the portion of the balance that will be covered by the pending benefits will be exempted from financial penalties as described above.

Any portion of a student's account balance that will not be paid by pending veterans' education benefits for the current or prior term(s) should be paid in accordance with the posted deadlines on the [Enrollment Services website](#).

Students with charges in excess of pending VA payments, as well as students utilizing VA benefits that are paid directly to the student (chapters 30, 35, 1606), who are unable to remit payment to the university in full at the start of the term are encouraged to

utilize the optional monthly payment plan. Information on the plan can be found at <https://enrollment-services.catholic.edu/billing/payment/payment-options/paymentplan.html>.

Often overlooked are many benefits available to veterans and to children of deceased veterans or those disabled in military service. In addition to the benefits offered directly by the Veterans Administration, others are available through their various service organizations, such as the American Legion, Veterans of Foreign Wars, and Catholic War Veterans, and directly through the branches of the armed services. Any possible claim resulting from the current or past military service of the student or a member of his or her family should be investigated.

University Programs and Scholarships

A. Tuition Charges and Support

Scholarship and stipend support is determined by the applicant's or student's school or department (where applicable) on a case-by-case basis. These awards are based on undergraduate academic performance and standardized test scores. Generally, full tuition awards may be offered to applicants in one of the University's full-time doctoral programs who have an exceptionally strong undergraduate academic record and have earned a cumulative verbal and quantitative GRE score of 315 or above. Half tuition awards may be offered to applicants in the University's full-time masters, licentiate, or doctoral programs who have a strong undergraduate academic record and have earned a cumulative verbal and quantitative GRE score of 300 or above. The final determination for offering these full and half tuition awards is made by the school or department (where applicable), and may include other criteria than those listed here.

Teaching and research fellowships/assistantships may also be available to students who want to apprentice or gain professional experience in their academic fields. Most of these pay stipends. Interested students should contact their prospective school dean or department chair (where applicable) regarding the availability and eligibility requirements for these teaching and research fellowships or assistantships.

B. Tuition Support for University Staff

Upon meeting the eligibility requirements, employees are able to receive tuition assistance for courses taken at The Catholic University of America. If employment with the University terminates prior to the completion of the semester for which an employee is receiving tuition assistance, the employee forgoes the benefit for that semester. Fees and other expenses are not covered by the tuition assistance benefit, and tuition assistance benefits may not be combined with University scholarships or funds, including living stipends intended to support graduate students. Please contact the Office of Human Resources for further details.

C. Tuition Discount Groups

Catholic School Teachers

Scholarships for Catholic school educators are available to any administrator, teacher, guidance counselor, special educator, or librarian who is currently employed in a Catholic preschool, elementary school, or secondary school, and who intends to continue working in a Catholic school setting. They may be used by doctoral students in any school of the University except the Columbus School of Law, and master's students enrolled in programs outside the University's [Humanities programs](#). Eligible students must provide a letter from his or her principal or equivalent school administrator on school letterhead at the beginning of each academic year, which states that the student is an employee in good standing at his or her respective school.

Diocesan Groups and Religious Orders

Religious orders and dioceses who wish to send students to CUA at a discounted tuition rate must contact the Office of the Provost to arrange an agreement on a case-by-case basis. The number of students eligible for discounted tuition rates from each diocese or order and details of the requirements for said students will be determined individually between the Provost and a representative of the diocese or order (normally a bishop or other individual in a leadership position).

Other Groups

This list may not include every special tuition rate offered by The University. Some programs may offer additional discounts to specific groups of students or students enrolled in a particular program who meet determined eligibility requirements.

Contact your school or department (where applicable) for details on any special tuition rates for which you may be eligible.

D. Scholarship Opportunities

The Catholic University of America does offer some scholarship opportunities to incoming and returning graduate students, often based on superior undergraduate academic performance and standardized test scores.

For further scholarship opportunities, please contact the Office of the Vice Provost and Dean of Graduate Studies, or visit the [Graduate Studies website](#)

Additional Information

Additional information about financial aid programs, policies and procedures is available at <https://www.catholic.edu/admission/tuition-and-financial-aid/index.html>.

IV. School of Architecture and Planning

<i>Officers of Instruction Faculty</i>	
Mark Ferguson, M.Arch., AIA	<i>Dean, Professor</i>
Patricia Andrasik, M.Arch., AIA, IIDA, LEED AP	<i>Associate Professor</i>
Julio Bermudez, ACSA Distinguished Professor, Ph.D.	<i>Professor</i>
Ann Cederna, M.Arch., AIA	<i>Professor</i>
Stanley I. Hallet, M.Arch., FAIA	<i>Professor Emeritus</i>
Christopher J. Howard, MADU, RA	<i>Assistant Professor</i>
Julius Levine, FAICP	<i>Professor Emeritus</i>
James McCrery II, M.Arch., AIA, NCARB	<i>Associate Professor</i>
Adnan Morshed, Ph.D.	<i>Professor</i>
Randall Ott, M.Arch., RA	<i>Professor</i>
Lavinia Fici Pasquina, M.Arch., RA (Italy)	<i>Associate Professor</i>
Walter D. Ramberg, B.Arch., AIA	<i>Professor Emeritus</i>
John V. Yanik, M.Arch., AIA	<i>Professor Emeritus</i>

<i>Associates of the Faculty</i>	
Adam Ainslie, M.Arch, Assoc AIA	<i>Lecturer</i>
Sarah Alli, M.Arch., RA	<i>Lecturer</i>
Ana Maria Roman Andrino, M.Arch., MS Arch, MTS, PhD	<i>Lecturer</i>
Lonna Babu, M.Arch., AIA, NOMA, NCARB	<i>Lecturer</i>
Andrew Blackmore, M. Arch., RA, NCARB	<i>Lecturer</i>
Lorenzo Cardim DeAlmeida, M.F.A.	<i>Lecturer</i>
Brian Donnelly, M.Arch., AIA, LEED AP	<i>Lecturer</i>
Carl Elefante, B.Arch., FAIA, FAPT	<i>Lecturer</i>
Alice Enz, M.Arch., LEED AP BD+C	<i>Lecturer</i>
Geoffrey Ferrell, M.Arch.	<i>Lecturer</i>
Allison Friedel, M.Arch.	<i>Lecturer</i>
Ryan Gebhart, M. Arch	<i>Lecturer</i>
Cristine Gibney, M.S.S.D., M.C.R.P., LEED AP O+M	<i>Lecturer</i>

Michael Gick, B.Arch, M.Phil., AIA, MRTPI, NCARB	<i>Lecturer</i>
Ray Gindroz, M.Arch, FAIA	<i>Lecturer</i>
Francesca A. Silva Hankins, MS Arch., AA Dipl	<i>Lecturer</i>
Alexandra Harry, MLA, LEED AP, Fitwel Ambassador	<i>Lecturer</i>
Eric Hofmann, M.Arch., Assoc. AIA, LEED AP BD+C, LFA, Fitwel Ambassador	<i>Lecturer</i>
Gregory Hoss, BS. Arch., NCARB, AIA	<i>Lecturer</i>
Sean Jeffryes, M.C.E.	<i>Lecturer</i>
Alyssa Lapan, M.Arch	<i>Lecturer</i>
Mark Lawrence, M. March, AIA	<i>Lecturer</i>
Andrew Linn, B.Arch., MA	<i>Lecturer</i>
Anh-Tu Nguyen, M.Arch.	<i>Lecturer</i>
Douglas Palladino, B.Arch., AIA	<i>Lecturer</i>
Stephen Passeri, M.Arch	<i>Lecturer</i>
Jonathan Penndorf, M.Arch., FAIA, LEED AP BD+C, RELi AP	<i>Lecturer</i>
Luc Phinney, Ph.D.	<i>Lecturer</i>
Milton Shinberg, B.Arch., AIA, NCARB, LEED AP	<i>Lecturer</i>
Timothy Smith B.Arch (Hons.) Dip. Arch RIBA SFHEA	<i>Lecturer</i>
John Torti, B.Arch., FAIA, FCNU, LEED AP BD+C	<i>Lecturer</i>
Johnathan Taylor, B.Sc.(Hons.), B.Arch.(Hons.), Dip. Arch, RIBA, RIAS	<i>Lecturer</i>
Christina K. Wilson, Ph.D.	<i>Lecturer</i>
Jaime Van Mourik, M. AH., Assoc. AIA, LEED AP BD+C	<i>Lecturer</i>
Kristen Weller, M.Arch., M.S.S.D., AIA, NCARB, LEED GA	<i>Lecturer</i>
Brooks Zitzmann	<i>Lecturer</i>

Mission

The School of Architecture and Planning is dedicated to the professional education of architects, planners and sustainability experts, who will help us design, build and conserve the built environment. Utilizing the nation's capital and other cities as design laboratories, our graduate programs provide an enriching educational climate in which students investigate the realms of design, theory and building within the context of the world in which we live. Students are exposed to the basics of professional practice in architecture, planning, and sustainability in our graduate programs.

CUA's School of Architecture and Planning attracts students from throughout the United States and the world who are aware of the school's long history and educational renown. The professional architecture program at CUA was established in 1911, and after nine decades its reputation is expressed in a continuing legacy of design excellence-early Beaux Arts prizewinners to contemporary AIA award-winning faculty work and student projects.

In CUA's School of Architecture and Planning, students are exposed to the foundational, the conventional and the classical, as well as to the experimental and unorthodox. Diverse theoretical perspectives, paradigms, project types from varied architects, landscape architects, urban designers and planners become key elements in our various teaching/learning activities. Our full-time faculty,

along with a distinguished array of adjuncts and visiting lecturers and studio critics drawn from the profession, provide our students with an excellent, stimulating context within which they pursue their learning.

Goals

Historically, the profession of architecture has placed the highest priority on the artful creation of place, incorporating the great Roman architect/engineer Vitruvius' three principles of firmness, commodity and delight. Consequently, the architect must be well versed in the arts, technically skilled, and possess a deep understanding of the human condition. Thus, the school seeks to impart a proper sense of ethics and a spirit of service to the community. The emphasis on these qualities gives professional training its distinctive character at The Catholic University of America.

The School of Architecture and Planning is dedicated to the professional education of those who will design, build and conserve the built environment, principally as architects and urban planners. Utilizing Washington and other metropolitan areas as design laboratories, the graduate program provides an enriching educational climate in which students investigate the realms of design, theory and building in the context of the world in which we live. Students are exposed to a diversity of architectural experiences through a choice of graduate concentrations that include Classical Architecture and Urbanism, Cultural Studies/Sacred Space, Technology, Media and Interiors, and Urban Practice..

Central to the graduate program is the design studio, where students pursue their architectural inquiries individually or in teams. Design studios are directed by faculty members who have extensive experience in both practice and teaching. Visiting critics whose professional experience is relevant to the studio projects are brought into the school to provide richness and diversity to the students' design education. The studio experience culminates in a design thesis. Supporting the studio experience are advanced courses in architecture, planning and related fields. Lectures, seminars and exhibitions are devised to introduce the student to the multitude of considerations faced by the practicing architect to reveal differing philosophies and attitudes toward architectural design. As in the studios, lecturers are invited from among the many outstanding professionals practicing in the Washington area to provide informal talks on their current work, teach or add their particular insights to the core courses.

Degree Programs

The Professional Degree

CUA offers several options for earning the Master of Architecture professional degree. The two-year M.Arch. program is intended for students with a four-year undergraduate pre-professional degree in architecture, a Bachelor of Science in Architecture. Select students graduating from CUA with a four-year Bachelor of Science in Architecture may be eligible for advanced standing, thereby reducing graduate study from four semesters to three semesters. The three-year M.Arch. program is intended for students who hold an undergraduate degree in a field other than architecture or a Bachelor of Arts with a Major in Architecture. Students in the three-year M. Arch. program have the option to join the Integrated Path to Architecture License (IPAL) program. These Master of Architecture degree programs are fully accredited by the National Architectural Accrediting Board.

Programs lead to the degrees Bachelor of Science in Architecture, Master of Architecture (professional degree for students who have a pre-professional degree in architecture), Master of Architecture (professional degree for bachelors in fields other than architecture), Master of Architectural Studies and Master of Science in Net Zero Design (known as MSNzD and transitioned from Master of Science in Sustainable Design in fall 2021). Joint degrees including a joint Bachelor of Science in Architecture + Bachelor of Civil Engineering and Master of Architecture + MSNzD is available.

Accreditation

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board, NAAB, which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 8-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards. The School of Architecture, M. Arch., is accredited, granted an 8-year term of accreditation upon its last review in 2015. The upcoming accreditation visit will be in 2022.

Master's degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

Location

CUA's location in Washington, D.C., puts students in touch with unparalleled professional and cultural resources. Its spacious campus lies within a 10- minute drive of the U.S. Capitol and the National Mall. Numerous national and international experts live and work in the vibrant and diverse metropolitan area and contribute to the graduate program each academic year.

The specialized expertise of these associates of the faculty allows the school to offer an outstanding array of graduate coursework. The school has had relationships with numerous Washington, D.C., cultural and artistic institutions, including the National Building Museum, the Smithsonian Institution, the Library of Congress and others. In addition, the school's location offers it unparalleled access to many national chapter headquarters of various design-oriented organizations, such as The American Institute of Architects, AIA, the Association of Collegiate Schools of Architecture, ACSA, the National Architectural Accrediting Board, NAAB and the American Institute of Architecture Students, AIAS. The school has also over the last several years maintained a relationship with various embassies in the region, sponsoring cooperative lecture and exhibit programs with the Italian embassy, and others.

Faculty and Resources

Many of our faculty members are recognized as leaders in the design and professional realms with world-famous guest critics and lecturers augmenting the full-time teaching staff. Student-to-professor ratios are kept small to ensure that students receive intensive one-on-one critiques and advising from studio critics and professors.

Our award-winning facility, The Crough Center for Architectural Studies, is housed in the original CUA gymnasium and provides a classic example of adaptive re-use at its best. Designed by a faculty member, the architecture center was conceived as a small city with "streets" filled with students and their work, a "piazza" for special exhibits and a "town hall" for lectures and meetings. In addition, students' needs are served by our multiple computer labs, large format printing and scanning room, fabrication lab, which includes a wood shop, CO2 laser cutters, 3D printers and access to a three-axis CNC milling machine.

Through the Consortium of Universities of the Washington Metropolitan Area, students may earn credits from among the several other institutions of higher learning in the community.

Concentrations

The School of Architecture and Planning currently offers five areas of concentration available to students for more focused specialization during their graduate education. These are Urban Practice, Cultural Studies/Sacred Space, Technology, Media and Interiors, and Classical Architecture and Urbanism.

1. Sacred Space and Cultural Studies

The Sacred Space and Cultural Studies concentration is one of very few programs in the world where architecture graduate students, faculty, and professionals can reflect, learn, research, and profess the deepest spiritual and cultural roots of place-making. We pursue this interest by engaging the inspiring conversation between the physical and the metaphysical, matter and spirit, life and intention, through the eyes of architecture.

This task is certainly not new to our discipline. Since time immemorial buildings have been called to give us not only a protecting shelter but, as importantly, a meaningful connection to nature, cosmos, and the divine. Not one human generation has gone by without (consciously or unconsciously) asking fundamental existential, cultural, and religious questions about their dwelling which invariably answered in/through their built environment. What is relatively new, however, is taking a reflective and investigative position toward it—an effort of growing relevance given our challenging 21st Century zeitgeist. What constitutes sacred space in an increasingly secular world? Are commonalities possible in a multicultural world? How do faith, reason and service meet and inform one another in and through architectural practice? What is the role of space, 'style', technology, sustainability, context, computers, and budgets vis-à-vis an ethics of love, truth and compassion? Are there design processes and approaches better suited to engage the qualitative, ineffable, and immaterial? Is there room for beauty and joy in architecture and if so, how? What do architectural history and theory tell us about the sacred and cultural dimension of humanity?

The School of Architecture and Planning, founded in 1911, has a long history of exploring these topics and providing an environment uniquely positioned to support and advance this discourse. While the core issues of the SSCS concentration are intrinsic to Catholic University's mission, the program also explores ecumenical and broader definitions of sacredness. Moreover, as culture, landscape and the sacred are of growing concern in global architectural practice, the concentration draws upon and hosts a highly diverse student body and experts from throughout the world, especially from Washington's international community. (Director: Julio Bermudez, Ph.D., professor; e-mail: bermudez@cua.edu).

2. Technology, Media and Interiors

The profession of architecture is challenged by digital technologies in many ways. Some of these technologies expand the way we create, understand and modify space, as well as the way we experience it. The use of digital technologies ultimately influences the way architects approach design, practice and build. Three-dimensional modeling and visualization software offer alternatives to the development of form and the outcome of the designer's "vision." Animation, rendering and special effects editing tools also influence the way a design is communicated and perceived. (Director: Lavinia Fici Pasquina, associate professor; tel: 202-319-6719; e-mail: ficipasquina@cua.edu).

3. Urban Practice

Urban design is the keystone that links architecture and planning. The spatial concerns of the architect and the public policy issues of the planner are brought together by the urban designer to create an implementable vision for the city that moves beyond the individual building and the limits of policies focused primarily on public health, welfare and safety. The Urban Design concentration emphasizes the relationship of an individual project to the public realm. This concentration expands a graduate's design options to include opportunities in both the private and public sectors, here and abroad. (Interim 2022-2023 contact: Dean Mark Ferguson, fergusonma@cua.edu)

4. Classical Architecture and Urbanism

The Classical Concentration offers a truly unique opportunity for both Undergraduate and Graduate students to focus their studies in Classical Architecture and Urbanism. It is only the second such university-based program in the world. This Concentration is firmly

School of Architecture and Planning - 2022-23 Graduate Announcements - The Catholic University of America

founded in the knowledge that all excellent human endeavor in both the arts and sciences draws deeply from what has come before. This is especially the case with architecture – the single practice where the sciences and the arts are necessarily gathered into unified effort.

Coursework reveals the richness of all of architectural history; excavates the deep philosophical, theological, and theoretical underpinnings of Classical Architecture which remain vital and critical to architecture today; exposes the works, writings and teachings of the many contemporary masters of Classical Architecture; and teaches students in the ways of classical design. This Concentration's goal is to educate the student to be an intelligent, well-educated, productive, and meaningful participant in the tradition of Classical Architecture practiced today by hundreds of architecture firms throughout the United States and worldwide. (Director: James McCrery II, associate professor; e-mail: mccrery@cua.edu).

Foreign Studies

The School of Architecture and Planning offers a variety of foreign study options for graduate students. Our Rome Center offers study abroad opportunities for both undergraduate and graduate students. All graduate students may participate in the 15-credit program. Utilizing various modern and historical sites, students are introduced to the interconnectedness of the public and private realms with issues of urban density, security, convenience and amenity. CUA students and faculty collaborate with their counterparts from local universities, as well as world-renowned architects based in Rome. The studio is augmented by travel, seminars and lectures by local faculty.

In addition to these programs, CUA offers many other opportunities for domestic and foreign travel through individual studio travel.

Admissions

Policies are subject to change. Please consult the School of Architecture and Planning Web site at <http://architecture.catholic.edu> for current policies and requirements.

The following are required for admission into all graduate programs*:

- A minimum GPA of 2.8 (out of a possible 4.0) in undergraduate studies
- A completed application
- Statement of purpose
- Certified transcripts
- Three letters of recommendation

A portfolio demonstrating design excellence over a broad range of architectural and technical challenges is required for all applications to the two-year M.Arch. program.

Students applying to the three-year M.Arch. program must have completed pre-calculus math and physics as a prerequisite for acceptance.

*GRE is not required but may be submitted

The application deadline for all programs is set by Graduate Admissions, late applications may be accepted, space permitting.

Degree Requirements

Policies are subject to change. Please consult the School of Architecture and Planning Web site at <http://architecture.catholic.edu> for current policies and requirements.

A minimum grade point average of 3.0 in graduate studies is required for graduation in all degree programs.

A grade of a B- or higher in a studio course counts toward the required courses for graduation and to proceed to the next course in sequence, if that course is a pre-req.

A grade of a C or higher in a non-studio course counts toward the required courses for graduation and to proceed to the next course in sequence, if that course is a pre-req.

A grade of a C or higher earned in a studio or non-studio course earns University credit.

See the University Graduate Grading System <https://policies.catholic.edu/students/academicgrad/gradesfull.html> for more information related to D, F, F*

Additional School of Architecture and Planning requirements:

- a. "Since a C grade is passing but marginal at the graduate level, C grades are permitted in a maximum of one-third of the courses required for the degree."
- b. "A grade of C in studio courses is not acceptable; students who earn C grades may repeat only one studio course."

Master of Architecture (Two-Year Program)

The Program

Students accepted into this program are admitted as Master of Architecture degree candidates, but must complete any undergraduate design studio and professional and technical courses in which their background is deficient, in addition to the graduate course requirements. The academic and work background of each student entering the program in this category is thoroughly reviewed. Based on this review, a degree program will be individually tailored to fit the needs of the student. Students entering the program with professional experience might be allowed to skip certain classes, but the credits must be fulfilled with a program elective or by way of transferring credit for previously taken equivalents. If transfer credit is not applicable then the credits will have to be replaced by taking other courses offered by the school.

Program of Studies	Semester Hours
Semester 1	
ARPL 601 Graduate Studio I	6
ARPL 636 Design Process and Methods	3
ARPL Program Elective 1	3
ARPL Advanced Architectural Theory Elective	3
Semester 2	
ARPL 602 Integrated Building Design Studio	6
ARPL 632 Integrated Studio Supplement	3
ARPL 742 Advanced Structures	3
ARPL Program Elective 2	3
Semester 3	
ARPL701 Graduate Studio III	6
ARPL Program Elective 3	3
ARPL Program Elective 4	3
ARPL 696A/C Thesis Studio I / Independent Thesis I	3
Semester 4	
ARPL 696B/D Thesis Studio II / Independent Thesis II	6
ARPL 722 Professional Practice	3
Free Elective (500+ Level)	3
ARPL Program Elective 5	3
Total Credits	60

Students awarded advanced standing (**1.5 year Program**) must meet with the associate dean for graduate studies to develop their program of studies. Students with advanced standing must complete 45 semester credit hours in design, history/theory, technology, planning and professional practice.

Students must achieve at least a 3.0 cumulative grade point average in order to fulfill the requirements for the degree. Students may be allowed to repeat courses to improve their standing. In such cases, the highest grade earned in those courses will be considered in determining academic standing.

Since a C grade is passing but marginal at the graduate level, a grade of C in studio courses is not acceptable. Students who earn a C grade in a studio course must repeat the studio course.

Master of Architecture (Three-Year Program)

The Program

Students accepted to this program must complete the graduate course requirements plus those basic architecture courses in which

their background is deficient. The academic and work background of each student entering the program in this category will be thoroughly reviewed. Based on this review, a degree program will be tailored to fit the needs of the student. In most cases, the student can expect to be enrolled in both graduate and the basic courses at the same time. The design studio and the mathematics/technical courses are the heart of the curriculum and rely heavily on an extended sequence of prerequisites. Students will be placed in each sequence according to their academic background and experience.

Students will be advanced according to their demonstrated abilities. Summer school may be utilized to facilitate the student's advancement. Admission to the 600 level design studios will be on the basis of portfolio review and approval. Students entering the program with professional experience might be allowed to skip certain classes, but the credits must be fulfilled with a program elective or by way of transferring credit for previously taken equivalents.

Program of Studies	Semester Hours
Summer 1	
ARPL 500 Intro to Design and Graphics	6
ARPL 541 Structures I	3
Fall 1	
ARPL 501 Architectural Design Studio I	6
ARPL 511 History of Architecture I	3
ARPL 783 Ethics and Stewardship	3
ARPL 741 The Language of Classical Architecture	3
ARPL 633 Construction I	3
Spring 1	
ARPL 502 Architectural Design Studio II	6
ARPL 512 History of Architecture II	3
ARPL 532 Environmental Systems Design 1	3
ARPL 542 Structures II	3
ARPL634 Construction II	3
Fall 2	
ARPL 601 Architecture Design Themed Studio	6
ARPL 731 Environmental Systems II	3
ARPL 621 Digital Construction Documents	3
ARPL721 Predesign	3
ARPL 611 History of Architecture III	3
Spring 2	
ARPL 602 Studio III: Comp. Bldg Studio	6
ARPL 632 Comprehensive Building Design Supplement	3
ARPL 514 Introduction to Architectural Theory	3
ARPL Program Elective 1	3
Free Elective	3
Fall 3	
ARPL 701 Architectural Design Themed Studio II	6
ARPL 636 Design Process and Methods	3
ARPL Advanced Architectural Theory Elective	3
ARPL Program Elective 2	3

ARPL 696A Thesis Research	3
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Spring 3

ARPL 696B Thesis Design	6
ARPL 722 Professional Practice	3
ARPL 742 Advanced Structures	3
ARPL Program Elective 3	3

Total Credits	111
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Students must achieve at least a 3.0 cumulative grade point average in order to fulfill the requirements for the degree. Students may be allowed to repeat courses to improve their standing. In such cases, the highest grade earned in those courses will be considered in determining academic standing.

Since a C grade is passing but marginal at the graduate level, C grades are permitted in a maximum of one-third of the courses required for the degree. A grade of C in studio courses is not acceptable; students who earn C grades may repeat only one studio course.

Master of Architecture with IPAL(six semesters + 3 8-month internships)

The Program

Students accepted to this program must complete the graduate course requirements plus those basic architecture courses in which their background is deficient. The academic and work background of each student entering the program in this category will be thoroughly reviewed. Based on this review, a degree program will be tailored to fit the needs of the student. In most cases, the student can expect to be enrolled in both graduate and the basic courses at the same time. The design studio and the mathematics/technical courses are the heart of the curriculum and rely heavily on an extended sequence of prerequisites. Students will be placed in each sequence according to their academic background and experience.

Students will be advanced according to their demonstrated abilities. Summer school may be utilized to facilitate the student's advancement. Admission to the 600 level design studios will be on the basis of portfolio review and approval.

Students entering the program with professional experience might be allowed to skip certain classes, but the credits must be fulfilled with a program elective or by way of transferring credit for previously taken equivalents.

The Integrated Path to Architecture License (IPAL) is a program developed by NCARB, the licensing Board for professional architects. The IPAL track allows the student the opportunity to complete the three required components for Architectural Registration upon completion of the Master of Architecture Degree:

1. NAAB Accredited Architecture program (Master of Architecture)
2. 6 required Architectural Registration Exams (ARE)
3. 3,740 hours of paid architectural internships

Program of Studies	Semester Hours
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Summer 1

ARPL 500 Intro to Design and Graphics	6
ARPL 541 Structures I	3
ARPL 621 Digital Construction Documents	3

Fall 1

ARPL 501 Architectural Design Studio I	6
ARPL 511 History of Architecture I	3
ARPL 783 Ethics and Stewardship	3
ARPL 741 The Classical Language of Architecture	3
ARPL 633 Construction I	3

Spring 1

ARPL 502 Architectural Design Studio II	6
ARPL 512 History of Architecture II	3
ARPL 532 Environmental Systems Design 1	3

School of Architecture and Planning - 2022-23 Graduate Announcements - The Catholic University of America

ARPL 542 Structures II	3
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ARPL634 Construction II	3
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Summer Internship 1 - 560 hours

Fall 2

ARPL 601 Architecture Design Themed Studio	6
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ARPL 611 History of Architecture III	3
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ARPL 731 Environmental Systems II	3
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ARPL721 Predesign	3
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Winter Internship 2a - 140 hours

Spring 2

ARPL 602 Studio III: Comp. Bldg Studio	6
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ARPL 632 Comprehensive Building Design Supplement	3
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ARPL 514 Introduction to Architectural Theory	3
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ARPL742 Advanced Structures	3
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Summer Internship 2b ARE Exam 1 - 560 hours

Fall 3

ARPL 701 Architectural Design Themed Studio II	6
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ARPL 636 Design Process and Methods	3
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Free Elective	3
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Winter Internship 3a - 140 hours

Spring Internship 3b, ARE Exam 2 560 hours

Summer Internship 3c - 560 hours

Fall 4

ARPL 696A Thesis Research	3
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ARPL Advanced Architectural Theory Elective	3
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ARPL Program Elective 2	3
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ARPL Program Elective 1	3
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Spring 4

ARPL 696B Thesis Design	6
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ARPL 722 Professional Practice	3
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Summer Internship 4b - ARE Exams 4 & 5 -560 hours

Fall Internship 5, ARE Exam 6 - 560 hours

Total Credits	111
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Internship hours will happen over winter breaks, summers and one spring semester.

Students must achieve at least a 3.0 cumulative grade point average in order to fulfill the requirements for the degree. Students may be allowed to repeat courses to improve their standing. In such cases, the highest grade earned in those courses will be considered in determining academic standing.

Since a C grade is passing but marginal at the graduate level, C grades are permitted in a maximum of one-third of the courses required for the degree. A grade of C in studio courses is not acceptable; students who earn C grades may repeat only one studio course.

Master of Science in Net-Zero Design (M.S.N.Z.) with Master in Architecture

Joint Degree

Students may enroll simultaneously in the school's accredited Master of Architecture (M.Arch.) program and the Master of Science in Net-Zero Design. This joint degree program allows students to obtain the two degrees at an accelerated rate.

Today, the field of sustainable design is rapidly evolving and growing. Designers and owners concurrently are starting to measure benefits in terms of their impact on human health and environment, as well as cost implications.

The MSNZ program covers a wide range of sustainable design principles such as greenhouse gas emissions and zero energy design, embodied energy and life cycle analysis, national and international green rating systems, ethical design, facility performance evaluation, sustainable operations and maintenance, water conservation and management, and design for WELL.

The MSNZ program consists of 18 credit hours of coursework. This is paired with the Masters in Architecture Degree and will add one semester in tracking for either the 1.5, 2.0 or 3.0 paths.

MSNZ CURRICULUM

ARPL	Ethics	3
ARPL	Urban Sustainable Design	3
ARPL	Decarbonization (embodied, operational)	3
ARPL	Health (individual human wellbeing and public scales)	3
ARPL	Resilience (water, site, climate)	3
ARPL	Interiors (daylighting, biophilia, materials)	3
TOTAL		18

Other Information

Student Government and Professional Organizations

A number of student organizations offer opportunities for students to participate in the governance of the school and act as liaisons to professional organizations. Students of the school elect representatives to the Student Council, who, in turn, represent the student body at faculty meetings and on the University Student Council.

The school also offers student membership in the American Institute of Architecture Students and the Construction Specification Institute. The school has an active chapter of the National Organization of Minority Architecture Students, NOMAS. These organizations sponsor important events such as the annual job fair and professional conferences.

Advising

Once admitted to the School of Architecture and Planning, each student is assigned an academic advisor. Normally, the students remain with their assigned advisor for the duration of their program. Given sufficient reason, the student may be reassigned to another adviser at the discretion of the associate dean. All students are required to see their advisors at least once a semester for pre-registration for the next semester's classes. Students are responsible for knowing the requirements of their specific programs and for keeping track of their progress in working toward their degrees. However, students may see their advisor at any time during the academic year regarding their academic program and status.

Courses Offered

Consult [Cardinal Station](#) for information about courses and to determine course offerings by semester.

V. School of Arts and Sciences

Officers of Instruction Faculty

Aaron Dominguez, Ph.D.	<i>Provost; Professor of Physics</i>
Thomas W. Smith, Ph.D.	<i>Dean, Professor of Politics</i>
Sandra Barrueco, Ph.D.	<i>Associate Dean, Graduate Programs and Research; Professor of Psychology</i>
Seth Smith, Ph.D.	<i>Associate Dean, Undergraduate Programs; Clinical Assistant Professor of History</i>
Cynthia Sanders, Ph.D.	<i>Associate Dean, Assessment, Clinical Assistant Professor of Education</i>
Haedar Abuirqeba, Ph.D.	<i>Adjunct Professor of Biology</i>
George Ackerman, Ph.D.	<i>Lecturer of Sociology</i>
Nancy E. Adleman, Ph.D.	<i>Associate Professor of Psychology</i>
Benjamin Allen	<i>Adjunct Professor of Economics</i>
Jon W. Anderson, Ph.D.	<i>Professor Emeritus of Anthropology</i>
Katryna Andrusik, Ph.D.	<i>Clinical Assistant Professor of Education</i>
Cybèle Arnaud, Ph.D.	<i>Clinical Assistant Professor of French and Francophone Studies</i>
Diane B. Arnkoff, Ph.D.	<i>Professor Emerita of Psychology</i>
Amanda Auerbach, Ph.D..	<i>Assistant Professor of English</i>
Gregory Baker, Ph.D.	<i>Associate Professor of English</i>
Aaron Barkatt, Ph.D.	<i>Professor Emeritus of Chemistry</i>
Sandra Barrueco, Ph.D.	<i>Professor of Psychology</i>
Kiran R. Bhutani, Ph.D.	<i>Professor of Mathematics</i>
Uta-Renate Blumenthal, Ph.D.	<i>Professor Emerita of History</i>
Victor M. Bogdan, Ph.D.	<i>Professor Emeritus of Mathematics</i>
Kathryn E. Bojczyk, Ph.D.	<i>Associate Professor of Education</i>
Greg A. Brewer, Ph.D.	<i>Professor of Chemistry</i>
James Brennan, Ph.D.	<i>Professor Emeritus of Psychology</i>
Diane Bunce, Ph.D.	<i>Professor Emerita of Chemistry</i>
Aaron Butts, Ph.D.	<i>Associate Professor of Semitic and Egyptian Languages and Literatures, Andrew W. Mellon Chair of Early Christian Studies</i>
Evita Bynum, Ph.D.	<i>Lecturer of Sociology</i>
Ronald S. Calinger, Ph.D.	<i>Professor Emeritus of History</i>
Elise Cardinale, Ph.D.	<i>Assistant Professor of Psychology</i>
Agnes Cave, Ph.D.	<i>Associate Professor of Education</i>
Youngok Choi, Ph.D.	<i>Associate Professor of Library and Information Science</i>
John Choy, Ph.D.	<i>Associate Professor of Biology</i>
Justin Chung, Ph.D.	<i>Associate Professor of Biology</i>
Thomas M. Cohen, Ph.D.	<i>Associate Professor of History</i>
John J. Convey, Ph.D.	<i>Professor Emeritus of Education</i>
Anita G. Cook, Ph.D.	<i>Professor Emerita of Anthropology</i>
Edward M. Cook, Ph.D.	<i>Professor of Semitic and Egyptian Languages and Literatures</i>
Larry Cook, Ph.D.	<i>Professor of Chemistry</i>
Ann K. Corsi, Ph.D.	<i>Professor of Biology</i>
Dennis Coyle, Ph.D.	<i>Associate Professor of Politics</i>

School of Arts & Sciences - 2022-23 Graduate Announcements - The Catholic University of America

Hall L. Crannell, Ph.D.	<i>Professor Emeritus of Physics</i>
Martha Cruz, Ph.D.	<i>Associate Professor of Economics</i>
Maryann Cusimano-Love, Ph.D.	<i>Associate Professor of Politics</i>
Jennifer R. Davis, Ph.D.	<i>Associate Professor of History</i>
Kathryn Degnan, Ph.D.	<i>Assistant Professor of Psychology</i>
Duilia de Mello, Ph.D.	<i>Vice Provost for Global Strategies, Professor of Physics</i>
Laurie DeRose, Ph.D.	<i>Assistant Professor of Sociology</i>
Selami Demirci, Ph.D.	<i>Adjunct Professor of Biology</i>
Amos Dike, MD	<i>Adjunct Professor of Biology</i>
Shawn Domagal-Goldman	<i>Adjunct Associate Professor of Physics</i>
Audra Dugandzic, MA	<i>Lecturer of Sociology</i>
Nicholas Dumjovic, Ph. D.	<i>Assistant Professor of Politics</i>
Biprodas Dutta, Ph.D.	<i>Professor of Physics</i>
Sherif El-Helaly, Ph.D.	<i>Associate Professor of Mathematics</i>
Sarah Brown Ferrario, Ph.D.	<i>Associate Professor of Greek and Latin</i>
Samuel K. Fisher, Ph.D.	<i>Assistant Professor of History</i>
Kevin Forbes, Ph. D.	<i>Associate Professor of Economics</i>
Rona Frederick, Ph.D.	<i>Associate Professor of Education</i>
Jonathan Froehlich, MA	<i>Lecturer of Sociology</i>
Richard Gallenstein, Ph.D.	<i>Assistant Professor of Economics</i>
Daniel Garcia-Donoso, Ph.D.	<i>Associate Professor of Hispanic Studies</i>
Valeria Garino, M.A.	<i>Clinical Instructor of Italian Studies</i>
Daniel R. Gibbons, Ph.D.	<i>Associate Professor of English</i>
Carol R. Glass, Ph.D.	<i>Professor Emerita of Psychology</i>
Marcie Goeke-Morey, Ph.D.	<i>Associate Professor of Psychology</i>
John Golin, Ph.D.	<i>Professor Emeritus of Biology</i>
Matthew N. Green, Ph.D.	<i>Professor of Politics</i>
James J. Greene, Ph.D.	<i>Professor Emeritus of Biology</i>
Tobias Gregory, Ph.D.	<i>Associate Professor of English</i>
Rev. Sidney H. Griffith, Ph.D.	<i>Professor Emeritus of Semitic and Egyptian Languages and Literatures</i>
Joan Tasker Grimbirt, Ph.D.	<i>Professor Emerita of French and Francophone Studies</i>
Andrew D. Gross, Ph.D.	<i>Associate Professor of Semitic and Egyptian Languages and Literatures</i>
Jakub Grygiel, Ph.D.	<i>Ordinary Professor of Politics</i>
Elizabeth Guthrie, M.A.	<i>Clinical Instructor of Arabic</i>
Elena Gutierrez, Ph.D.	<i>Clinical Assistant Professor of Hispanic Studies</i>
Sandra L. Hanson, Ph.D.	<i>Professor Emerita of Sociology</i>
Katherine Havanki, Ph.D.	<i>Assistant Professor of Chemistry</i>
Jean-Michel Heimonet, Ph.D.	<i>Professor Emeritus of French Studies</i>
Dorle Hellmuth, Ph.D.	<i>Associate Professor of Politics</i>
Joshua Himmelsbach, M.A.	<i>Clinical Instructor of Mathematics</i>
Curtis Holliman, Ph.D.	<i>Associate Professor of Mathematics</i>
Tanja Horn, Ph.D.	<i>Professor of Physics</i>

School of Arts & Sciences - 2022-23 Graduate Announcements - The Catholic University of America

James H. Howard, Jr., Ph.D.	<i>Professor Emeritus of Psychology</i>
Shufen Hwang, M.A.	<i>Clinical Instructor of Chinese</i>
Katherine L. Jansen, Ph.D.	<i>Professor of History</i>
Seema Jejurikar, Ph.D.	<i>Adjunct Professor of Biology</i>
David A. Jobes, Ph.D.	<i>Professor of Psychology</i>
Glen Johnson	<i>Professor Emeritus of English</i>
Gzegorz Kalicy, Ph.D.	<i>Assistant Professor of Physics</i>
Ravi Kalpathy, Ph.D.	<i>Clinical Associate Professor of Mathematics</i>
Margaret Ann Kassen, Ph.D.	<i>Associate Professor of French and Francophone Studies and Hispanic Studies</i>
Chelsea Rae Kelly, Ph.D.	<i>Assistant Professor of Sociology</i>
Sr. Maria Kiely, O.S.B., Ph.D.	<i>Adjunct Assistant Professor of Greek and Latin</i>
Stephanie Layton Kim, Ph.D.	<i>Adjunct Assistant Professor of Greek and Latin</i>
Sung Un Kim, Ph.D.	<i>Associate Professor of Library and Information Science</i>
Michael C. Kimmage, Ph.D.	<i>Professor of History</i>
Árpád von Klimó, Ph.D.	<i>Professor of History</i>
William E. Klingshirn, Ph.D.	<i>Margaret H. Gardiner Professor of Greek and Latin</i>
Vadim Knyazev, Ph.D.	<i>Professor of Chemistry</i>
Lilla Kopár, Ph.D.	<i>Associate Professor of English</i>
Ildiko M. Kovach, Ph.D.	<i>Professor Emerita of Chemistry</i>
Donald Larson, Ph.D.	<i>Assistant Professor of Mathematics</i>
Jack R. Leibowitz, Ph.D.	<i>Professor Emeritus of Physics</i>
Alexander Levin, Ph.D.	<i>Professor of Mathematics</i>
Justin B. Litke, Ph.D.	<i>Assistant Professor of Politics</i>
Guoyang Liu, Ph.D.	<i>Associate Professor of Mathematics</i>
Stefania Lucamante	<i>Professor Emerita of Modern Languages</i>
Kenyse Lyons, Ph.D.	<i>Clinical Assistant Professor, Italian Studies</i>
Rev. John E. Lynch, Ph.D.	<i>Professor Emeritus of History and Canon Law</i>
Michael Mack, Ph.D.	<i>Associate Professor of English</i>
Abby Adler Mandel, Ph.D.	<i>Assistant Professor of Psychology</i>
Frank A.C. Mantello, Ph.D.	<i>Professor Emeritus of Greek and Latin</i>
Laura Masur, Ph. D.	<i>Assistant Professor of Anthropology</i>
Marilyn Matar, Ph.D.	<i>Clinical Assistant Professor of French and Francophone Studies</i>
Jennifer Maxwell, M.A.	<i>Clinical Instructor of Hispanic Studies, Director of Spanish for Health Care Program</i>
Laura E. Mayhall, Ph.D.	<i>Associate Professor of History</i>
William J. McCarthy, Ph.D.	<i>Associate Professor of Greek and Latin</i>
Charmaine L. McMahon, Ph.D.	<i>Clinical Assistant Professor of Hispanic Studies</i>
Angela McRae, Ph.D.	<i>Clinical Assistant Professor of Education</i>
Chy McGhee, Ph.D.	<i>Assistant Professor of Education</i>
Farzana McRae, Ph.D.	<i>Associate Professor of Mathematics</i>
Tadeusz Mich, Ph.D.	<i>Newton-Bennett Visiting Scholar</i>
Gregory J. Miller, Ph.D.	<i>Associate Professor of Chemistry</i>
Nelson H. Minnich, Ph.D.	<i>Professor of History and Church History</i>

School of Arts & Sciences - 2022-23 Graduate Announcements - The Catholic University of America

Melissa Mitchell, Ed.D.	<i>Clinical Assistant Professor of Education.</i>
Jerry Z. Muller, Ph.D.	<i>Professor Emeritus of History</i>
J. Michael Mullins, Ph.D.	<i>Professor Emeritus of Biology</i>
Megan Murton, Ph.D.	<i>Associate Professor of English</i>
Anca M. Nemoianu	<i>Lecturer of English</i>
Virgil P. Nemoianu, Ph.D.	<i>Professor Emeritus of English</i>
Ekaterina M. Nestorovich, Ph.D.	<i>Associate Professor of Biology</i>
Stephen Nowack	<i>Adjunct Professor of Biology</i>
Sister Anne O'Donnell, Ph.D.	<i>Professor Emerita of English</i>
Taryn L. Okuma, Ph.D.	<i>Clinical Associate Professor of English</i>
Mario A. Ortiz, Ph.D.	<i>Associate Professor of Hispanic Studies</i>
Fabio Pagani, Ph.D.	<i>Assistant Professor of Greek and Latin</i>
Jennifer Paxton, Ph.D.	<i>Clinical Associate Professor of History</i>
Ian L. Pegg, Ph.D.	<i>Professor of Physics</i>
John F. Petruccione, Ph.D.	<i>Professor of Greek and Latin</i>
John Philip, Ph.D.	<i>Professor of Physics</i>
Gianfranco Piras, Ph.D.	<i>Associate Professor of Economics</i>
Lawrence R. Poos, Ph.D.	<i>Professor of History</i>
Franklin H. Portugal, Ph.D.	<i>Clinical Associate Professor of Biology</i>
Mayka Puente de Righi	<i>Visiting Clinical Assistant Professor of Hispanic Studies</i>
Venigalla B. Rao, Ph.D.	<i>Professor of Biology</i>
Lorenzo L. Resca, Ph.D.	<i>Professor of Physics</i>
Brendan A. Rich, Ph.D.	<i>Associate Professor of Psychology</i>
.Mario A. Rojas, Ph.D.	<i>Professor Emeritus of Hispanic Studies</i>
Katharina Rudolf, Ph.D.	<i>Clinical Assistant Professor of German Studies</i>
Kevin Rulo, Ph.D.	<i>Clinical Assistant Professor of English</i>
Alexander T. Russo, Ph.D.	<i>Associate Professor of Media and Communication Studies</i>
Martin A. Safer, Ph.D.	<i>Professor Emeritus of Psychology</i>
Joshua Samuels, Ph.D.	<i>Clinical Associate Professor of Anthropology</i>
Abhijit Sarkar, Ph.D.	<i>Associate Professor of Physics</i>
<i>Henrique Robert Schmitt</i>	<i>Adjunct Associate Professor of Physics</i>
Merylann J. Schuttloffel, Ph.D.	<i>Professor Emerita of Education</i>
Marc M. Sebrechts, Ph.D.	<i>Professor of Psychology</i>
Joseph M. Sendry, Ph.D.	<i>Professor Emeritus of English</i>
Prasad Senesi, Ph.D.	<i>Associate Professor of Mathematics</i>
Anita Shagnea, M.S.	<i>Clinical Instructor of Mathematics</i>
Christina Sharkey, Ph.D.	<i>Assistant Professor of Psychology</i>
Amanda Sheffer, Ph.D.	<i>Clinical Associate Professor of German Studies</i>
Caroline R. Sherman, Ph.D.	<i>Associate Professor of History</i>
Daniel I. Sober, Ph.D.	<i>Professor Emeritus of Physics</i>
Lawrence Somer, Ph.D.	<i>Professor Emeritus of Mathematics</i>
Vijay Sookdeo, Ph.D.	<i>Associate Professor of Mathematics</i>

Chelsea Stieber, Ph.D.	<i>Associate Professor of French and Francophone Studies</i>
Anastasiya Stoyneva, Ph.D	<i>Clinical Associate Professor of Hispanic Studies</i>
Ernest F. Suarez, Ph.D.	<i>David M. O'Connell Professor of English</i>
Sue Yeon Syn, Ph.D.	<i>Associate Professor of Library and Information Science</i>
Christopher Tamborini, Ph.D.	<i>Lecturer of Sociology</i>
Leslie Woodcock Tentler, Ph.D.	<i>Professor Emerita of History</i>
Pamela L. Tuma, Ph.D.	<i>Professor of Biology</i>
Herbert M. Überall, Ph.D.	<i>Professor Emeritus of Physics</i>
Peter Ulrickson, Ph.D.	<i>Assistant Professor of Mathematics</i>
Joan B. Urban, Ph.D.	<i>Professor Emerita of Politics</i>
Vadim Uritsky, Ph.D.	<i>Associate Professor of Physics</i>
Barry Wagner, Ph.D.	<i>Professor of Psychology</i>
Brandon Vaidyanathan, Ph.D.	<i>Associate Professor of Sociology</i>
Shavaun Wall, Ph.D.	<i>Professor Emerita of Education</i>
Lev Weitz, Ph.D.	<i>Associate Professor of History</i>
Stephen A. West, Ph.D.	<i>Associate Professor of History</i>
Christopher J. Wheatley, Ph.D.	<i>Professor Emeritus of English</i>
John K. White, Ph.D.	<i>Professor of Politics</i>
Stewart Whitson, JD	<i>Lecturer of Sociology</i>
Martha Wright, Ph.D	<i>Adjunct Professor of Biology</i>
Andrew Yeo, Ph.D.	<i>Professor of Politics</i>
Julia Young, Ph.D.	<i>Associate Professor of History</i>
James E. Youniss, Ph.D.	<i>Professor Emeritus of Psychology</i>
Ernest Zampelli, Ph.D.	<i>Professor Emeritus of Economics</i>
Jane Zhang, Ph.D	<i>Associate Professor of Library and Information Science</i>

Associates of the Faculty

Rachel Bartek, Ph.D.	<i>Research Assistant Professor, Physics</i>
Jeffrey Brosius, Ph.D.	<i>Research Associate, Physics</i>
Peter C. Chen, Ph.D.	<i>Research Associate, Physics</i>
Glyn Collinson, Ph.D.	<i>Research Associate, Physics</i>
Michael Corcoran, Ph.D.	<i>Research Associate Professor, Physics</i>
Martin Cordiner, Ph.D.	<i>Research Associate, Physics</i>
Nat Curran, Ph.D.	<i>Research Associate, Physics</i>
Jennifer A. Crumlish, Ph.D.	<i>Research Associate, Psychology</i>
William D'Antonio	<i>Research Associate, Sociology</i>
Lars Daldorff, Ph.D	<i>Research Associate, Physics</i>
Erin Dawkins, Ph.D.	<i>Research Associate, Physics</i>
Jacco Dieleman, Ph.D.	<i>Research Associate, Semitic and Egyptian Languages and Literatures</i>
Gwenaelee Celina Dufour, Ph.D.;	<i>Research Associate, Physics</i>
Barbara Frasl, Ph.D.	<i>Research Associate, Physics</i>
Iker Liceaga Indart, Ph.D.	<i>Research Associate, Physics</i>

School of Arts & Sciences - 2022-23 Graduate Announcements - The Catholic University of America

Andrew Inglis, Ph.D.	<i>Research Associate, Physics</i>
Christopher Jacobi	<i>Research Associate, Sociology</i>
Shaela Jones-Mecholsky, Ph.D.	<i>Research Associate, Physics</i>
Suk-Bin Kang, Ph.D.	<i>Research Associate, Physics</i>
Christina Kay, Ph.D.	<i>Research Associate, Physics</i>
Gladys Vieira Kober.	<i>Research Associate, Physics</i>
Colin Komar, Ph.D.	<i>Research Associate, Physics</i>
Burcu Kosar, Ph. D.	<i>Research Associate, Physics</i>
Alejandro Lara Sanchez, Ph.D.	<i>Research Associate, Physics</i>
Sun Hee Lee, Ph.D.	<i>Research Associate, Physics</i>
Guiping Liu, Ph.D.	<i>Research Associate, Physics</i>
Sonya Lyatsky, Ph.D.	<i>Research Associate, Physics</i>
Wladislaw Lyatsky	<i>Research Associate, Physics</i>
Pertti Makela, Ph.D.	<i>Research Associate, Physics</i>
Ramesh Mainali, Ph.D.	<i>Research Associate, Physics</i>
Karin Muglach, Ph.D.	<i>Research Associate, Physics</i>
Haruka Muramatsu, Ph.D.	<i>Research Associate, Physics</i>
Krister Nielson, Ph.D.	<i>Research Associate, Physics</i>
Leon Ofman, Ph.D.	<i>Research Associate, Physics</i>
Nicholas Mecholsky, Ph.D	<i>Research Associate Professor, Physics</i>
Gangai Poh, Ph.D.	<i>Research Associate, Physics</i>
Petr Pokorny, Ph.D.	<i>Research Associate, Physics</i>
Gioia Rau, Ph.D.	<i>Research Assistant,, Physics</i>
James N. Reeves, Ph.D.	<i>Research Associate, Physics</i>
Nelson Reginald, Ph.D.	<i>Research Associate, Physics</i>
Michael Reiner, Ph.D.	<i>Research Associate, Physics</i>
Robert Robinson, Ph.D	<i>Research Professor of Physics</i>
Luis Rodriguez de Marcos, Ph.D.	<i>Research Associate, Physics</i>
Ja Soon Shim, Ph.D.	<i>Research Associate, Physics</i>
Chris Shrader, Ph.D.	<i>Research Associate, Physics</i>
Valentina Braitto, Ph.D	<i>Research Associate Professor, Physics</i>
Jonathon Smith, Ph.D.	<i>Research Associate, Physics</i>
Richard Starr, Ph.D.	<i>Research Associate, Physics</i>
Paul Sullins	<i>Research Associate Professor, Sociology</i>
Nimalan Swamalingam, Ph.D	<i>Research Associate, Physics</i>
Aleksandre Taktakishvili, Ph.D	<i>Research Associate, Physics</i>
Olga Uritskaya, Ph.D.	<i>Research Associate, Physics</i>
Adolfo Vinas,Ph.D.	<i>Research Associate, Physics</i>
James N. Reeves, Ph.D	<i>Research Associate Professor, Physics</i>
Tongjian Wang, Ph.D.	<i>Research Associate, Physics</i>

Tommy Wiklind, Ph.D.	<i>Research Professor of Physics</i>
Hong Xie, Ph.D	<i>Research Associate, Physics</i>
Seiji Yashiro, Ph.D.	<i>Research Associate, Physics</i>
Sachiko Yashiro-Akiyama, Ph.D.	<i>Research Associate, Physics</i>
Jia Yue, PhD	<i>Research Associate, Physics</i>
Jingen Zhu, Ph.D..	<i>Research Associate, Biology</i>

Mission Statement

The School of Arts and Sciences of The Catholic University of America:

- Performs a central role in the larger mission of CUA as the national university of the Catholic Church in the United States, and stands within the Catholic intellectual tradition in direct succession to the heritage of Catholic universities
- Enriches educational and research opportunities, enhances cultural life, and engages public discourse through its location in the nation's capital, as intended by the university's founders
- Encompasses the arts and humanities, the social sciences, and the natural sciences, and is uniquely capable of fostering collaboration among the disciplines
- Comprises faculty united in its dedication to integrating research and scholarship with undergraduate and graduate teaching to the highest standards of academic excellence
- Educates its students academically and ethically, and provides them with the knowledge, reason, and inspiration to comprehend and lead in a changing world

Administration

In 1975, the Graduate School and the College of Arts and Sciences were combined to form the present School of Arts and Sciences.

The Academic Council, composed of the heads of departments with the dean as chair, is the standing committee of the faculty, with the primary responsibility for the administration of the school. The Academic Council operates under the supervision of the chancellor, president, provost and dean. Its recommendations are made to these and other proper authorities, as well as to the faculty. Such recommendations include, among others, the approval of candidates for degrees. The faculty is represented, proportionally to its size, along with the other schools of the university, in the Academic Senate, a combined administration-faculty body having primary responsibility for academic policies and procedures, and in the graduate and undergraduate boards, faculty committees, which oversee university-wide academic matters.

Degree programs within the school are provided through the various departments of instruction.

B.A.-M.A./B.S.-M.S. Program

The School of Arts and Sciences offers students with outstanding academic records (minimum 3.5 grade-point average) the possibility of beginning work toward a master's degree during the junior year. In such cases, up to four courses may, with approval, be applied to both undergraduate and graduate degree requirements. However, all requirements for the bachelor's degree must be completed before credits toward the master's degree may be applied, and all M.A. or M.S. requirements must be completed within five years of matriculation.

Application should be made by the end of the sophomore year. A 3.5 cumulative grade-point average is required at the time of application. Juniors and seniors take four graduate courses, ideally one per semester of the junior and senior year. No student may take more than two (2) graduate courses in one semester while completing the B.A./B.S. requirements. [arts-](#)

sciences.catholic.edu/undergraduate/advising-handbook/formbama.cfm

Department of Anthropology

Professors Emeriti Jon W. Anderson; Phyllis P. Chock; Anita Cook

Clinical Associate Professor Joshua Samuels, Chair

Assistant Professors Laura Masur, Assistant Professor

Lecturers David T. Clark, Sandra Scham

Newton-Bennett Visiting Scholar Tadeusz Mich

Anthropology incorporates interdisciplinary studies of both past and contemporary socio-cultural and physical aspects of human material culture, values, beliefs, social and communicative systems into a distinctive holistic approach. Our goal is to train informed consumers of anthropological knowledge who can conduct and review research in the field and can apply basic perspectives of anthropology, its core concepts, and common methods of analysis to interpretation and/or solution of problems.

The Master of Arts in Anthropology offers a grounding in the discipline for students seeking to upgrade skills and credentials, to supplement training in professional fields, or to explore advanced research training in social-cultural anthropology or archaeology. Through a combination of course work and research training, all M.A. students receive training in (1) core perspectives and contemporary theories in anthropology, (2) research methods and conduct, including ethical issues of research with human subjects and cultural property, (3) grounding in a professional literature of area or regional studies, and (4) one of the topical specialties of current faculty. With permission of the Chair, M.A. students can also enroll in courses available at member institutions of the Consortium of Washington Area Universities (Georgetown, George Washington, American, Howard, Maryland, George Mason, Trinity-Washington, Gallaudet) that complement or enhance training in our specialties.

Requirements and Prerequisites

M.A. students must take a pair of core courses (ANTH 600, 601) and at least one specialty and one area course. M.A. candidates are expected to acquire a general competence in an area of the world and familiarity with one or more subfields, such as cultural and social anthropology, cultural heritage studies or archaeology. The minimum requirement for the M.A. is 30 graduate semester hours of credit, up to six of which may be in guided research. In addition to a thesis option, a non-thesis option is available at the M.A. level. M.A. students must also demonstrate proficiency in a foreign language by passing an appropriate course or examination, administered or accepted by the Graduate School (where appropriate, this may also be a language of field research), and pass a comprehensive examination. Satisfactory performance in coursework must be maintained to continue in the M.A. program. One F or two C grades are cause for review and termination.

NOTE: The M.A. program in Anthropology is not accepting applicants for 2022-23.

Assistantships and Professional Membership

The department offers a limited number of teaching assistantships and research assistantships for graduate students. The Cooper-Herzfeld Anthropological Society is an association of graduate and undergraduate anthropology students.

Courses Offered

Consult [Cardinal Station](#) for additional information about courses and to determine course offerings by semester

Department of Biology

Professors Ann K. Corsi; Venigalla B. Rao; Pamela L. Tuma, Chair

Professor Emeritus John Golin; James J. Greene; J. Michael Mullins

Associate Professors John Choy, Ekaterina Nestorovich, Byung Min (Justin) Chung

Clinical Associate Professor and Director, Biotechnology Program and Clinical Laboratory Science Franklin Portugal

Visiting Clinical Assistant Professor TBA

Pre-Med Advisor and Assistant to the Chair Marion B. Ficke

Adjunct Professors Haedar Abuirqeba, Michel Awad, Selami Demirci, Amos Dike, Seema Jejurikar, Martha Wright

The Department of Biology offers Master of Science, M.S., and Doctor of Philosophy, Ph.D., degrees in biology, with emphasis in cell, microbial, and molecular biology. There has been a Ph.D. subplan in Clinical Laboratory Sciences, but it is not taking new students at this time. The M.S. and Ph.D. degrees are also offered in clinical laboratory science. A Certificate in Biotechnology and an M.S. in Biotechnology are also offered. When applying for admission, please indicate the preferred program.

The purpose of the M.S. and Ph.D. program in biology is to prepare students for research, teaching, and administrative careers in the biological or the biomedical sciences. Courses in this program provide a foundation in biochemistry, cell biology, developmental biology, genetics, microbiology, molecular biology and virology. In addition, presentations and participation in a graduate seminar program prepare students to be effective teachers and communicators. All graduate students accepted in the doctoral program are required to do some teaching during graduate training. To fulfill thesis /dissertation requirements, a student performs experimental research under the tutelage of the faculty. Fields of research concentration currently include transcriptional regulation and development in *C. elegans*, membrane dynamics and trafficking in polarized cells, alcohol metabolism in liver, molecular motors, genetic engineering approaches to gene therapy and vaccine development, mechanisms of DNA packaging in bacteriophages and viruses, molecular biology of cancer and metastasis, bacterial growth self-inhibition, biosensors design, and ion-conducting nanostructures in biomedical applications, genome scale approaches to elucidating mechanisms of genomic instability (please visit <https://biology.catholic.edu/faculty-and-research/index.html> for detailed descriptions of faculty research).

The purpose of the program in Biotechnology is to provide students with technical foundations in molecular biology together with an understanding of how to conduct the business of biotechnology. Students take a selection of core requirements and elective courses. An internship in industrial or federal research, policy development, environmental action, public interest, or professional activity is a requirement. Applicants must include results of the Graduate Record Examination.

Standard prerequisites for graduate work in biology (M.S. or Ph.D.) include two years of chemistry and two years of biology (including biochemistry and microbiology). Students are encouraged to apply for admission even if all prerequisites are not fulfilled. A student admitted to the department with a deficiency may be advised to take the required courses during the first year of graduate work. Applicants must include results of the Graduate Record Examination.

The Department of Library and Information Science and the Department of Biology offer a joint master's program. (Contact Chair, Department of Biology for further details.)

The Department of Biology accepts both full-time and part-time graduate students. Students may enter either in the fall or spring semester. Academic progress is reviewed regularly. A failing grade or two C grades totaling 6 credits may result in termination. In addition to the thesis options described above, a non-thesis option is available at the M.S. level. Applications from women and minority students are encouraged for all programs. Financial aid is available as university scholarships, teaching assistantships and research assistantships.

The comprehensive examination is taken after the required coursework for the respective degree is completed or during the semester in which the last of the coursework is being taken. A list of completed courses and course grades must be submitted to the department chairman at least one week prior to the September faculty meeting for comprehensive examinations to be taken in October and one week prior to the February meeting for comprehensive examinations to be taken in March. Students must check with the Biology office as to the exact dates of these faculty meetings. The student must also register for the comprehensive examination in Cardinal Station prior to the registration deadline.

Courses Offered

Course requirements:

Master of Science in Biology: Sub Plan—Cellular and Microbial Biology

- BIOL 538 Gene Organization and Expression (3 credits)
- BIOL 559 Cell Structure and Function (3 credits)
- BIOL 725 Research Rotations (1 credit)
- BIOL 727 Methods in Biological Research (3 credits)
- BIOL 774 Comparative Metabolism (3 credits)
- Two Research seminars (BIOL 713, 714, Microbiology Seminar or BIOL 777, 778 Cell Biology Seminar—1 credit each) (2 credits)
- Three Biology elective courses (3 credits each)
- 6 credits for Research Guidance (thesis track) or a minimum of 3 credits for Research Problems in Biology and 3 credits for an additional elective (non-thesis track)

Master of Science in Biology: Sub Plan—Clinical Laboratory Science

- BIOL 538 Gene Organization and Expression (3 credits)
- BIOL 559 Cell Structure and Function (3 credits)
- BIOL 725 Research Rotations (1 credit)
- BIOL 727 Methods in Biological Research (3 credits)
- BIOL 774 Comparative Metabolism (Microbiology track) or BIOL 566 Hematology (Hematology track) (3 credits)
- Two Research seminars (BIOL 781, 781A Specialty Research Seminar—1 credit each) (2 credits)
- Three Biology elective courses (3 credits each)
- 6 credits for Research Guidance (thesis track) or a minimum of 3 credits for Research Problems in Biology and 3 credits for an additional elective (non-thesis track)

Master of Science in Biotechnology

- BIOL 538 Gene Organization and Expression (3 credits)
- BIOL 579 Principles and Practice of Biotechnology (3 credits)
- BIOL 580 Entrepreneurial Biotechnology (3 credits)
- BIOL 581 Essentials of Biotechnology Project Management (3 credits)
- BIOL 583 Regulation of Domestic and Global Biotechnology Products (3 credits)
- BIOL 586 Molecular Genetics and Recombinant DNA (3 credits)
- Two Research seminars (BIOL 781, 781A Specialty Research Seminar—1 credit each) (2 credits)
- Two Biology elective courses (3 credits each)
- Biotechnology internship (4 credits)

Ph.D. in Biology: Sub Plan—Cellular and Microbial Biology

- BIOL 538 Gene Organization and Expression (3 credits)
- BIOL 559 Cell Structure and Function (3 credits)
- BIOL 586 Molecular Genetics and Recombinant DNA (3 credits)
- BIOL 725 Research Rotations (1 credit)
- BIOL 727 Methods in Biological Research (3 credits)
- BIOL 774 Comparative Metabolism (3 credits)
- Four Research seminars (BIOL 713, 714, Microbiology Seminar or BIOL 777, 778 Cell Biology Seminar—1 credit each) (4 credits)
- 6 credits for Research Problems (3 credits each) and 6 credits for Research Topics (2 credits each)
- Seven elective courses (3 credits each)

Ph.D. in Clinical Laboratory Science

- BIOL 538 Gene Organization and Expression (3 credits)
- BIOL 559 Cell Structure and Function (3 credits)
- BIOL 586 Molecular Genetics and Recombinant DNA (3 credits)
- BIOL 725 Research Rotations (1 credit)
- BIOL 727 Methods in Biological Research (3 credits)
- BIOL 774 Comparative Metabolism (3 credits)
- Four Research seminars (BIOL 713, 714, Microbiology Seminar or BIOL 777, 778 Cell Biology Seminar—1 credit each) (4 credits)
- 6 credits for Research Problems (3 credits each) and 6 credits for Research Topics (2 credits each)
- Seven elective courses (3 credits each)

Consult [Cardinal Station](#) for additional information about courses and to determine course offerings by semester.

Program in Early Christian Studies

Program Director: William Klingshirn, Margaret H. Gardiner Professor of Greek and Latin

Andrew W. Mellon Chair: Aaron M. Butts, Associate Professor of Semitic and Egyptian Languages and Literatures

The Catholic University of America has a unique heritage in the study of the early Christian era. Founded as a graduate institution in 1887, the University has from its earliest years fostered research and teaching in the formative period of Christian history, which is now studied in the School of Theology and Religious Studies, the School of Philosophy, and the School of Arts and Sciences (in the Departments of Greek and Latin, History, and Semitic Languages and Literatures). The University's John K. Mullen of Denver Memorial Library has concentrated library development in the Christian period before A.D. 800, especially in history, philosophy, theology, and canon and civil law. Its special collections in Greek and Latin patristics were developed under the direction of the distinguished patrologist Johannes Quasten and members of the Department of Greek and Latin. The Institute of Christian Oriental Research, founded by the late Monsignor Henri Hyvernât, is a world-renowned depository for rare books and manuscripts pertaining to the study of Coptic, Syriac, Arabic, Hebrew, Armenian, and Georgian, and to their Near East literary traditions and historical contexts.

General

The program provides a carefully integrated course of studies in the early Christian period, drawing upon graduate courses available in the various departments and schools of the University. There is a strong emphasis on equipping students with the languages and technical skills necessary for their programs of study. Before being accepted into the program, students are expected to have completed graded college courses in ancient languages - in Greek through intermediate level. Progress in languages both ancient and modern is regularly tested. Successful applicants are admitted into one of two programs. Those who already hold an M.A. in Early Christian Studies or in a closely related field are admitted into the Ph.D. program. Those without an M.A. in Early Christian Studies or in a closely related field are admitted into the combined M.A./Ph.D. program. Students who complete only the M.A. portion of the combined program receive the degree of M.A. Otherwise, a terminal M.A. degree is not offered. Advancement from the M.A. to Ph.D. level requires program and school approval of the Application for a Higher Degree. Approval is based on assessment of language ability, performance in the core M.A. courses and comprehensive exams, review of research papers submitted in lieu of a thesis, and time to degree.

M.A. Degree in Early Christian Studies

To gain the M.A. degree, students must complete 30 semester hours of study. These include four required courses--"Introduction to Early Christian Studies" (ECST 600), "The Mediterranean World of Late Antiquity" (CLAS 572), "History of the Christian Near East" (SEM 703), and "History of Early Christian Thought" (ECST 650)--and six other graduate courses. The latter must be drawn from at least two schools or departments, involve the use of at least two relevant ancient languages, and represent at least two academic disciplines. Students must prove their competence in one modern foreign language relevant to current scholarship in the field. Finally, students must complete two substantial research papers and take a comprehensive written examination based on an official reading list.

Ph.D. Degree in Early Christian Studies

To gain the Ph.D. degree, students must have completed the M.A. in Early Christian Studies, or have an equivalent master's degree approved by the director. They then complete a further 24 semester hours of study, pass a doctoral comprehensive exam, and write a dissertation. The courses to be taken for these 24 semester hours of study must be approved by the Director and be drawn from at least two schools or departments, involve the use of at least two relevant ancient languages, and represent at least two academic disciplines. Students must prove their competence in two modern foreign languages relevant to current scholarship in the field. Before embarking on their dissertations, students must take a comprehensive written examination based on a substantial reading list approved by the director - an examination that will include sight translations from Greek and one other approved ancient language.

A fuller description of requirements is posted on the program website: <https://arts-sciences.catholic.edu/academics/interdisciplinary/early-christianity/index.html>

Department of Economics

Professor	Sophia Aguirre
Professor Emeritus	Ernest Zampelli
Associate Professor	Gianfranco Piras
Associate Clinical Professor	Martha Cruz, <i>Chair</i>
Assistant Professor	Richard Gallenstein
Lecturers	Celeste Torio Celis; Thomas Rehmann; Ismael Arciniegas; Benjamin Allen; Eugenio Diaz-Bonilla; Guillermo Rivero Figueroa; Sonia M. Runde; Behdad Nowroozi; Luanne Zurlo; Helga Treichel; Olga Uritskava; Meaza Demissie; Christian Domaas; Jonathan Harris; Deborah Zelaya.

The Department of Economics takes a holistic approach to the study of economics in a global setting. Through research and rigorous engagement of economic theory and empirical analysis, it seeks to contribute to the advancement of economic science, of economic policies, and of economic development.

The Department of Economics offers two Master's programs in international development:

- Integral Economic Development Management (IEDM), 1-year full time (part-time students accepted).
- Integral Economic Development Policy (IEDP), 2-year full time.

The Department also offers a 5-year option (Bachelor/Master's) for CUA students.

Integral economic development is an approach that seeks to strengthen the civil and social institutions required for sustainable development, one that takes an integrated view of the person's role in society. It is an approach that development entities increasingly demand. Integral economic development, seen from the perspective of the whole human person and the whole human

community, is at the core of our programs and the mission of The Catholic University of America.

Applying for Admission

Prospective students may apply online at <https://www.catholic.edu/admission/index.html>. In addition to the completed application form and fee, graduate applications should include GRE/GMAT scores, official transcripts from all previous institutions of higher learning, a statement of purpose detailing motivation and plans for pursuing graduate study, and three letters of recommendation. International applicants who have not pursued a previous higher education degree in an English-speaking country also need to submit English examination scores (TOEFL or IELTS Exam). The programs accept applications for fall, spring and summer semesters. The deadline for funding consideration is February 1; applicants seeking funding should ensure that all their application materials have been received by the Office of Graduate Admissions by that date. For any questions on the application process or to request further information, see contact information at: <https://economics.catholic.edu/academics/graduate-programs/index.html>

A summary of each program is presented below. More information is available at the section of graduate programs at the department website: <https://economics.catholic.edu/academics/graduate-programs/index.html>

Program in Integral Economic Development Management

The Department of Economics at the School of Arts and Sciences offers a degree of Master of Arts in Integral Economic Development Management (IEDM), the first to create and implement an integrated perspective to measure and evaluate the impact and effectiveness of development programs, while taking into account the social dimension of every person.

Students graduating from the program will have developed: 1) an understanding of the role that cultures and institutions play in the development process, 2) the management skills necessary to design, implement, manage, and evaluate development programs that will achieve integral economic development and build strong institutions (families, communities, etc.) capable of supporting successful development initiatives, and 3) an integrated perspective on economic development — one that takes into account the dignity of the human person, the good of the family, and the good of the community as foundational principles of economic development.

The program is designed to help students who wish to work at private or public organizations in economic development at national or international level. It will provide them with the management skills necessary to build and support strong institutions, but also focus on the context of social development.

Undergraduate Requirements

- Introduction to Macroeconomics (ECON 101)
- Introduction to Microeconomics (ECON 102)
- Statistics (ECON 223)

Coursework

Required courses (36 credits)	
Core Courses (20 credits)	IEDM 501 Accounting and Finance Concepts and Applications IEDM 543 Applied Econometrics IEDM 510 Foundations of an Ethical Integral Social and Economic Development IEDM 540 Integral Economic Development IEDM 562 Survey Design IEDM 546 Neuroeconomics IEDM 547 Computer Lab
Aspects of Integral Development (6 credits; choose two electives)	IEDM 520 The Politics of Development Policy IEDM 521 Global Agriculture and Food Security IEDM 522 Development of Energy and Environment IEDM 523 Global Educations and Community Development Policies IEDM 524 Global Health
Management of Development Concentrations (6 credits)	The student will be required to choose between the public or private concentration courses
Public Sector	IEDM 551 Public Financial Management IEDM 552 International Organizations and Development
Private Sector	IEDM 561 Managing Not-for-Profits IEDM 550 Program Management
Project (3 credits)	IEDM 697A – Project Guidance (1) IEDM 697B – Project Guidance (2)

Writing (1 credit)	IEDM 502 -Grant Research and Writing for International Development
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Additional Requirements: Leaders in Development Seminar

This requirement is obtained by the successful completion of the IEDM 530 and IEDM 531 Leaders in Development Seminar.

Career Placement Readiness Workshop

This non-credit course will prepare students to seek professional employment in the areas of Integral Economic Development. Offered to students for two semesters in the program.

Second Language Proficiency

Students must prove proficiency in a second language. It is obtained by the successful completion of a language proficiency examination approved by The Catholic University of America or an equivalent examination that has been approved by the department, or, by documenting studies performed in another language.

Applied Research Project

(Serving as *Comprehensive Examination* - Please see guidelines at economics.catholic.edu)

While working on their Applied Research Projects, students must be enrolled in IEDM 697A (1 credit) or IEDM 697B (2 credits). Permission to present the Applied Research Project requires registration for IEDM 698-Comprehensive Examination. Students are required to present an Applied Research Project based on a proposal previously approved by a faculty committee. Students who fail must retake the examination in a subsequent term. Candidates who fail the examination three times are no longer eligible to receive a Master's degree.

The requirements for the IEDM Applied Research Project indicate the minimum number of credits required for completion of degree requirements, but students may take IEDM 697A (Project Guidance, 1 credit) and IEDM 697B (Project Guidance, 2 credits) as needed to accrue additional credits if they need additional time to complete their project. IEDM 697A and 697B are graded on a Pass/Fail basis and do not count towards GPA.

Good Standing

Students are required to maintain a minimum average GPA of 3.0 per semester. Students who fall short of this minimum will receive a warning letter; students who fail to reach the minimum GPA in two consecutive semesters may be dismissed from the program unless extenuating circumstances are documented.

Program in Integral Economic Development Policy

The Department of Economics at the School of Arts and Sciences offers a degree in Master of Arts in Integral Economic Development Policy (IEDP). The IEDP program innovatively teaches graduates the real-world skills so needed today in effective policy design and quantitative policy evaluation within an integral framework and perspective towards development.

Students graduating from the program will have developed: 1) an integrated perspective on economic development that takes into account the dignity of the human person, the good of the family, and the good of the community as foundational principles of economic development, 2) Advanced and unique techniques that fully capture the impact of development initiatives, and 3) Technical training in economic and managerial knowledge and skills needed to work at policy and implementation levels.

This program is deeply rooted in the need to accomplish sustainable development through an approach that seeks to strengthen civil and social institutions, while maintaining an integral view of the person in society. Consequently, the focus is on the economic agent's decision-making process, acknowledging him/her holistically, in his/her social dimension. Graduates work in many areas of international development in the United States or abroad.

Undergraduate Requirements

- Introduction to Macroeconomics (ECON 101)
- Introduction to Microeconomics (ECON 102)
- Statistics (ECON 223)

Coursework

Required courses (55 credits)	
Core Courses (29 credits)	IEDP 501 Accounting Concepts and Managerial Applications IEDP 510 Foundations of an Ethical Integral Sociand Economic Development IEDP 540 Integral Economic Development IEDP 543 Applied Econometrics IEDP 544 Applied Econometrics II IEDP 546 Neuroeconomics IEDP 562 Survey Design

	IEDP 571 Advanced Macroeconomics IEDP 572 Advanced Microeconomics IEDP 547 Computer Lab
Aspects of Integral Development (6 credits; choose two electives)	IEDP 520 The Politics of Development Policy IEDP 521 Global Agriculture and Health IEDP 522 Development Aspects of Energy Development and Environment IEDP 523 Global Educations and Community Development and Environment IEDM 524: Global Health
Policy and Management of Development (9 credits)	IEDP 525 Public Policy IEDP 553 Public Finance IEDP 552 International Organizations and Development
Electives (6 credits; choose two courses)	IEDP 527 Epidemiology and Public Policy IEDP 555 Infrastructure Planning and Policy IEDP 556 Business Enterprise and Development IEDP 550 Program Management IEDP 551 Public Financial Management IEDP 554 Infrastructure for development
Project (4 credits)	IEDP 697A – Project Guidance (1) IEDP 697B – Project Guidance (2)
Writing (1 credit)	IEDP 502 -Grant Research and Writing for International Development

Additional Requirements: Leaders in Development Seminar

This requirement is obtained by the successful completion of the IEDP 530 and IEDP 531 Leaders in Development Seminar.

Career Placement Readiness Workshop

This non-credit course will prepare students to seek professional employment in the areas of Integral Economic Development. It is offered to students for two semesters in their last year in the program.

Second Language Proficiency

Students must prove proficiency in a second language. It is obtained by the successful completion of a language proficiency examination approved by The Catholic University of America or an equivalent examination that has been approved by the department, or, by documenting studies performed in another language.

Applied Research Project

(Serving as *Comprehensive Examination* - Please guidelines at economics.catholic.edu)

While working on their Applied Research Projects, students must be enrolled in IEDP 697A (1 credit) or IEDM 697B (2 credits). Permission to present the Applied Research Project requires registration for IEDP 698 – Comprehensive examination. Students are required to present an Applied Research Project based on a proposal previously approved by a faculty committee. Students who fail must retake the examination in a subsequent term. Candidates who fail the examination three times are no longer eligible to receive a Master's degree.

The requirements for the IEDP Applied Research Project indicate the minimum number of credits required for completion of degree requirements, but students may take IEDP 697A (Project Guidance, 1 credit) and IEDP 697B (Project Guidance, 2 credits) as needed to accrue additional credits if they need additional time to complete their project. IEDP 697A and 697B are graded on a Pass/Fail basis and do not count towards GPA.

Good Standing

Students are required to maintain a minimum average GPA of 3.0 per semester. Students who fall short of this minimum will receive a warning letter; students who fail to reach the minimum GPA in two consecutive semesters may be dismissed from the program unless extenuating circumstances are documented.

Department of Education

Professor

Cynthia Sanders, *Interim Department Chair, Clinical Assistant Professor*

Emeritus Professors	John J. Convey, Merylann J. Schuttloffel
Associate Professors	Kathryn Bojczyk, Agnes Cave
Assistant Professor	Chy McGhee
Clinical Assistant Professors	Katryna Andrusik, Angela McRae, Melissa Mitchell

The MA and Ph.D. programs offered by the Department of Education focus on common historical, philosophical, psychological, sociological, and research foundations in the field of Education. The department prepares graduates to contribute to the academic, personal, and social development of all students in Pk-12 settings. Graduates are prepared to be skilled practitioners who are knowledgeable about the research and current developments in their area of specialization.

NOTE:

Applications and Admissions to all MA and Ph.D. programs for the Department of Education are suspended indefinitely.

Application and Admission to the 4+1 MA Program for current CUA undergraduate students in Secondary Education is still open.

General Admission Requirements:

Applicants seeking admission to one of the Master's degree programs must meet the following admission requirements:

1. An application indicating a desire to pursue a Master's degree in education and specifying the specialty the applicant wishes to pursue.
2. Official transcripts of all previous undergraduate and graduate work. Applicants must have a cumulative GPA of 2.75 in their undergraduate studies. Secondary English, social studies, and math applicants must have a 3.0 GPA in the last 60 credits of their undergraduate studies. All applicants for graduate studies must have a minimum of 3.0 in their previous graduate work if applicable.
3. Graduate Record Examination (GRE) Aptitude (verbal, quantitative, and analytical writing) score or a Miller Analogies Test (MAT) score. (Contact the appropriate program coordinator and the Department of Education website for additional program requirements).
4. Three letters of recommendation, at least one of which should be from a person familiar with the applicant's academic performance; others may be from an immediate supervisor or someone familiar with the applicant's professional work.
5. Applicant's statement of goals that is well written, demonstrates motivation, and gives evidence that the applicant's goals fit with the chosen program.
6. An admission interview with members of the faculty, as required by the specialty.
7. Undergraduate candidates pursuing a Bachelor of Arts in English or History or a Bachelor of Science in Mathematics may apply for the 4+1 program (completion of the Baccalaureate at the end of the fourth year and completion of the Master's at the end of the fifth year of study). If accepted, candidates take four 3-credit 500-level (or higher) graduate courses, while working toward their Bachelor's degree, that counts toward both the Bachelor's degree and the Master's degree. Candidates apply to the 4+1 program in their sophomore or junior year. They apply to the graduate school in the spring of their senior year and, if qualified, are admitted to the Master's in Secondary Education. Specifically, admission to the 4+1 program and to the Master's in Secondary Education requires the following: Passing scores on PRAXIS CORE tests (or equivalent passing scores on SAT, ACT or GRE tests); GPA of 3.5 including a minimum GPA of 3.0 in education courses and in the specific subject area.

Graduate Teacher Certificate Program Applicants

NOTE: Applications and Admissions to the GTCP program are suspended indefinitely.

Applicants seeking admission to the Graduate Teacher Certificate Program (GTCP) in Secondary Education must meet the following admissions requirements:

1. An application indicating a desire to pursue a GTCP and specifying the specialty the applicant wishes to pursue.
2. Official transcripts of all previous undergraduate and graduate work. Applicants must have a cumulative GPA of 2.75 in their undergraduate studies. In addition, secondary English, social studies, and math applicants must have a 3.0 GPA in their last 60 credits of their undergraduate studies. All applicants for graduate studies must have a minimum of 3.0 in their previous graduate work if applicable.
3. Passing PRAXIS CORE test scores or equivalent passing scores on SAT, ACT, or GRE tests (also required by the District of Columbia for certification/licensure).
4. Three strongly supportive letters of recommendation, at least one of which should be from a person familiar with the applicant's academic performance; others may be from an immediate supervisor or someone familiar with the applicant's professional work.
5. Applicant's statement of goals that is well written, demonstrates motivation, and gives evidence that the applicant's goals fit with the chosen program.
6. An admission interview with members of the faculty, as required by the specialty.

Exceptions for Secondary Education

Applications from Candidates Previously Admitted to the GTCP at Catholic University

Secondary Education applicants, who have been admitted to pursue the GTCP at Catholic University, after having completed five or

more GTCP courses at Catholic University, may apply for admission to the Master's degree program under the following conditions:

1. File an application indicating that they wish to change from the GTCP to a degree seeking program in Education.
2. Seek a review of their transcripts to demonstrate that they have received no grade below a "B-" in any course taken as part of their GTCP.
3. Request a waiver of the requirement to submit either GRE scores or an MAT score.
4. Provide recommendations from two Catholic University, Department of Education faculty members familiar with the applicants' academic work.
5. Provide a statement of goals with reasons for now wanting to pursue a Master's degree.
6. Present themselves for an interview with members of the faculty, if requested to do so.

International Applicants

International applicants seeking admission to one of the Department of Education's graduate programs must meet the following admission requirements:

1. An application indicating a desire to pursue a Master's degree in Education and specifying the specialty the applicant wishes to pursue.
2. Official transcripts of all previous undergraduate and graduate work. Applicants must have a cumulative GPA of 2.75 (on a 4-point scale) in their undergraduate studies. In addition, Secondary English, Social Studies, and Math applicants must have a 3.0 GPA in the last 60 credits of their undergraduate studies. All applicants for graduate studies must have a minimum of 3.0 in their previous graduate work if applicable.
3. All international candidates must submit TOEFL or ILETS scores that meet University standards.
4. Grades and letters of recommendation must be submitted, but no predefined criteria will be specified, given the variety of practices abroad.
5. GRE scores or MAT scores.
6. A statement of goals appropriate for the degree being pursued.
7. Telephone or Skype interviews may be substituted for any required interviews for applicants living abroad.

Financial Aid

The University's Office of Student Financial Assistance offers a number of financial packages. Interested applicants are urged to contact that office directly for information about these packages. The deadline for an application is Feb. 1. The School of Arts and Sciences may offer scholarships for candidates of exceptional academic quality.

Professional Tuition Rate

Candidates taking courses in education are charged a professional per-credit-hour tuition, which is a reduction from the usual graduate tuition. The professional tuition for 2020-21 is \$1,190 per credit for full-time and part-time candidates.

Catholic School Educators Scholarships

Half-tuition scholarships for Catholic school educators are available to any administrator, teacher, guidance counselor, special educator or librarian who is currently employed in a Catholic preschool, elementary school or secondary school, and who intends to continue working in a Catholic school setting. These half-tuition scholarships may be used by graduate students in any school of the University except the Columbus School of Law. These half-tuition scholarships apply to the regular graduate tuition and not to the professional per-credit-hour tuition. The 50% tuition rate for Catholic school educators is \$987.50 per credit in 2020-21.

Degree Programs and Requirements

The Department of Education offers graduate opportunities in Secondary Education, Special Education (English, Math, and Social Studies), on the Master's level and in the Graduate Teacher Certification Programs. Candidates in all these teacher education programs are also eligible to earn a teaching certification upon completion of all requirements. The Master's in Learning and Instruction program is the only graduate program at the department, which does not offer a teaching license.

Any graduate candidate who obtains two or more grades below B- in coursework in his or her graduate program is subject to academic dismissal. For any graduate candidate in the teacher education program, no course with a grade below B- will be counted toward certification.

If a graduate candidate has taken a required course and received a grade of F, the candidate must repeat the course to earn a grade of B- or higher. A candidate may choose to repeat a course in an effort to earn a better grade regardless of the initial grade received. In both cases, the following rules apply:

- The candidate may repeat the course only once.
- Whether higher or lower, the later grade will be used in computing the grade point average.
- The candidate will only receive credit for taking the course once.

Continuous enrollment is required of all candidates in degree and certificate programs unless an authorized academic leave has been granted. Failure to maintain continuous enrollment or to obtain an official academic leave is considered to be evidence that the student has withdrawn from the university.

Master of Arts Degree (MA)

NOTE: Applications and Admissions are suspended indefinitely.

The Master's program consists of a minimum of 30 semester hours of post-baccalaureate coursework, completion of two research papers, and comprehensive examinations. All Master's candidates are required to complete nine hours of study in general education courses (i.e., core requirement). The remainder of the coursework is completed in one of the two specialty areas (Secondary Education, Special Education or Learning and Instruction). With the addition of a student teaching semester (12 credit hours),

School of Arts & Sciences - 2022-23 Graduate Announcements - The Catholic University of America

professional certification is available in Secondary English, Math, or Social Studies Education.

Applicants who are teaching full-time in the area of specialization may be eligible to substitute enrollment in a 4-credit student teaching experience together with a student teaching seminar.

Core Requirement

The core course requirement comprises three 3-credit courses. Successful completion of the following courses is mandatory for fulfilling this requirement:

EDUC 525 Psychology of Learning for Diverse Populations

EDUC 699 Introduction to Educational Research

EDUC 702 Advanced Foundations of Education

Transfer credit for the above courses is not usually allowed. Note, however, the University policy permits the transfer of up to six semester credit hours of previous graduate work into the Master's program with the approval of the candidate's academic adviser and the Dean of the School of Arts & Sciences. In addition, the Department of Education will normally consider for transfer only credits earned in the five-year period immediately preceding the candidate's admission to the University, and for which the candidate earned a grade of B or better.

Other Requirements

In addition to the core courses, candidates must satisfy three additional requirements. First, candidates complete a Program of Studies in their specialty area. A Program of Studies is a projection of the candidate's series of courses. It must be approved by the candidate's academic adviser and the Department Chair, and it must be filed in the candidate's departmental records before the end of the first year of study. Approval of a projected program does not obligate the University to offer all the courses listed.

Research Papers:

Requirements:

Master's candidates in Education are required to prepare two major Research papers. One Master's Research paper is written in EDUC 699: Introduction to Educational Research; a scholarly comprehensive literature review. The second Master's research paper is written in EDUC 702: Advanced Foundations of Education; a research paper that integrates an approved historical topic and philosophical analysis. Each paper must be at least 20 pages in length and include at least 20 scholarly references. Professors of record for the courses grade the Master's research papers. Candidates must receive a grade of B or better in order for the papers to count as the Master's research papers. Candidates who receive a grade lower than B on the paper have the option of working with the professor of the course to improve the paper to meet the requirements of a research paper. Such candidates must complete a contract with the course professor that specifies the steps and deadlines in revising the paper, with the final revision submitted for approval no later than the mid-term of the following semester. Completed research papers must be approved by the course instructor and by the Department Chair. They indicate their approval by signing the "Master's Research Paper Form", which includes an abstract of the paper.

Comprehensive Exam: Action Research Paper

Requirements: Teacher Education Master's candidates write an Action Research Paper (ARP) during their final teaching experience while enrolled in a field experience course. Candidates in the Master's Learning and Instruction program also complete a capstone paper in their capstone seminar.

Criteria for the Action Research Paper include a clear statement of educational philosophy, use of pretest data to document the problem under study, use of the reflective framework to examine dilemmas related to teaching strategies, use of scholarly literature to explore appropriate interventions, implementation of an intervention, use of posttest data to document the effect of the intervention on student learning, and personal reflection about the processes involved with transforming one's teaching. This paper must be 20-40 pages in length and include at least 20 scholarly references. The faculty member who supervises the candidate during the field experience course evaluates the paper using the ARP Comprehensive Exam Scoring Guide (rubric). The candidate's average score must meet expectations; i.e., it must be ≥ 4.0 , on a six point scale. Completed ARP papers must be approved by the assigned faculty member and by the Department Chair. They indicate their approval by signing the "Comprehensive Exam Action Research Paper Form", which includes an abstract of the paper. Papers must be submitted to the department before the graduation deadline date in order to graduate in the same semester.

Candidates must submit their Action Research Paper (ARP) electronically in Live Text, the department's web-based learning environment.

Candidates should register for Comprehensive exam:

- EDUC 698A Master Comprehensive exam w/classes
- EDUC 698B Master Comprehensive exam w/no classes

Licensure Test Requirements:

Master's candidates in teacher education need to take the PRAXIS II content knowledge tests relevant for their area of specialization in order to be admitted to student teaching. Passing scores on the PRAXIS CORE/CASE tests as well as on the PRAXIS II content knowledge test and PRAXIS II pedagogical knowledge test relevant to the area of specialization are required for certification. Knowledge in the specific content -area is considered a prerequisite for the program. Through a transcript review, applicants must demonstrate successful completion of 30-36 credit hours of coursework in their licensure content-area. Requirements in the specific content-area must be completed prior to student teaching.

Master's candidates pursuing a degree in Early Childhood Special Education need to submit passing scores on the PRAXIS CORE/CASE tests and take PRAXIS II tests in Early Childhood Special Education Content knowledge and Principles of Learning and Teaching in Early Childhood before program completion. Those interested in dual certification in early childhood special education and early childhood can also take the PRAXIS II Early Childhood Education Content knowledge test.

School of Arts & Sciences - 2022-23 Graduate Announcements - The Catholic University of America

Master's candidates pursuing a degree in Special Education need to take PRAXIS II tests in Special Education and Principles of Learning and Teaching (at the appropriate grade level) before program completion.
Graduate Teacher Certification Program (Non-degree, Certification only)

A Graduate Teacher Certification Program (GTCP) is available in Secondary English Education, Secondary Social Studies Education, and Secondary Mathematics Education. Admission to the GTCP requires a Bachelor's degree and passing scores on the PRAXIS CORE I (reading, writing and math) tests or alternative qualifying scores on SAT, ACT, or GRE as required by the District of Columbia for certification. Admission to the GTCP does not require scores on either the GRE or MAT.

The GTCP coursework overlaps with the coursework required for the Master's in teacher education, but candidates do not have to take comprehensive examinations and are not required to complete research papers in EDUC 702; yet, they are required to complete an Action Research Project (ARP) during their student teaching experience. Knowledge in the specific content-area is considered a prerequisite for the program. Through a transcript review, applicants must demonstrate successful completion of 30-36 credit hours of coursework in their licensure content-area. Requirements in the specific content-area must be completed prior to student teaching.

The Secondary Education GTCP consists of 15 credit hours of coursework plus 12 credit hours for student teaching together with a student teaching seminar. Applicants who are teaching full-time in the area of specialization may be eligible to substitute enrollment in a 4-credit student teaching experience together with a student teaching seminar. GTCP candidates must take the PRAXIS II Content Knowledge Test in their area of licensure before student teaching and pass the PRAXIS II Content Knowledge Test and PRAXIS II Principles of Learning and Teaching Test in order to obtain the license in the subject of interest.
Specialty Areas of Study for the Master's Degree

Teacher Education with Certification in Secondary Education. This specialty offers candidates the professional education coursework needed for state certification in Secondary Education. The program prepares teachers to work with diverse adolescent learners and focuses on learning theory and teaching methodology; instructional design and the use of assessments; and classroom management. Incorporated into the Master's program are opportunities to reflect on practice through directed field experiences. The Secondary Education sequence prepares middle school and high school teachers (7th-12th grade) in the following subject areas: English, Mathematics, and Social Studies. Through transcript review, applicants must demonstrate successful completion of 30-36 credit hours of coursework in one or more subject areas. Subject requirements must be completed prior to student teaching. The Master's program in Secondary Education is a 42-credit-hour program (34 credits for those with full-time teaching positions) that includes three 20/30-hour-practicum experiences associated with specific classes, and a semester of full-time teaching in a secondary school setting (12 credits) for those without a full-time teaching position. Master's candidates must take the PRAXIS II Subject Assessment Test in the subject of interest before student teaching and pass the PRAXIS II Subject Assessment Test and PRAXIS II Principles of Learning and Teaching Test in order to obtain the license in the subject of interest. Applicants who are teaching full-time in the area of specialization may be eligible for a full-semester, 4-credit capstone teaching experience in their own classroom together with the student teaching seminar.

Course requirements include those listed under Core Requirements, plus the following:

EDUC 581 Educating Diverse Learners

EDUC 582 Reading in the Content Areas: Learning to Learn from Text (plus 20 hours practicum field experience)

EDUC 586 Curriculum and Methods in Adolescents Education (plus 20 hours practicum field experience)

EDUC 765 Principles of Curriculum

EDUC 579 or

EDUC 580 or

EDUC 585

Methods course (Math, English, or Social Studies) (plus 30 hours practicum field experience)

EDUC 561, 562 &

563 or EDUC

600*

Student Teaching and Seminar: Secondary Education

*Capstone experience for candidates who are teachers of record in their own classrooms

Two additional electives (3 credits each) in Education or in the content area

Master's Program in Learning and Instruction.

The Master of Arts in Learning and Instruction is designed for graduate candidates from the United States and other countries with diverse academic interests and from diverse backgrounds planning to study complex issues related to the teaching-learning process. Distinct from other Master level programs offered by the Department of Education, this program is designed as a non-teacher certification or non-licensure program; in other words, completion of this program does not lead to a teaching license from a state board of education in the United States. This program was designed for international and US candidates who seek an advanced degree in education but who do not desire a teaching license from the United States.

The Learning and Instruction program prepares graduate candidates to develop an understanding of the multifaceted nature of education using theory and results from educational research to improve students' learning from preschool to 12th grade in a variety of contexts. Candidates integrate their knowledge, skills, and understanding of research methods to examine issues related to

School of Arts & Sciences - 2022-23 Graduate Announcements - The Catholic University of America

challenges in various educational settings by analyzing culturally and academically diverse students' learning experiences within the structure of the American educational system. The program places candidates in internships to extend their understanding of individual differences and provide a model for effective teaching methodologies in various types of schools and community settings.

The program comprises ten courses: 1) three departmental core courses, 2) three Learning and Instruction program core courses, 3) three courses in an area of specialization, and 1) one elective in the same area of specialization. The areas of specialization are: early childhood education, elementary education, secondary education, special education, early childhood special education, and literacy.

Admission Requirements

Applicants seeking admission to this Master's degree program must submit the following:

1. An application indicating a desire to pursue a Master's degree in education in the area of Learning and Instruction specifying the specialty the applicant wishes to pursue.
2. A statement of goals that is well written, demonstrates motivation, and gives evidence that the applicant's goals fit with Department programs.
3. Graduate Record Examination (GRE) Aptitude (verbal, quantitative, and analytical writing) score or a Miller Analogies Test (MAT) score.
4. Official transcripts of all previous undergraduate and graduate work. Applicants must have a minimum cumulative GPA of 3.0 (on a 4-point scale) in their undergraduate studies or its equivalent.
5. Three letters of recommendation, at least one of which should be from a person familiar with the applicant's academic performance; others may be from an immediate supervisor or other individual familiar with the applicant's professional work.
6. An admission interview with the program coordinator or department chair. For non-local or international candidates, a Skype interview can replace the in-person interview.

International Applicants:

1. Scores on the IELTS or TOEFL in accordance with university policy.
2. An official translation of foreign transcripts from an approved source (e.g., through World Education Services)

Program Requirements

The Master's program consists of 30 semester hours of post-baccalaureate coursework, the completion of two research papers as course requirements in EDUC 699 and EDUC 702, and a comprehensive examination. All Master's candidates are required to complete nine credit hours of study in general education courses (i.e., departmental core requirement), nine credit hours in the area of Learning and Instruction, nine credit hours in a specialty area, and three credit hours as an elective.

I. Departmental Core Requirement

The departmental core requirement comprises three 3-credit courses in general education. Successful completion of the following courses is mandatory for fulfilling this requirement:

Course Number Course Title

1. EDUC 525 Psychology of Learning for Diverse Populations CORE
2. EDUC 699 Introduction to Educational Research CORE
3. EDUC 702 Foundations of Education CORE

Transfer credit for the above courses is usually not allowed.

II. Learning and Instruction Core Requirement

The Learning and Instruction core requirement comprises three 3-credit courses. Successful completion of the following courses is mandatory for fulfilling this requirement:

Course Number Course Title

4. EDUC 637 Curriculum and Program Evaluation L&I CORE
5. EDUC 765 Principles of Curriculum and Instruction L&I CORE
6. EDUC 700 Seminar in Application of Learning and Instruction L&I CORE

III. Coursework in Area of Specializations

The Area of Specialization requirement comprises three 3-credit courses. Successful completion of the following courses is mandatory for fulfilling this requirement. A suggested elective is also listed for each area of specialization. Candidates can select any course as an elective but should discuss their choice with their advisor so it is incorporated into their programs of study.

Early Childhood Education

EDUC 541 Curriculum and Instruction in Early Childhood Education

EDUC 542 Models of Early Childhood Education

EDUC 639 Human Growth and Development

Elective - Pick ONE

EDUC 512

EDUC 513

EDUC 522

EDUC 545

EDUC 581

Curriculum and Instruction in Early Childhood and Elementary School

OR

Classroom Management for Regular and Special Needs Children

OR

School of Arts & Sciences - 2022-23 Graduate Announcements - The Catholic University of America

Race, Class, Gender, and Disability in Education

OR

Contemporary Issues in American Education

OR

Educating Diverse Learners

Elementary Education

EDUC 512 Curriculum and Instruction in Early Childhood and Elementary School

EDUC 513 Classroom Management for Regular and Special Needs Children

EDUC 581 Educating Diverse Learners

Elective - Pick ONE

EDUC 511

EDUC 521

EDUC 522

EDUC 523

EDUC 524

EDUC 545

EDUC 639

MUS 460

Children's Literature in Curriculum

OR

Teaching Early Childhood and Elementary Science, Health and Physical Education (PreK-6th Grade)

OR

Race, Class, Gender, and Disability in Education

OR

Methods and Materials in Modern Elementary Mathematics

OR

Reading and Language Arts in the Elementary School

OR

Contemporary Issues in American Education

OR

Human Growth and Development

OR

Music in the Early Childhood and Elementary Instruction

Secondary Education

EDUC 581 Educating Diverse Learners

EDUC 582 Reading in the Content Areas: Learning to Learn from Text

EDUC 586 Curriculum and Methods in Adolescent Education

Elective - Pick ONE

EDUC 513

EDUC 522

EDUC 545

EDUC 579

EDUC 580

EDUC 585

EDUC 639

Classroom Management for Regular and Special Needs Children

OR

Race, Class, Gender, and Disability in Education

OR

Contemporary Issues in American Education

OR

Teaching Mathematics in Middle Schools and High Schools

OR

Teaching English in Secondary Schools

OR

Teaching Social Studies in Secondary Schools

OR

Human Growth and Development

Graduation Requirements:

Candidates must complete the following requirements in order to graduate: 1) maintaining a minimum of a 3.0 GPA on a four-point scale in coursework and 2) passing a comprehensive exam that consists of the preparation and presentation of an educational portfolio.

Other Information

Transfer of Credit In addition to the University's regulations for the transfer of graduate work earned at another institution (see

General Information section), the Department of Education normally will consider for transfer only credits earned in the five-year period immediately preceding the candidate's admission to the school and courses in which the candidate attained a B or better. Advisers Each candidate at the Department of Education is assigned a faculty adviser prior to initial registration. It is anticipated that the candidate will take responsibility for making an appointment to meet with the faculty adviser at an early date. The advising faculty member provides guidance regarding study and degree requirements, academic problems that may arise during the candidate's course of study, and resources for the candidate.

Philosophy of Education (Ph.D.)

The graduate program in Catholic Educational Leadership and Policy Studies offered through the Department of Education at The Catholic University of America is designed to respond to the nationwide need to prepare future Catholic educational leaders. The program focuses on the academic, professional and spiritual development to prepare for service in leadership positions as diocesan superintendents, vicars for education, central office personnel and principals. The program, which offers the Master of Arts, the Advanced Graduate Certificate, or the Doctor of Philosophy, includes coursework and related activities that integrate the academic, professional and ecclesiastical perspectives that CUA can uniquely provide. The Catholic Educational Leadership program does not lead to state licensure.

Admission Requirements

Submit an application indicating an interest in being admitted to either the doctoral program or the advanced graduate certificate program in Catholic Education Leadership. Applicants may apply for admission online at: <http://admissions.cua.edu>. Candidates seeking admission to the doctoral program or the advanced graduate certificate in Catholic Education Leadership (CELPS) should possess a master's degree from an accredited institution in educational leadership or a related field, and submit for review and evaluation GRE or MAT scores, and official transcripts of all previous academic work.

Submit three strongly supportive letters of recommendation, at least one of which should be from a person familiar with the applicant's academic production and ability to do doctoral work; others may be from an immediate supervisor or others familiar with the applicant's professional work.

Submit a statement of goals that demonstrates motivation, is well written, and fits with the Department's programs. This detailed statement will indicate specifically why the applicant is seeking the degree and what areas of research they would like to explore in more depth. This statement should also include any information from the applicant's background that will help the admissions committee evaluate the applicant's potential for advanced graduate study.

In addition, an interview may be required with the program director or designee. For candidate with at least ten years of documented administrative experience as a diocesan official (e.g. superintendent, associate superintendent, school principal) or comparable administrative role, GRE and MAT scores may be waived and, upon review and approval by the Program's Coordinator, up to 24 graduate credits from an accredited institution may be transferred regardless of the date the credits were earned.

Degree Requirements

Master of Arts (M.A.) in Catholic School Leadership (only through ADW cohorts) - 30 credits including:

Departmental Core (9 credits)
Catholic Education Core (6 credits)
Educational Leadership and Policy Studies (15 credits)
Research project
Comprehensive examinations
Advanced Graduate certificate in Catholic Diocesan Leadership:
M.A. plus 19 credits (25 credits if M.A. is not in Catholic Educational Administration or Educational Leadership and Policy Studies)

Doctor of Philosophy in Catholic Education Leadership (Catholic Educational Leadership M.A. plus 40 credits, including):

Catholic Core (12 credits)
Leadership and Policy Studies (16 credits)
Research Core (12 credits)
Doctoral comprehensive examinations
Dissertation
Courses
Research Core
EDUC 633 Introductory Statistics for Behavioral Science
EDUC 637 Curriculum and Program Evaluation
EDUC 733 Experimental Design
EDUC 790 Qualitative Methods in Educational Research and Evaluation
Catholic Core
EDUC 704 History, Mission, and Practice of Catholic Education
EDUC 707 Contemporary Issues in Catholic Educational Policy and Practice
EDUC 715 Building Faith Community
EDUC 860 Research on Catholic Schools
Leadership and Policy Studies
EDUC 712 Fiscal Issues & Policy in Education

EDUC 713B Administration of Diocesan School Systems
EDUC 720 Emerging Leadership Theory
EDUC 751 Educational Administration Lyceum (1 credit)
EDUC 795 Administrative Internship
EDUC 828 Seminar: Administration and Organization Behavior

Undergraduate 4+1 Secondary Education (MA)
Open to current undergraduate CUA students ONLY

The undergraduate programs in Secondary Education prepare students as middle school and high school teachers in English, Mathematics, or Social Studies. Students who complete this program are ready to begin their teaching career in D.C. or to apply for a teaching license in a state of their choice, based on the Interstate Agreement between the District and most of the other continental States and Territories.

Conceived as a joint major, the program enables students to build a solid foundation in the discipline of their choice while introducing them to the multifaceted nature of education. It also strives to develop students' capacity for critical reflection on the purposes and practices of education by exposing them to the different theoretical perspectives that have historically guided educational choices and by introducing them to the psychological and pedagogical research literature and teaching methodologies, both general and specific to the content-area of their interest.

Knowledge in the specific content area is developed through classes offered by the respective disciplinary departments (i.e., English, History, and Mathematics) and courses included in the Liberal Arts Curriculum. The work in the classes is integrated with a sequence of field experiences in a variety of settings (e.g., middle and high school; Catholic, public, charter, and private schools) that culminates in a full-semester student teaching experience. In this way, students are able to cultivate their capacity for well-grounded, critical reflection on the field experiences, and to build their professional qualities and skills in a supportive environment.

The 5-year (4+1) BA/MA in English / MA in Secondary Education and BS in Mathematics and Secondary Education

This 4+1 program prepares students as middle-school and high-school English teachers while offering the opportunity for students to earn an MA in Secondary English Education in just five years. It builds on the excellent preparation in content and thinking offered by the English sequence of courses, and introduces students to the pedagogical foundations and the fieldwork needed to teach English in the secondary schools, effectively.

The program of study includes the following:

EDUC 261	Human Growth and Development
EDUC 271	Psychology of Education
EDUC 586	Curriculum and Methods in Adolescent Education First
ENGL 5xx	Graduate course in English 5xx (or higher)
EDUC 582	Reading in the Content Areas: Learning to Learn from Text
EDUC 702	Advanced Foundations of Education
EDUC 525	Psychology of Learning for Diverse Population
EDUC 699	Introduction to Educational Research
EDUC 765	Principles of Curriculum
EDUC 5xx	Content Methods Course
EDUC 581	Educating Diverse Learners
ENGL 5xx	Graduate course in English/History/ or Mathematics 5xx (or higher)
EDUC 500/561/562/563	Student Teaching, Seminar, and Capstone Experience

Department of English Language and Literature

Professor

Ernest Suarez, *David M. O'Connell Professor of English, Chair,*

Emeritus Professors	Glen Johnson; Virgil Nemoianu; Anne O'Donnell, SNDI; Joseph M. Sendry; Christopher Wheatley Gregory Baker; Daniel Gibbons, <i>Director of Undergraduate Studies</i> ; Tobias Gregory, <i>Director of Graduate Studies</i> ; Lilla Kopar; Michael Mack; Megan Murton
Associate Professors	
Assistant Professor	Amanda Auerbach
Clinical Associate Professor	Taryn Okuma
Clinical Assistant Professor	Kevin Rulo, <i>Director of Writing and Rhetoric Program and the University Writing Center</i>
Lecturer	Anca M. Nemoianu

The Department of English offers the M.A. and Ph.D. degrees in English and American literature. Further information is available on the departmental Web site: <https://english.catholic.edu/>

Applying for Admission

Prospective students may apply online at <https://www.catholic.edu/admission/index.html>. In addition to the completed application form and fee, graduate applications should include a personal statement detailing plans for graduate study, official transcripts from all previous institutions of higher learning, three letters of recommendation, and a writing sample of 15-20 pages of critical prose, preferably in the applicant's prospective field of specialization. The M.A. and Ph.D. programs in English accept applications for the fall semester. The deadline for funding consideration is February 1; applicants seeking funding should ensure that all their application materials have been received by that date. For logistical or technical questions on the application process, contact the CUA Office of Graduate Studies at 202-319-5247 or cua-gradadmissions@cua.edu. For academic questions, contact Dr. Tobias Gregory at gregoryt@cua.edu.

M.A. in English Language and Literature

The M.A. in English is conferred upon completion of 30 credit hours of coursework (normally ten courses), of which up to six credits may be transferred with the approval of the graduate director, and a comprehensive exam. Degree requirements are as follows:

- ENG 721 (Introduction to the Profession of Letters), to be taken at the student's first opportunity
- ENG 702 (Modern Trends in Criticism), to be taken at the student's first opportunity
- At least one research seminar (800-level course)
- Reading knowledge of at least one foreign language, which may be demonstrated through course work or by a proficiency exam.

The M.A. comprehensive exam consists of two parts: history of literature in English to 1800, and history of literature in English since 1800.

Ph.D. in English Language and Literature

The Ph.D. in English is conferred upon completion of 54 credit hours of course work following the B.A., a comprehensive exam, and a dissertation. Up to 24 credits may be transferred with the approval of the graduate director. Degree requirements include those for the MA (see above) with the following additions:

Two additional research seminars (800-level courses)

Reading knowledge of a second foreign language, which may be demonstrated through course work or by a proficiency exam.

Upon completion of course work the Ph.D. student takes a comprehensive exam consisting of three parts: literature of an historical period; literary theory and the history of criticism; and an individualized field in which the dissertation is to be written.

As the culmination of their academic training, doctoral students write a dissertation representing a substantial piece of original research. The student begins by submitting a proposal outlining the project to the department for approval. Students are expected to submit the dissertation proposal to the department within six months of successfully completing the Ph.D. comprehensive exam. The dissertation normally takes two to three years to complete.

With the approval of the graduate director, graduate students in English are welcome to take pertinent courses in other departments for degree credit. Courses taken to fulfill the language requirement do not also count for degree credit.

Students who receive two grades of C or below are subject to dismissal from the program.

M.A. / Ph.D in English Language and Literature

Prospective students should apply to the M.A/Ph.D program if they seek a Ph.D. in English and do not already hold an MA in English. If they already hold an MA in English literature, they should apply directly to the Ph.D. program. The requirements for the MA component of the MA/PhD program are those of the MA program.

Financial Support

Financial support for graduate students in English includes scholarships and teaching assistantships. Outstanding students entering the department's programs are also eligible for university-wide tuition scholarships. A number of graduate teaching assistantships become available each year within the department. These are awarded on a competitive basis. Teaching assistantships provide a full waiver of tuition and a cash stipend, in return for teaching six hours of lower-division English per semester or equivalent duties. Provided that all materials are received by February 1 (see application procedures, above) all applicants will be considered for any available scholarships and assistantships for which they qualify.

Joint M.A. (English)-M.S.L.I.S. Program

The Department of Library and Information Science and the Department of English offer a joint-degree program that enables students to have careers as editors in publishing, humanities librarians or antiquarian booksellers. The program requires 54 semester hours, 30 hours in library science and 24 in English. Applicants for joint degrees must submit complete and separate applications to both degree-granting units of the university. Joint degrees are conferred simultaneously after all requirements for both degrees have been met.

Courses Offered

Consult [Cardinal Station](#) for additional information about courses and to determine course offerings by semester.

Department of Greek and Latin

Professors	William E. Klingshirn, John F. Petruccione
Professor Emeritus	Frank A.C. Mantello
Associate Professors	William J. McCarthy, <i>Director of Graduate Studies</i> ; Sarah Brown Ferrario, <i>Chair</i>
Assistant Professor	Fabio Pagani, <i>Director of Undergraduate Studies</i>
Adjunct Assistant Professors	Sr. Maria Kiely, O.S.B.; Stephanie Layton Kim
Web site	https://greek-latin.catholic.edu/

The Department of Greek and Latin offers four graduate degrees-- the M.A. degree in Greek and Latin, the M.A. degree in Greek, the M.A. degree in Latin, and the Ph.D. degree in Greek and Latin--and three graduate-level Certificates, in Greek, in Latin, and in Greek and Latin. In addition to programs for each of these, the department also offers a combined M.A./Ph.D. program. Detailed information about all these programs is available at the department's website.

Programs at the master's level emphasize the study of classical Greek and/or Latin literature, but may also include approved coursework in history, art and architecture, patristics, post-classical Greek and Latin, Semitic and Egyptian languages, epigraphy, papyrology, palaeography, theology, philosophy, and other disciplines. M.A. programs do not require a thesis, but degree candidates must submit two substantial research papers for review by the faculty. In the doctoral program there is a special emphasis on the late antique period and on post-classical Greek and Latin, and a requirement that Ph.D. dissertations focus on a patristic, late antique, or medieval Greek or Latin topic.

This emphasis at the doctoral level reflects the department's reputation as a center for the study of Christian Greek and Latin, which is exemplified by two series of published dissertations it has sponsored over the years--*Patristic Studies* and *Studies in Medieval and Renaissance Latin Language and Literature*--and by *The Fathers of the Church*, a well-known series of English translations published by The Catholic University of America Press and long associated with this department. This unique heritage in the study

of late antiquity and the medieval period, which is shared by other departments and programs at the university, has also been responsible for the development of a number of projects undertaken by the university press, notably *Studies in Christian Antiquity*; *Medieval Latin: An Introduction and Bibliographical Guide*; and the *Catalogus translationum et commentariorum*, a series devoted to the medieval and Renaissance Latin translations of ancient Greek authors and to the Latin commentaries on ancient Greek and Latin authors up to the year 1600. The most recent initiative is *The Library of Early Christianity*, a series of texts and facing-page translations, whose editorial director is a member of the department's faculty.

The department's certificate programs (in Greek, in Latin, and in Greek and Latin) are special graduate-level qualifications available to post-baccalaureate, graduate, or continuing-education students. They provide concentrated and carefully supervised opportunities, unencumbered by the usual ancillary obligations of traditional degree programs, to receive intensive instruction in classical and/or post-classical Greek and Latin and to acquire the linguistic skills required for advanced studies and research in Classics and a wide variety of fields in the humanities. Admission is open to applicants with a completed bachelor's degree (in any field), and there is no need to submit GRE scores or to have had any prior experience in Greek or Latin. Each certificate program consists of 15 credit hours (five courses) of language study at the advanced level and can be completed in less than one calendar year if a student enters with intermediate-level language work already completed. Those without this linguistic background can satisfy prerequisites (elementary and/or intermediate-level language courses) during the summer before the selected certificate program begins.

The university's John K. Mullen of Denver Memorial Library houses excellent resources for graduate students, including medieval and Renaissance manuscripts and diplomata and 10,000 volumes from the renowned Clementine Library, assembled by Gian Francesco Albani (Pope Clement XI, 1700-1721) and his family. The department also maintains a growing library of its own within its suite, as well as a small collection of Greek and Roman antiquities. Teaching collections of Greek, Roman, and Byzantine coins are held in the University Archives. CUA's membership in the Consortium of Universities of the Washington Metropolitan Area ensures that students may take courses for CUA credit at participating institutions and have access to their libraries.

Students who wish to become candidates for the department's M.A. programs in Greek and Latin, in Greek, or in Latin should ordinarily have taken one or both of the classical languages as their programs of concentration in college or should have acquired equivalent training before beginning graduate work. Students wishing to be admitted as candidates for the Ph.D. degree should ordinarily have completed a B.A. or a master's degree program in Classics (at CUA or elsewhere), and should be primarily interested in studying patristics, late antiquity, or medieval Greek or Latin against the background of ancient Greek and Roman literature and culture. Deficiencies in training for graduate work, in either Greek or Latin, must be made up before students will be eligible for admission to courses conferring graduate credit. Transfer of graduate credits earned at other accredited institutions is permitted in accordance with the university's regulations. Graduate or Certificate students who receive a grade of C in any course are subject to review by the faculty of the department. Those who receive a grade of F or a second grade of C are subject to dismissal. Courses may be repeated only at the discretion of the chair.

Candidates for the M.A. and Ph.D. degrees must take written comprehensive examinations based upon departmental reading lists. A reading knowledge of French and German is strongly recommended from the beginning of graduate studies. Competence in either of these languages is required for the M.A. degrees in Greek and Latin, in Greek, and in Latin; documentation of a reading knowledge of the other, and of any additional relevant languages, is required prior to the three-part comprehensive examination for advancement to doctoral candidacy. For students in the combined M.A./Ph.D. program, advancement from the M.A. to the Ph.D. requires departmental and school approval of the Application for a Higher Degree. Approval is based on acceptable performance on the M.A. comprehensive examinations and a departmental commitment to mentorship of the student through the Ph.D. exam process, as well as, presuming advancement to doctoral candidacy, into the dissertation phase.

In any semester in which a graduate student is registered for comprehensive exams at any level, the student must take one of the following actions in order to remain in good academic standing: 1) take an exam (which may be a sight-translation or modern language exam); 2) submit a formal proposal for a major field or minor field examination for consideration by the full faculty. Any exceptions to this policy must be approved by the graduate adviser and the department chair.

Program Requirements

Program: M.A. in Greek and Latin	Semester Hours
GR 511: Greek Prose Composition	3
LAT 511: Latin Prose Composition	3
GR 655: Survey of Greek Literature	3
LAT 655: Survey of Latin Literature	3
Six other approved courses	18
Total	30
Modern language examination (French or German)	

Comprehensive examinations
Submission of two approved research papers

Program: M.A. in Greek	Semester Hours
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GR 511: Greek Prose Composition	3
GR 655: Survey of Greek Literature	3
Eight other approved courses	24
Total	30

Modern language examination (French or German)

Comprehensive examinations

Submission of two approved research papers

Program: M.A. in Latin	Semester Hours
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LAT 511: Latin Prose Composition	3
LAT 655: Survey of Latin Literature	3
Eight other approved courses	24
Total	30

Modern language examination (French or German)

Comprehensive examinations

Submission of two approved research papers

Ph.D. in Greek and Latin	Semester Hours
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M.A. degree program in Greek and Latin (or the equivalent)	30
CLAS 572: Mediterranean World of Late Antiquity	3
Three courses in Greek texts	9
Three courses in Latin texts	9
One other approved course	3
Total	54

Modern language examination (German or French and any other relevant languages)

Comprehensive examinations

Doctoral dissertation

Courses Offered

Consult [Cardinal Station](#) for additional information about courses and to determine course offerings by semester.

Professors	Katherine L. Jansen; Michael C. Kimmage, <i>Chair</i> ; Nelson H. Minnich; Lawrence R. Poos; Árpád von Klimó
Professors Emeriti	Uta-Renata Blumenthal; Ronald S. Calinger; John E. Lynch; Timothy Meagher; Leslie Woodcock Tentler; Jerry Z. Muller
Associate Professors	Thomas Cohen; Jennifer Davis; Laura E. Nym Mayhall; Caroline R. Sherman; Stephen A. West; Julia Young; Lev Weitz
Assistant Professors	Samuel K. Fisher
Clinical Associate Professor	Jennifer Paxton
Clinical Assistant Professor	Seth Smith
Affiliate	William Klingshirn
Visiting Professors	Massimo Ceresa

The department offers a B.A./M.A., an M.A. and a Ph.D. in history, as well as joint programs at the M.A. level with the Department of Library and Information Science, the Department of Education, and the Columbus School of Law. The joint M.A./M.S.L.I.S. and M.A./J.D. programs integrate history with professional training.

The focus at the M.A. level is on building a broad understanding of the historical development, critical historical issues, and research methodologies in one of four broad fields of history (Latin American, medieval, modern European or United States), or in the special field Late Medieval and Early Modern Religion and Society (1300-1800). Within these fields, no subfields are formally recognized. Thus, for example, while a student may have a strong interest in colonial United States history the student must also take courses on the nineteenth and twentieth century United States and will be expected to be conversant with the major issues of the entire period before completing the M.A. While it has special requirements (see below and consult the departmental website), the special field in Religion and Society in the Late Medieval and Early Modern World shares this characteristic.

At the Ph.D. level, the reverse expectations hold. A student works with faculty to develop three narrow fields of specialization—one defined as a major field and two as minor fields. The emphasis in the major field is on the development of depth of understanding and preparation for the Ph.D. dissertation. Students must expect to work very closely with individual faculty members and take courses that are closely focused.

Acceptable grades for a graduate student are A, A-, B+, B and B-. The University also records grades of C, but in the Department of History, although a student may receive University credit for completion of this course, any course receiving a grade below B- does not count towards a degree program. Any student incurring more than one grade below B- ("C" or "F") in a program may be dismissed.

Master of Arts

The M.A. requires completion of a minimum of 30 credit hours (10 courses) beyond the bachelor's degree. These courses must include HIST 601 and at least two research seminars (800-level courses or 700-level directed research). In consultation with the DGS and his or her advisor, a student may choose whether or not to write a thesis in lieu of the two research papers for the M.A. degree; those who choose the thesis option will register for six credit hours of thesis direction toward their minimum required credits.

Completion of the degree further requires satisfactory performance on a comprehensive examination in the student's chosen area of study (medieval or modern European, U.S., or Religion and Society in the Late Medieval and Early Modern World). Every student must also satisfy a language requirement, to be completed prior to the taking of the comprehensive examination. For most areas of study this requires qualification in a minimum of one language, but for medieval European history, two (typically Latin plus one other modern language). Satisfaction of the language requirement may be by any of the means outlined in the General Information section of these *Announcements* or by passing the Department of History language exam. Elementary language courses primarily concerned with grammar or reading comprehension do not count toward the minimum number of credit hours required for the degree. All M.A. students must also deposit copies of two research seminar papers with the department DGS. Students who choose the thesis option must register twice for thesis guidance and have the topic approved by the faculty and the dean. They will be awarded six hours of credit upon successful completion of the thesis.

M.A. Program in Religion and Society in the Late Medieval and Early Modern World

The department offers a special M.A. degree program in Religion and Society in the Late Medieval and Early Modern World. This program is designed for students who wish to study the historical dimensions of religion and religious experience in the period from the 14th to the 18th century in Western Europe and the Western Hemisphere. The requirements for this degree are essentially the same as for the regular M.A. degree except that students will concentrate their studies in a range of courses relevant to the program. The comprehensive examination will reflect the specific focus of this program.

Joint M.A. Programs

In addition to the regular M.A. program outlined above, the department cooperates with the Columbus School of Law and with the Departments of Library and Information Science and of Education.

1. The BA/MA Program in History

The BA/MA program offers students the opportunity to earn both degrees on an accelerated basis. Students accepted into the program may count up to four courses (12 credit hours) toward both the BA and the MA, thereby reducing the number of courses ordinarily required for the two degrees if pursued separately, and making it possible to earn both degrees in five academic years. Successful completion of the program requires careful planning; any student interested in the program should meet with the department's Director of Undergraduate Studies (DUS) and Director of Graduate Studies (DGS) as early as possible during undergraduate study in order to discuss and plan.

There are two stages of application to the program:

Application to participate: this should be filed by the end of the sophomore year. Eligibility requires a CUA cumulative grade point average of 3.5 or higher.

A student intending to apply to the program should meet with the DUS and the DGS to plan a series of graduate-level courses to be taken during the junior and senior years and to be designated as counting toward both BA and MA degrees. Students should be aware that the eventual MA degree will be in one of the areas offered by the department (Medieval Europe, Modern Europe, Religion and Society in the Late Medieval and Early Modern World, United States), and so the courses planned must fall into the area that the applicant intends to study at the master's level.

The application form (obtainable from the School of Arts and Sciences, 107 McMahon) requires approval by the chair of the department, the Associate Dean for Graduate Programs of the School of Arts and Sciences, and the Associate Dean for Undergraduate Programs of the School of Arts and Sciences.

The ordinary expectation is that a student in the program will take one graduate-level course each semester during the junior and senior year. (No student in the program may take more than two graduate-level courses in one semester before completion of the BA degree.)

Ordinarily, a student in the program will write the undergraduate senior thesis in the fall of senior year, and will do so by participating in one of the regularly scheduled sections of senior thesis seminar (HIST 496); that seminar must fall within the area in which the student will pursue the MA (as above). However, a student doing so should register for graduate-level directed research (HIST 793), and will be graded by graduate standards. This will meet both the senior thesis requirement for the BA and one of the two research seminars required for the MA. Students who do this will be eligible for consideration for the Zeender Prize for best senior thesis.

Application for admission for the MA: this should be filed in the fall of the senior year. The department's graduate admissions committee will evaluate the application, and performance in graduate-level courses taken up to that point will be an important criterion for acceptance. Students in the BA/MA program do not need to take the GRE examination. The application is online at <https://www.catholic.edu/admission/graduate/index.html>

In all other respects except those noted above (the double-counting of up to four courses toward both BA and MA, and the arrangement for senior thesis to count as one of the two research seminars required for the MA), students in the program must meet all the requirements for the MA degree as specified in the department's graduate studies handbook, available at <http://history.catholic.edu/graduate/Handbook.cfm>

There are time limitations within which each part of the BA/MA program must be completed; for this, students should consult the general policy of the School of Arts and Sciences for BA/MA and BS/MS programs at <http://arts-sciences.catholic.edu/undergraduate/advising-handbook/formbama.cfm>

2. J.D./M.A. Program.

Admission to the law school is a prerequisite for the joint J.D./M.A. program. Nine law credits can be applied toward the minimum of 30 credits required for the M.A. in History. Students fulfill all other requirements for the Master's degree: proficiency in a modern language, minimum G.P.A. of 3.0, two research seminars, satisfactory performance on the comprehensive exam. For further information regarding this option, contact the department Director of Graduate Studies.

3. M.A./M.S.L.I.S Program.

The joint program leading to an M.A. in history and an M.S.L.I.S. in library and information science requires a total of 51 credit hours (30 in library and information science and 21 in history). The history segment of the program requires that the student follow the non-thesis option and complete HIST 601, a minimum of two research seminars (800-level courses or 700-level directed research), and four more courses (readings courses or research seminars) in the student's chosen area of history. Nine credits are transferred from the M.S.L.I.S. in library and information science program to complete the degree. The student must also satisfy the requirements for a comprehensive examination and languages described above. For information on the M.S.L.I.S. in library and information science requirements, consult the Department of Library and Information Science section of these *Announcements*.

4. M.A./M.A. in Secondary Education Program.

The joint program leading to an M.A. in history and an M.A. in secondary education requires 24 credit hours in secondary education

courses, 12 credit hours (one semester) of full-time student teaching, and 21 credit hours in history of which one course (3 credit hours) must be HIST 601. The joint program thus requires a total of 57 credit hours, as opposed to 72 for the two degrees taken separately. Insofar as history is concerned, most other requirements apply as for the basic M.A.: students in the joint program must meet the same language requirement and take the same comprehensive exams, although the joint program requires one research seminar instead of the two required for the basic M.A.

In addition, applicants should demonstrate undergraduate coursework in the following fields: geography, economics, civics, anthropology and/or sociology. Lack of prior work in these fields does not limit the possibility of an applicant being accepted into the program, but applicants without such preparation may need to complete additional courses required for licensure in secondary social studies teaching before beginning student teaching. A transcript analysis will determine if additional coursework is necessary to meet licensure requirements.

Doctor of Philosophy

The Ph.D. requires completion of a minimum of 54 credit hours (18 courses) beyond the bachelor's degree. At the end of the first semester of residency, a departmental committee reviews the grades and performance in the semester's courses and evaluates good progress. In the case of students entering the Ph.D. program with an M.A. degree already obtained from another institution, the department may transfer a maximum of 24 credit hours (eight courses) toward the minimum required for the Ph.D. The 54 credit hours must include HIST 601 (or its equivalent from another institution's graduate program) and a minimum of four research seminars (800-level courses or 700-level directed research, though HIST 603 can be substituted for one of the seminars). An M.A. thesis in history from another institution may take the place of two of these seminars.

Further, the Ph.D. requires satisfactory performance on comprehensive examinations in one major and two minor fields of historical study, which are defined through consultation with each student's adviser. Every student must also satisfy a language requirement prior to the taking of the comprehensive examinations: for most areas of study this requires qualification in a minimum of two languages, but for medieval European history, three (Latin plus two others). Satisfaction of the language requirement may be by any of the means outlined in the General Information section of these *Announcements* or by passing the Department of History language exam. Elementary language courses primarily concerned with grammar or reading comprehension do not count toward the minimum number of credit hours required for the degree.

Finally, the Ph.D. requires completion of a dissertation under the direction of faculty advisers and the dissertation's satisfactory defense.

Every Ph.D. student's program of study is tailored to that student's particular fields of focus, which in turn are intended to relate to the nature of the eventual dissertation research. Students must thus work closely with their mentors, and student and mentor together must make every effort to define the comprehensive examination fields and the curriculum necessary to prepare for them as early as possible in the student's progress through the program. Within two or three semesters of entering the Ph.D. program, each student must have a colloquy--a formal meeting with the faculty members expected to participate in examinations in that student's major and minor fields--in order to define the nature of the fields and to specify remaining coursework necessary to prepare for each field. The report of the colloquy committee remains part of the student's departmental file as a guideline for completion of studies. One of the minor fields may be in a discipline entirely outside history (such as literature, political science, or anthropology, for example).

The department has a limited number of merit-based, tuition-remission scholarships, endowed stipends and stipendiary teaching assistantships to offer graduate students, and reviews the credentials of all applicants to identify potential candidates for such awards.

A more complete set of instructions regarding all aspects of the graduate degree programs may be obtained from the department's Web site.

Courses Offered

Consult [CardinalStation](#) for additional information about courses and to determine course offerings by semester.

Center for Human Rights

Program Director: William Saunders, J.D., Human Rights Fellow, Institute for Human Ecology

The Center for Human Rights, which is associated with the Institute for Human Ecology (IHE), advances the Catholic contribution to the understanding and protection of fundamental human rights through its Master of Arts degree in human rights. The center is under the direction of the Program Director, with the assistance of an interdisciplinary committee selected from the collaborating departments and schools.

The Catholic perspective on human rights is vitally important. The commitment to human rights is a permanent feature of the world following World War II, and recognized by various international documents. However, as several popes have noted, claims based on mistaken premises about human rights have marred the promotion and protection of true human rights.

The degree draws upon the offerings of five existing schools of the university (Arts & Sciences, Law, Philosophy, Theology & Religious Studies, and Canon Law). It benefits from the participation of an advisory board, which consists of distinguished academics and former diplomats — including Robert George, Mary Ann Glendon, John Keown, John Dilulio, Helen Avare, Thomas Farr, and Kevin Flannery, S.J.

The program will award scholarships that will help defray some or all of the tuition costs for as many students as possible.

M.A. Degree in Human Rights

The Master of Arts in human rights is designed for graduate students from the United States, as well as abroad, who wish to study human rights from a distinctly Catholic perspective. The program aims to equip students to understand the nature of human rights, and prepare them to articulate — and advocate for — a sound understanding of human rights in domestic and international fora. It also prepares graduate students to think critically and promote the common good.

Students enrolled in the M.A. in human rights program must complete 30 credits hours of coursework, including core courses, an internship with a human rights organization, and the capstone course. The capstone course will consist of a seminar, and requires completion of a research paper.

A full listing of the required and elective courses in the M.A. in human rights program is available at <https://ihe.catholic.edu/mahumanrights/#Curriculum>.

Required courses for the M.A. in Human Rights Program:

- PHIL 633 Philosophy of Natural Right and Natural Law
- LAW 611 Public International Law
- POL 644 Modern Christian Political Thought
- CL 716 Religious Liberty
- TRS 661 Christian Anthropology
- Capstone course

The faculty teaching these courses are committed to integrating the insights of Catholic Social Thought into their curricula. Many faculty are also fellows of the Institute for Human Ecology.

In addition to the formal curriculum, the students will benefit from a rich variety of guest speakers on topics related to human rights, drawn from the wider D.C. community. When they are in D.C., members of the advisory board will meet with the students.

Students must maintain a minimum of a B average in order to graduate. They will fulfill the normal requirements for a Masters of Arts degree in Arts & Sciences. Students must take comprehensive exams during their final semester.

Department of Library and Information Science

Additional program and policy information is available at <https://lis.catholic.edu/>

Professor Youngok Choi, Chair

Associate Professors Sung Un Kim; Sue Yeon Syn; Jane Zhang

History

The Department of Library and Information Science was founded at The Catholic University of America in 1939 as the Department of Library Science in the School of Arts and Sciences. It has been accredited continuously by the American Library Association since 1948. The school library media program of study is recognized by the American Library Association (ALA) and state approved by the District of Columbia Office of the State Superintendent of Education (OSSE). In 1974, in recognition of the increasing importance of its role in information services, "information science" was incorporated into the name of the department.

Vision

LIS transforms the role of libraries and information in society globally and locally, through excellence in teaching, scholarship, and service by engaging with the rich resources of our region and beyond, for the betterment of humanity.

Mission

Through teaching, research, and service, the department contributes to the creation and management of knowledge and information, preserves heritage and scholarship, and demonstrates our commitment to the common good. The Department of Library and Information Science produces information professionals imbued with the values of the library and information science profession, and the department's values of collaboration, community, innovation, and excellence. In accord with the mission of The Catholic University of America, the department advances the dialogue between faith and reason and cultivates a commitment to service in the field of library and information science

Program Goals and Objectives

The LIS programs develop graduates who:

- Are skilled in organizing, disseminating, managing and preserving information;
- Are skilled in the use of information technologies and articulate the role of information technology in facilitating information management;
- Demonstrate a commitment to the philosophy, principles and legal and ethical responsibilities of the field;
- Are capable of serving information seekers in a global society;
- Appreciate education and service as integral to the role of the information professional in society;
- Interpret and apply research results from library and information science and related fields;
- Articulate the economic, political, cultural, and social importance of the information profession;
- Are dedicated to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users in society.

Application

The Admissions Committee reviews each applicant's entire record. The committee considers numeric scores, background, talent and other attributes that are needed by the information professions. Readiness to engage in academic work, analytic and conceptual thinking ability, strong writing skills and a commitment to the application of new techniques and concepts to the information professions are also considered.

These qualities are exemplified in the application process. See details on the [Admissions](#) page.

International Students

Library and Information Science requires that applicants from non-English- speaking nations whose previous education has not been at institutions of higher education in the United States certify their proficiency in English by submitting scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). A minimum score on the TOEFL of 580 (paper-based test) or 237 (computer-based test) or 92 (Internet- based test) is expected. On the IELTS, an Overall Band score of 6.5 or higher is required.

A certified translated copy of an applicant's transcript is needed if it is not in the English language. All transcripts issued from outside the United States must be certified by a recognized evaluator of international educational records (such as [WES](#) or [AACRAO](#)), even if in the English language. Education completed at institutions outside of the United States, as shown by official documents, may be accepted as equivalent to educational experience in the United States. For more information, including deadlines for international applicants, see [International Admissions](#).

Application Deadlines

To ensure consideration, the department recommends the following dates for applications:

April 1 Applicants for starting in Summer Sessions

July 15 Applicants for fall admission

Nov. 15 Applicants for spring admission

For the most current information on registering for visiting student status or for post-master's study, please call the Department of Library and Information Science at 202-319-5085.

Tuition and Fees

Students receive the [Professional Programs Rate for tuition](#), which is reduced from the standard university tuition. For the complete Tuition & Fees Schedule, please visit [Enrollment Services](#).

Kortendick Scholarships

These competitive scholarships are awarded to promising incoming students, generally as a \$5,000 award to be used during the

first two semesters of study. Priority consideration is given to applicants with a minimum GPA of 3.5 and combined GRE scores of at least 300. For most favorable consideration, candidates should provide GRE scores when applying to the program.

Graduate Library Pre-Professional Program and Scholarship

The Graduate Library Pre-Professional Program, administered by The Catholic University of America Libraries with the cooperation of the Department of Library and Information Science, provides selected students in the Library and Information Science program with pre-professional work experience in the university libraries. The GLP Program allows students to complete their degree requirements within a two-year period and combines full-time, salaried work with part-time study. [University Libraries](#)

Participants receive the Graduate Library Pre-Professional Scholarship, which provides six credit hours of tuition per semester. The GLP program is administered by the [Mullen Library](#) (202-319-5055). More details and information on how to apply are posted on the [Graduate Library Pre-Professional \(GLP\) Program](#) web page.

Howard and Mathilde Rovelstad Scholarship

The Howard and Mathilde Rovelstad scholarship is offered to students who are already enrolled in LIS who have demonstrated exceptional qualities. For more information, see the [Rovelstad Scholarship](#).

Third-Party Financial Aid

Many third parties offer financial aid for library students. The American Library Association, in addition to its own scholarship program ([ALA Scholarship Program](#)), keeps an [annual directory](#) of awards from state library agencies, national and state library associations, local libraries, academic institutions, and foundations which give some form of financial assistance.

Degree Requirements

A total of 36 semester hours of graduate credit is required for receipt of the Master of Science in Library and Information Science (M.S.L.I.S.) degree, of which 30 semester hours must be taken in Library and Information Science at The Catholic University of America and completed with a minimum grade point average of 3.0 (B). Candidates for the M.S.L.I.S. degree must also pass a [comprehensive examination](#).

The university normally expects that requirements for master's degrees will be completed within three years. Students who do not complete their coursework within four years of enrolling in the program must petition the faculty in writing for an extension of time. Extending the completion of coursework beyond this point requires the approval of both the faculty and chair.

Baseline Technical Requirements

Successful completion of the program requires competencies in basic computer applications, such as email, word processing, Internet use, and use of library systems. Students also need regular access to computer and Internet resources, and refer to the Baseline Technology Requirements to assess their needs. CUA and LIS also offer computer lab facilities for student use. CUA [computer labs](#) are available across campus. LIS maintains a computer lab as well laptops for students to check out. The [Technology Inventory](#) provides a detailed list of LIS resources.

Core Courses

All students are required to complete with a passing grade the following core courses: LSC 551, 553, 555, and 557. These courses cover the central elements of the curriculum: acquisition and organization of information; retrieval and dissemination of information, technological applications; information sources and services, and the important policies, standards and ethical issues facing information professionals. A core course requirement may only be waived if the student has comparable transfer credit. Students are urged to complete the core courses within the first 18 semester hours of coursework.

Elective Courses

The department offers a rich array of specialized courses and joint-degree programs. Students will work with their academic advisers to design a sequence of courses appropriate to their professional objectives.

Comprehensive Examination

Candidates for the M.S.L.I.S. degree must pass a comprehensive examination. Students may not register for this examination earlier than the final semester of coursework. Registration for the examination requires a minimum GPA (Grade Point Average) of 3.0 for courses taken in Library and Information Science, with no provisional reports of incomplete (I) remaining on the student's record. Comprehensive examination briefings with an explanation of procedures are held each semester.

The department sends written notification to students informing them of the results of the comprehensive examination. Those who fail must retake the entire examination in a subsequent term. Candidates who fail a second time are no longer eligible to receive a master's degree.

The comprehensive examination tests a common knowledge base that will qualify the candidate to perform professionally and provides a foundation for the individual to acquire greater expertise as needed. Questions from former semesters and more details are available on the department's [Comprehensive Exams](#) webpage.

Courses at the Library of Congress

The program usually offers two courses each term, including summer, at the Library of Congress in Washington, D.C.

Excepting students in the online program, all students should expect to earn credits on the campus of The Catholic University of America in Washington, D.C., as many classes are offered only on campus. Information about off-campus classes and specific course offerings for a given semester is available from the department office and the Web site

Online Courses

In addition to face-to-face classes on campus and at the Library of Congress, LIS offers fully online classes. [School Library Media](#) (SLM) students can complete their degree by taking all online courses. Other students may also complete their degree requirements by taking all online courses, though not every course in the catalog is offered online students may take a practicum in the D.C. area or any area of their selection

Grading

Letter grades are given to students taking courses for credit unless these courses are graded "pass-fail." The quality of a student's performance in a particular course, including such factors as ability to meet deadlines and participation in class discussion, is the only basis for a grade. Faculty will provide feedback to students evaluating the performance on which a grade is based.

Students are cautioned that any grade below a full B (3.0) is considered marginal in Library and Information Science programs, and a grade of C is viewed with grave concern. Students receiving two grades of C or a single grade of F will be dismissed from the program. Students receiving low grades should consult with instructors and advisers immediately about ways of improving their academic performance.

Students in library and information science are expected to be aware of and adhere to the information in the General Section of the [Graduate Announcements on Grades and Grade Reports](#) (including incompletes, unethical practices, academic honesty, change of grade, dismissal) and [change of enrollment](#) (including academic leave, change of course, withdrawal from a course and withdrawal from the university).

Independent Study

Academic credit may be earned for concentrated study in a subject or problem to meet a student's special need or interest. Students enroll in a formal course and work under the direction of a full-time faculty member. Arrangements must be made with the instructor well in advance of registration. Except in unusual circumstances, Independent Study should be taken in fall or spring semester, not in summer. Tuition is charged at the Professional Programs rate.

Practicum

Through its practicum, the department offers students a unique opportunity to gain professional experience in one of the many libraries in the Washington metropolitan area or elsewhere. Students may earn three graduate credits by working 120 hours under the supervision of a professional librarian who is not their direct supervisor at their place of employment. Hours of the practicum may be arranged at the mutual convenience of the student and supervisor. A variety of public, academic, school and government libraries, as well as special libraries and archives, serve as practicum sites.

A student may usually take one practicum as part of the M.S.L.I.S. program. All students who are planning to work as school media specialists must plan to take a practicum (LSC 695B) course. Further details about the practicum and a partial list of sites are available on the department's [practicum web site](#) or from the practicum coordinator.

Joint-Degree Programs

Joint-degree programs provide students with opportunities to combine work in two disciplines in order to acquire competence in specialized areas of library and information science. In general, such programs allow students to obtain two graduate degrees sooner than they could acquire each independently. Joint degrees are conferred simultaneously after all requirements for both degrees have been met.

Joint J.D. (Law)-M.S.L.I.S. Program

Library and Information Science and the Columbus School of Law offer a joint-degree program to provide academic preparation for law librarianship. Many law library positions require both a law degree and a library and information science degree. The total number of library and information science semester hours of graduate credit required is reduced to 27, and a student in the program may apply up to 12 library science credits toward the J.D. degree.

Joint M.A. (History)-M.S.L.I.S. Program

Library and Information Science and the Department of History offer a joint-degree program requiring a total of 51 semester hours of graduate credit, 21 in history and 30 in library and information science. Completion of both degrees separately would require a total of 66 hours.

Joint M.S. (Biology)-M.S.L.I.S. Program

Library and Information Science and the Department of Biology offer a joint-degree program requiring a total of 60 semester hours of graduate credit. Of the total credit hours, between 24 and 30 must be in biology and between 30 and 36 must be in library and information science.

Joint M.A. (Musicology)-M.S.L.I.S. Program

Library and Information Science and the Benjamin T. Rome School of Music, Drama, and Art offer a joint degree program in music librarianship in which students take 30 semester hours of graduate credit in library and information science and 21 hours in the graduate program in musicology.

Joint M.A. (English)-M.S.L.I.S. Program

Library and Information Science and the Department of English offer a joint-degree program that enables students to have careers as editors in publishing, humanities librarians or antiquarian booksellers. The program requires 54 semester hours, 30 hours in library science and 24 in English.

School Library Media Program

The school library media program is selected by students who wish to work with young people in school libraries of public and private K-12 institutions. This course of study is offered as a fully online program, but students may also enroll in some traditional face-to-face classes.

Catholic University's LIS program is accredited by the American Library Association (ALA) and is also approved by the District of Columbia Office of the State Superintendent of Education (OSSE). Those who have completed Catholic University's SLM program are eligible for a license/endorsement in DC and - through a reciprocity agreement - in other states and jurisdictions including Virginia and Maryland.

The CUA Library and Information Science program offers a variety of courses that focus on school library media services. Each student is required to take the four required core courses along with appropriate mid-level and advanced courses.

Note that very specific requirements must be fulfilled in order to receive the state- issued certificate, which is required to work in public school libraries. Because of this, it is vitally important that students pursuing this course of study stay in close contact with their advisor to ensure that their coursework will fulfill state requirements. Students who lack valid teaching certificates should be aware that there is a high probability that they will be required to take some education courses in addition to the courses listed below, to qualify for certification as a school media specialist.

Required core courses for all students are:

LSC 551	Organization of Information
LSC 553	Information Sources and Services
LSC 555	Information Systems in Libraries and Information Centers
LSC 557	The Information Professions in Society

Students interested in receiving the school library certification are required to take the following electives:

LSC 606	Cataloging and Classification
LSC 641	Collection Development and Management
LSC 731	Media Integration in the Curriculum
LSC 752	Design and Production of Multimedia
LSC 848	Media for Children
LSC 849	Media for Young Adults
LSC 872	Administration of School Library Media Programs
LSC 695B	School Library Media Practicum

The following link provided detailed course descriptions:

<https://lis.catholic.edu/academics/courses/course-descriptions/index.html>

Transfer or Waiver of Credit

For additional information, see <https://lis.catholic.edu/admission/transfer-waiver/index.html>

Transfer of Credit

Students may request that six semester credit hours of graduate coursework from another institution be accepted for transfer into the M.S.L.I.S. program. Students requesting transfer of credit must submit a completed [Transfer of Credit/Waiver Request Form](#) for each course; an official transcript issued to the school directly from the institution attended, and catalog descriptions of each course. The transfer of credit must be approved by the student's adviser, department chair, and the dean of the school. Guidelines for acceptance of credits are as follows:

1. The student has already successfully completed 12 semester hours in the school with at least a 3.0 average.
2. The courses were taken by the student after receiving the bachelor's degree.
3. A grade of B or better was received in the course(s) for which the transfer of credit is requested.
4. The courses taken are designated on the official transcript of the granting academic institution as graduate courses, and the transcript is on file in the office of Library and Information Science. (An official transcript is one issued by the institution attended that is forwarded directly to the school office and bears the seal of the university, the signature of the registrar and the date of issue.)
5. The student is not already excused from six semester hours because the student holds a graduate degree in another subject area.

Approval for transfer of credit involves a number of factors, including the accreditation status of the institution from which graduate credits were earned, the specific content of the courses and their consistence with the program of study that the student is pursuing at The Catholic University of America. A primary consideration is that the transferred courses not duplicate the content of courses taken in the master's degree program at Catholic University.

Courses outside the field of library and information science may be approved for transfer. The purpose of allowing courses to be taken outside of the professional program is to give students opportunities to gain competencies which are not available in the department, but which will substantially contribute to their education as information professionals. The student must demonstrate how the course will materially and specifically contribute to the student's professional education, make the student's program a more cohesive whole, and lead to a specific educational attainment for the student. Students without previous library education courses or extensive experience are advised to confine their efforts to library and information science courses.

Waiver of Core Courses

Although no more than six semester hours can be accepted for transfer, some course work in library and information science may be acceptable in lieu of core courses in the department, but such acceptance of one or more course waivers will in no way result in a decrease in the number of credit hours required for the M.S.L.I.S. An elective course must be taken for each course waived.

Students must petition for waiver of core courses by completing the [Transfer of Credit/Waiver Request Form](#). An official transcript and a catalog description must also be submitted. Waivers of core courses must be approved by the student's adviser and the chair.

Previous Graduate Degree Exemption

A student who holds one or more accredited graduate degrees when admitted to the school will be automatically exempt from six semester credit hours, but all remaining credit must be earned within Library and Information Science. An official transcript of the graduate degree must be submitted at the time application is made to the school.

Academic Program Overview

Master of Science in Library and Information Science (M.S.L.I.S.)

The [M.S.L.I.S. degree](#) is highly relevant in the 21st century. In today's information intensive society, the demand for professionals with the ability to manage information and data and help people navigate the dynamic and changing information environment is very high. Graduates assist users and organizations in finding information, making sense of information, and using information to support decision making. The roles of information professionals are expanding and becoming more stimulating and rewarding than ever.

Graduates of the M.S.L.I.S. program might find themselves employed in library settings such as academic or K-12 school libraries. They may work for special libraries serving government agencies, businesses, non-profits, or organizations that make intensive use of information, such as think tanks. They may work as reference librarians, information architects, managers of information systems, or digital librarians who manage data and information on the Internet.

Additional Information

Courses Open to Undergraduates

Graduate courses at the 500 and 600 level are open to undergraduates at The Catholic University of America, who may begin graduate studies in library and information science while fulfilling undergraduate degree requirements. The students must obtain the permission of their advisers as well as the chair of Library and Information Science to enroll. Credits earned in excess of those required for the undergraduate degree may be applied toward the M.S.L.I.S. program only after the undergraduate degree has been conferred and the student has officially applied and been accepted to the program by the Admissions Committee. The department also offers several undergraduate courses: LSC 255, Introduction to Information Systems; LSC 322, Digital Content Creation and Management; LSC 324, Actionable Intelligence; LSC 325, User Interface Design and Evaluation; LSC 327, Introduction to Data Science; LSC 335, Human Information Behavior; LSC 433, Information Retrieval and Analysis; LSC 452, Design and Production of Multimedia; LSC 453, Programming for Web Applications; and LSC 456, Systems Analysis and Evaluation.

Google Groups

The Library and Information Science program maintains several Google Groups that serve our community:

- Students
- Alumni
- Adjunct Faculty
- Job seekers

For more information and instructions see [Google Groups](#).

Advising System

Upon admission, students are assigned advisers based on the areas of interest stated in their applications. Students are expected to make contact with faculty advisers by email, in person or by phone each semester. Advisers assist students in planning academic programs, reviewing progress, and career counseling. It is the department's philosophy that regular contact between advisers and students contributes both to the student's success and to our ongoing evaluation of the program. Students are expected to plan a balanced program of study of core courses, basic courses, and specialized electives with the assistance of their advisers. Course selections should be approved by the student's adviser.

Career Services

Catholic University maintains an excellent [Career Services](#) office to help students and alumni secure employment after graduation. They are able to help students with résumés and cover letters and help them search for job openings. Alumni may also want to check out the [Alumni Career Network](#) for more information.

Continuing and Post-Master Education

The continuing education program is designed to offer librarians, archivists, and information specialists the opportunity to update and expand their professional competencies and skills. Those interested must complete an application to enroll as post-master's students to take selected courses. Whether you need to take a course for employment reasons, or you just want to stay current, LIS courses can help.

Post-Master's Certificate

Students may enroll in the post-master's certificate program which culminates in an advanced certificate in library and information science. This program consists of 24 graduate semester credit hours, six of which may be taken in related disciplines. Course selection is at the discretion of the student, so may be customized.

In this program, the student also may choose to register for an independent study to investigate a particular problem under the direction of a full-time faculty member. Arrangements for independent studies must be made with the instructor well in advance of registration.

Advanced Certificate Program in Cultural Heritage Information Management (CHIM)

The certificate is designed for those individuals possessing a master's degree in related fields who work in libraries, archives, museums, historical societies, government, and other cultural memory institutions. The certificate program offers working professionals an opportunity to acquire and renew relevant skills for their career adjustment in the field of cultural heritage

information management.

Certificate candidates must complete five 3-credit classes:

- LSC 612 Foundations of Digital Libraries
- LSC 615 Metadata
- LSC 635 Human Information Behavior
- LSC 648 Digital Curation
- LSC 677 History and Theory of Cultural Heritage Institutions

NOTE: Candidates are encouraged to consult with the advisor (Dr. Choi) about the certificate and courses.

Certificate Admission Requirements

Applicants for the advanced certificate program are required to have a master's degree in a relevant field and professional working experience of at least 2 years in the field (employer letter or proof of employment required); applicants are not required to take the GRE.

- Application Form, accompanied by a \$60 nonrefundable application fee. Applicants should list Advanced Certificate in Cultural Heritage Information Management under "Specify course(s) you plan to take."
- Transcript showing award of master's degree.
- Minimum GPA of 3.0.
- Completion of the five courses (15 credit hours) of the certificate program within 24 months.

Advanced Certificate Program in Library Leadership and Management

A joint program of the [Busch School of Business](#) and Library and Information Science, the Advanced Certificate Program in Library Leadership and Management is intended for librarians who have completed their master's, but have found themselves in management positions or feel they need competency in management to advance in their careers. It offers the management education librarians may have missed in the library program, and it is specifically designed with the needs of working librarians in mind.

It is flexible and customizable to meet the needs of librarian managers in all sectors of the profession: higher education, public librarianship, school library media programs, specialized information and knowledge services, and those working in nontraditional information services roles.

The Advanced Certificate requires 18 credit hours, consisting of the following 6 courses:

- MSM 505: Project Management (Busch School of Business)
- MSM 652: Managerial Decision-Making: Tools and Techniques (Busch School of Business)
- LSC 672: Management
- LSC 635: Human Information Behavior
- LSC 675: Research Methods in Library and Information Science
- LSC 695A: Practicum

Honor Society

Beta Phi Mu, the international honor society for professional librarians, established the Iota chapter at the school in 1964. The faculty nominates outstanding students, who meet the requirements as defined by the society, to be invited to join the society in the calendar year following their graduation.

Student Organizations

All students registered in the M.S.L.I.S. degree program are members of the Association of Graduate Library and Information Science Students, which each year elects officers and sends representatives to the Graduate Student Association of The Catholic University of America. AGLISS invites speakers to the campus and schedules social events during the school year.

There are four student associations for Library and Information Science students at CUA:

- [AGLISS](#), Association of Graduate Library and Information Science Students
- [CUA Student chapter of SLA](#), Special Libraries Association
- CUA Student chapter of ASIS&T, American Society for Information Science and Technology
- CUA Student chapter of SAA, Society of American Archivists

Students also participate in the activities of other area professional associations, including the Law Librarians Society of Washington, D.C., and the Catholic Library Association.

Professors	Kiran R. Bhutani, <i>Chair</i> ; Alexander Levin
Professors Emeriti	Victor M. Bogdan; Lawrence Somer
Associate Professors	Sherif El-Helaly; Guoyang Liu; Farzana A. McRae; Prasad Senesi; Curtis Holliman; Vijay Sookdeo
Assistant Professors	Donald Larson; Peter Ulrickson
Clinical Associate Professor	Ravi Kalpathy
Clinical Instructors	Joshua Himmelsbach; Anita Shagnea

The Department of Mathematics offers the following Graduate Programs in Mathematics:

- Master of Science in Mathematics
- 4+1 Bachelors/MS in Mathematics
- 4+1 BS/MA in Mathematics/Secondary Education

Master of Science in Mathematics

The Department of Mathematics offers **Master of Science in Mathematics** with two tracks:

- *Theory track*: This track is oriented towards students who are interested in mathematics as an abstract discipline. These students may be considering a Ph.D. in mathematics or in a related discipline. Core coursework for this track includes fundamental topics in advanced abstract mathematics.
- *Industry track*: This track is designed for students who intend to use mathematics in engineering, computer science, medicine, business, industry, social science, or other fields. Core coursework for this track requires at least two courses from a field related to mathematics, such as computer science or engineering, which will help students see how advanced mathematics is used in practical contexts.

Each of these tracks will include a thesis option.

Degree Requirements and Coursework

The MS degree will require completion of 30 credits of coursework, which is 10 courses for students not taking the thesis option. Students electing the thesis option can complete the requirements of the MS program by taking 8 courses plus two semesters of thesis work (under guidance of a math faculty member). The thesis work will start with their second semester in the graduate program. Exceptions could be made for strong students to begin their thesis work in the first semester of graduate study.

Of the courses required for the MS degree, at least six courses must be from mathematics. The MS program will allow students in the theory track to choose at most two and in the Industry track to choose at most four courses (approved by the graduate committee) from other areas to prepare them for various career paths and opportunities open to them. These include computer science, engineering, business and finance, physics and the social sciences. Incoming students can transfer at most two courses (approved by the graduate committee) towards their master's degree. These two courses must have been taken at the graduate level when they were pursuing their bachelor degree.

Students in the Theory Track must complete a required core of two graduate courses: a course in topology and a course in advanced algebra.

Students in the Industry track must complete a required core including a graduate level course in statistics and two to four graduate courses from other departments subject to approval by the graduate committee.

The following table outlines the courses making up the core and elective requirements for each track of the MS program (core requirements are underlined).

Course	Theory track	Industry track
1	<u>Graduate advanced algebra course</u>	<u>Graduate statistics course</u>
2	<u>Graduate topology course</u>	<u>Two approved graduate courses in a related field</u>
3	Six Mathematics electives.	

4	Of these, up to two can be approved courses in a related field.	Five Mathematics electives Of these, up to two can be approved courses in a related field.
5		
6		
7		
8		
9	Thesis or two additional Mathematics electives	Thesis or two additional Mathematics electives
10		

Courses offered: The Mathematics Department already offers courses at the graduate level and has the capacity to offer many more. Current or potential offerings include the following.

- Partial Differential Equations
- Combinatorics
- Algebra
- Coding Theory
- Fuzzy Sets and Fuzzy Logic
- Topology
- Algebraic Topology
- Graph Theory
- Advanced Graph Theory
- Lie Groups and Lie Algebras
- Numerical Analysis
- Category Theory
- Stochastic Processes
- Analysis
- Statistics
- Number Theory
- Optimal Control Theory
- Mathematical Logic

Application Requirements

Eligibility: The MS program is open to students with a bachelor's degree in mathematics, and also to applicants who have developed a substantial mathematical background with a degree in engineering, computer science, physics, statistics or finance. The requisite mathematical proficiency is ordinarily demonstrated through the completion of the following courses: Calculus I, II, and III, a course on proof techniques, linear algebra, abstract algebra, and analysis.

Students who are eligible for Master's program should note that standard university guidelines for eligibility will apply, in addition to the following:

- GPA of at least 3.00 in math courses in their undergraduate degree or permission of the Graduate Committee.
- At least one letter of recommendation from a math faculty at their undergraduate institution.
- A statement of purpose.

Application Procedure: Application to the graduate program should be submitted via https://cardinaladmissions.force.com/TX_SiteLogin?startURL=%2FTargetX_Portal_PB. Coursework and related information can be found at <https://mathematics.catholic.edu/academics/graduate/index.html>

4+1 BS/MS or BA/MS Program in Mathematics

The Department of Mathematics offers a combined 4+1 Bachelors/MS program in mathematics that is designed to allowed for strong and motivated undergraduate mathematics students to complete their master's degree in mathematics and their bachelor's degree (BA or BS) in mathematics in a total of five year: the bachelor's degree will be completed in four years, and the master's degree will be completed in one additional year.

This 4+1 program has two tracks:

- **Theory track:** This track is oriented towards students who are interested in mathematics as an abstract discipline. These students may be considering a Ph.D. in mathematics or in a related discipline. Core coursework for this track includes fundamental topics in advanced abstract mathematics.
- **Industry track:** This track is designed for students who intend to use mathematics in engineering, computer science, medicine, business, industry, social science, or other fields. Core coursework for this track requires at least two courses from a field related to mathematics, such as computer science or engineering, which will help students see how advanced mathematics is used in practical contexts.

Each of these tracks will include a thesis option.

Rationale for the Program

The 4+1 program not only enables students to complete both degrees in five years rather than the usual six, but also prepares them well for further graduate study and/or a wide range of opportunities in industry.

Degree Requirements and Coursework

The 4+1 program is designed to allow students to complete the requirements of both a BA (or BS) in Mathematics and a MS in Mathematics in 5 years, with completion of the BA (or BS) in the first four years and completion of the MS in the fifth year. Students in the 4+1 program will take four graduate courses in their undergraduate years that will count towards both the BA (or BS) and the MS in Mathematics. *The course requirements for the MS portion are the same as those listed in the MS Degree Requirements section.*

Application Requirements

Eligibility: Standard university guidelines for eligibility will apply, in addition to the following:

- GPA of at least 3.25 in math courses or permission of the Graduate Committee
- Completion of Calculus I, II, III, and solid progress (or completion) in Math 248
- At least one letter of recommendation from a math faculty
- A statement of purpose

Application Procedure: Mathematics majors can apply to the 4+1 program as early as the second semester of sophomore year, but no later than the summer before their senior year. We will advise students about the program as early as their freshman year so they understand the expectations and requirements. The graduate committee will review each application on its own merit. For coursework and requirement, visit <https://mathematics.catholic.edu/academics/accelerated-masters-program/index.html>

For application guidelines, visit <https://www.catholic.edu/admission/undergraduate/index.html>

4+1 BS/MA in Mathematics/Secondary Education

The 4+1 BS/MA in Mathematics Secondary Education is designed for undergraduate students who are interested in a teaching career to begin working towards a MA in Secondary Education while completing their BS in Mathematics.

Rationale for the Program

Students in the program will major in mathematics and thus will acquire the content knowledge necessary for teaching mathematics in secondary schools. The advantage of the program is to enable students to complete both degrees in five years, including one summer, rather than six years (12 semesters).

Degree Requirements

The BS in Mathematics requires 40 courses. The MA in Secondary Education requires 14 courses or 42 credits: 24 credits in education (eight three-credit graduate courses), 6 credits (two three-credit graduate electives in education or mathematics), and 12 credits for student teaching (one two-credit course, two three-credit courses and one four-credit course).

For each degree separately students would need to complete 54 courses: 40 for the BS in Mathematics and 14 for the MA in Secondary Education. While working toward their BS degree, students in this program will take two graduate courses in education and two graduate mathematics courses (12 credits) that will count toward both the BS in Mathematics and the MA in Secondary Education. Therefore, the 4+1 program will enable students to complete both degrees with a total of 50 courses since 4 courses will count for both degrees. This allows for the completion of the BS in Mathematics at the end of four years, and their MA in Secondary Education a year later.

Admission and Application Requirements

Students who wish to enroll in the 4+1 BS/MA in Mathematics Secondary Education should follow the following procedures:

- In their sophomore year, mathematics majors who may be considering teaching mathematics in secondary schools should take EDUC 251 and EDUC 271. Both courses are required to obtain a teaching license and the results of the students' performances in them are used as part of the admission process into the Teacher Education Program.
- At the end of their sophomore year, these students will apply to the Teacher Education Program. If accepted into the Teacher Education Program, they can opt to apply for the 4+1 program. These students will be evaluated by the Department of Mathematics and the Department of Education to assess their potential to complete Master's level courses in Education and Mathematics. In addition to supporting recommendations from faculty, students must maintain an overall GPA of at least 3.50, including at least a 3.00 GPA in Education and Mathematics courses and at least a grade of B- in Math 248 (Foundations of Advanced Mathematics) to qualify for admission into the 4+1 Program.
- An undergraduate student who does not meet the requirements for the 4+1 program, or who opts to leave the 4+1 program before their senior year, can still complete the undergraduate BS major in Mathematics Secondary Education in four years.

Courses Offered

Consult [Cardinal Station](#) for additional information about courses and to determine course offerings by semester.

Center for Medieval and Byzantine Studies

Program Director Lilla Kopár, Associate Professor of English

Center for Medieval and Byzantine Studies website: <https://arts-sciences.catholic.edu/academics/interdisciplinary/mbs/index.html>

List of Affiliated Faculty: <https://arts-sciences.catholic.edu/academics/interdisciplinary/mbs/faculty/index.html>

The Center for Medieval and Byzantine Studies serves as a meeting point for a community of scholars whose research focuses on the medieval period (c.500-1500). The Center is under the general direction of an interdisciplinary committee selected from collaborating departments and schools, and offers both undergraduate and graduate programs. Members of the faculty in the Medieval and Byzantine Studies program are drawn from the Departments of English, Greek and Latin, History, Modern Languages and Literatures, and Semitic and Egyptian Languages and Literatures in the School of Arts and Sciences, the Schools of Canon Law, Theology and Religious Studies, Philosophy, and the Benjamin T. Rome School of Music, Drama, and Art.

The purpose of the Medieval and Byzantine Studies program is to promote the understanding and study of the medieval world and its diverse cultures, to introduce students to various fields of the discipline and their methodologies, and to promote a solid basis for advanced research into the medieval period in subject areas which require a background that transcends the boundaries of a single discipline. In addition to exploring the historical and cultural developments within the traditional boundaries of medieval Europe, students have opportunities to study Byzantium, the Islamic world, Near Eastern Christianity, and Judaism.

The study of the Middle Ages has enjoyed a special prominence at Catholic University since its foundation, and the University has fostered research in nearly all the areas comprising the modern interdisciplinary field of Medieval and Byzantine Studies. The John K. Mullen of Denver Memorial Library holds special collections in medieval history, canon law, philosophy, and theology, as well as a fine selection of manuscripts and rare books. Further, scholars can benefit from the proximity to extraordinary special collections at the Library of Congress, the Folger Shakespeare Library, the National Gallery of Art, and the Dumbarton Oaks Research Library and Collection.

In addition to university-wide scholarships, the program awards a limited number of graduate stipends and the Lorraine Elisabeth Cella Memorial Scholarship Award for research support to outstanding students.

Certificate in Medieval Studies

The Certificate in Medieval Studies, composed of 15 graduate credit hours, is designed to offer students a broad experience in various components of medieval civilization, providing both perspectives and tools for specialized research. Students enrolled in the program may focus on the Medieval West, on Byzantine and Orthodox Studies, or the Islamic World, and follow an interdisciplinary curriculum consisting of courses in history and social structures, thought and worship, and cultural and artistic expressions. For more information, see <https://arts-sciences.catholic.edu/academics/interdisciplinary/mbs/graduate/certificate-program.html>

M.A. Degree in Medieval and Byzantine Studies

The M.A. degree, like the certificate, is designed as an interdisciplinary program that recognizes the complex intertwining of history, theology, philosophy, languages, literatures, material culture, and the visual arts for the study of the Middle Ages. In particular, students interested in acquiring the linguistic and methodological background necessary for advanced work in the many fields of Medieval Studies need a structure that permits the widest possible latitude. The program allows students to specialize in the study of the Medieval West, Byzantium, or the Islamic World.

The coursework required for the degree is 30 credit hours in an interdisciplinary distribution (in the broad categories of History and Social Structures; Thought and Worship; and Cultural and Artistic Expressions), six of which may be for the completion of an M.A. thesis. Students who choose the non-thesis option must submit two research papers.

Distribution of courses:

Focus on the Medieval West:

- a) Four approved graduate courses (12 credit-hours) selected from the following three categories (no more than two from any one category): (1) History and Social Structures; (2) Thought and Worship [NB: Students are strongly encouraged to take PHIL 602: Introduction Medieval Philosophy and/or TRS 727: Introduction to Medieval Theology, unless they have already completed equivalent courses.]; (3) Cultural and Artistic Expressions.
- b) Two approved graduate courses (6 credit-hours) in one or two medieval languages/literatures (Latin, Old English, Old French, etc.) and/or in palaeography/manuscript studies.
- c) Two graduate courses (6 credit-hours) in the area of specialization as approved by the faculty adviser.

Focus on Byzantine and Orthodox Studies:

Five approved graduate courses (15 credit-hours) selected from the following two categories (at least one from each category):

- (a) Byzantine history, history of the Christian Near East, and other medieval history;
- (b) Eastern Patristic theology, Eastern liturgy, and ancient/late antique Greek Philosophy.

Language Course work

- a) Either: The Graduate Certificate in Greek (15 credit-hours) offered through the Department of Greek and Latin at CUA; or:
- b) Three approved advanced courses (9 credit-hours) in Greek and two approved advanced courses (6 credit-hours) in one of the following medieval languages: Latin, Arabic, Coptic, or Syriac.

Focus on the Islamic World:

- a) Four approved graduate courses (12 credit-hours) selected from the following three categories (no more than two from any one category): (1) History and Social Structures; (2) Thought and Worship; (3) Cultural and Artistic Expressions.
- b) Two approved graduate courses (6 credit-hours) in one or two medieval Semitic languages/literatures (Arabic, Syriac, Coptic, Ethiopic, Armenian, or Georgian) or in Greek or Latin.
- c) Four graduate courses (12 credit-hours) in the area of specialization as approved by the faculty adviser.

A written comprehensive examination is required and the student must demonstrate reading proficiency in a modern research language and graduate-level competence in a relevant medieval language (Latin, Greek, or Arabic). A cumulative grade point average of at least 3.2 is required to continue in the program. For more information, see <https://arts-sciences.catholic.edu/academics/interdisciplinary/mbs/graduate/ma-program.html>

Ph.D. Degree in Medieval and Byzantine Studies

The Ph.D. program incorporates the M.A. coursework while also requiring an additional 24 credit hours of coursework in a chosen area of specialization and one minor field, comprehensive exams, and a dissertation based on an interdisciplinary research project. The written comprehensive examinations are based on reading lists approved by the exam committee. Students must also demonstrate reading proficiency in two modern research languages and graduate-level competence in a medieval language or languages (Latin, Greek, Arabic, etc.) required for their research. Students must maintain a cumulative grade point average of at least 3.2 to continue in the program.

Course work:

- a) The M.A. Program in Medieval and Byzantine Studies (30 credit-hours). [Students with master's degrees in other programs or from other accredited institutions can apply to transfer up to 24 hours of graduate credit.]
- b) Six approved graduate courses (18 credit hours) in the *area of specialization*, i.e., in one of the following three categories, selected in one discipline or in a combination of two or more disciplines with the approval of the MBS director and the major faculty adviser: History and Social Structures; Thought and Worship; Cultural and Artistic Expressions
- c) Four approved graduate courses (12 credit hours) in the *minor area*, with the approval of the MBS director and the minor faculty adviser. The minor area should be a separate area of interest, with only limited overlap with the major area. The minor area can be a traditional discipline (e.g., history, philosophy), a subject area (e.g., Anglo-Saxon England), a methodologically based field (e.g., gender studies), or any other coherent field of study.

For more information, see <https://arts-sciences.catholic.edu/academics/interdisciplinary/mbs/graduate/phd-program.html>

M.A./Ph.D. option

There has been an M.A./Ph.D. option where the student first completes the M.A. program and is awarded the degree, and subsequently submits a simplified application to move on to the doctoral program. If the Steering Committee approves the request based on academic performance, the student may move on to the Ph.D. program.

NOTE: The Ph.D. program and the combined M.A./Ph.D. program are currently not accepting new students.

Courses Offered

A full listing of approved graduate courses accepted towards a graduate degree in Medieval and Byzantine Studies is listed each semester at the Center's website at <https://arts-sciences.catholic.edu/academics/interdisciplinary/mbs/courses.html>. Courses are offered by affiliated faculty members in various schools and departments across campus.

Department of Modern Languages and Literatures

Professors Emeriti	Joan T. Grimbert, Mario A. Rojas, J.M. Heimonet, Stefania Lucamante
Associate Professors	Margaret Ann Kassen, <i>Chair</i> ; Daniel García-Donoso, Mario A. Ortiz, Chelsea Stieber
Clinical Associate Professor	Amanda Sheffer
Clinical Assistant Professors	Cybèle Arnaud, Elena Gutierrez, Kenyse Lyons, Charmaine McMahon, Mayka Puente de Righi, Katharina Rudolf, Anastasiya Stoyneva
Clinical Instructors	Valeria Garino, Elizabeth Guthrie, Jennifer Maxwell

Ph.D. Program in Hispanic Literatures and Cultures

Admission to the Ph.D. program is currently suspended.

The PhD Program in Hispanic Literatures and Cultures prepares students to be well-rounded scholars able to conduct independent research of publishable quality in their fields of specialization. We place great emphasis on assisting our students in the process of establishing an academic dialogue with colleagues in their own and other fields. From the beginning of the program we encourage and support our students to actively present their work at scholarly conferences and professional meetings, as well as to begin a promising publication career. We see it as necessary to provide curricular flexibility and professional mentoring in fields not strictly related to academia- editorial positions (i.e. publishing houses, news agencies), cultural institutions (libraries, foundations), and U.S. government agencies and private companies seeking individuals with specialized knowledge in multicultural and foreign affairs. We encourage our students to take advantage of CUA's location in the political and diplomatic heart of the U.S.

The normal preparation for the doctoral program is an M.A or M.Phil. in Spanish Language, Literature or Hispanic Studies. Students with different backgrounds are encouraged to contact the Director of Graduate Study before submitting an application to inquire if they qualify for admission.

GRE scores are required for all U.S. applicants. International students whose native language is not English must present either TOEFL or IELTS scores. GRE scores are required of international students who have obtained B.A. or MA degrees in English-speaking countries. Students are selected on the basis of undergraduate and graduate (if applicable) records, GRE, TOEFL or IELTS scores, a Statement of Purpose indicating research interests, 3 confidential letters of recommendation and a 20-25 page academic writing sample in Spanish. The department may schedule interviews to complete the application process.

The Ph.D. is offered in Hispanic Literatures and Cultures. The program leading to the Ph.D. degree includes courses in three general areas: (1) Colonial and Postcolonial Spanish America; (2) Modern and Contemporary Peninsular; and (3) Modern and Contemporary Spanish America. Candidates for the Ph.D. take a minimum of 54 semester hours of credit.

Required Courses:

Students entering the Ph.D. program with an M.A. from another institution may transfer up to 24 credits. These students are required to enroll in the following courses:

- ML 521: Principles and Practice of Second Language Teaching
- ML 531: Theory and Criticism
- 3 area courses: 1 in each of the three areas
- 4 area courses: at least 1 in two different areas

- 1 free elective course outside of the MLL department

Students transferring less than 24 credits will decide the distribution of any extra credits with the Director of Graduate Studies.

Students entering the Ph.D. program with an M.A. from CUA are required to earn a minimum of 24 credits beyond the credits counted for the M.A.

- 3 courses: 1 in each of the three areas.
- 4 elective courses within the department
- 1 free elective course outside of the MLL department.

Comprehensive Examination:

After completion of the required coursework, students take written and oral comprehensive exams:

- 1) Two written exams on general areas outside the area of specialization
- 2) One written exam covering the overall student's area of specialization
- 3) One written exam covering an elective area within the student's area of specialization
- 4) One oral exam to discuss the answers and topics of the written exams.

Dissertation Proposal:

After passing the comprehensive examination and within the first semester of being admitted to candidacy, students prepare an annotated bibliography of at least 25 sources on the topic of their chosen area of research. When this bibliography has been approved by the dissertation committee, students prepare their dissertation proposal. The proposal is submitted to the dissertation director and then to the members of the dissertation committee for approval. The Ph.D. candidate then orally presents the proposal before the tenured and tenure-track faculty for final departmental approval and submits it with the request for approval of committee and topic to the Graduate Dean.

Required Research Languages:

M.A. Degree Candidates: Candidates for the M.A. degree in the Department of Modern Languages and Literatures may be certified by the departmental chair as having fulfilled this requirement with their proficiency in Spanish. International students must be proficient in English.

Ph.D. Candidates: Candidates for the Ph.D. degree are required to demonstrate a reading knowledge of a second language. The research language will be chosen, with the adviser's approval, to fit the program selected by the candidate. Depending on the student's field of research, additional languages may be advisable.

The accepted method of satisfying this requirement is either:

1. Passing the Graduate School Foreign Language Test;
2. Satisfactorily completing the department's noncredit intensive course in the language, Reading for Comprehension (500);
3. Having a Ph.D. minor in the language and receiving certification of such from the departmental chair; or
4. Being certified as having proven competency in the language in a graduate course on the 500 level or above.

Directed Reading Courses:

The department also offers independent study courses to accommodate the needs of individual students under special circumstances.

Courses Offered:

Consult [Cardinal Station](#) for additional information about courses and to determine course offerings by semester.

Professors	John Philip, <i>Chair</i> ; Duilia F. DeMello; Aaron Dominguez; Biprodas Dutta; Tanja Horn; Steven B. Kraemer; Ian L. Pegg; Lorenzo Resca
Professors Emeritus	Hall L. Crannell; Jack R. Leibowitz; Daniel I. Sober; Herbert M. Uberall;
Associate Professors	Abhijit Sarkar; Vadim Uritsky
Research Professors	Leon Ofman; Tommy Wiklind; Robert Robinson
Adjunct Associate Professors	Shrikanth Kanekal; Shawn Domagal-Goldman; Travis Fischer; Henrique Roberto Schmitt
Adjunct Assistant Professor	Teresa Neives-Chinchilla
Research Associate Professors	Valentina Braitto; Michael Corcoran; Michael A. Cordiner; Nicholas A. Mecholsky;; James N. Reeves; Adolfo F. Viñas; Jia Yue; Rachel Bartek
Assistant Professor	Grzegorz Kalicy
Research Assistant Professors	Gioia Rau
Research Associates	Hassanali Akbari, Kevin Albin, Carina Alden, Madeleine Anastopoulos, Jose Aponte Silva, Mary Aronne, Tibebe Ayalew, Miguel Benayas Penas, Jeffrey Brosius, Alessandro Bruno, Fernando Carcaboso Morales, Juan Diego Carrillo Sanchez, Marta Casti, Fanny Cattani, Peter Chen, Min-Yang Chou, Anna Chulaki, Angela Chung, Glyn Collinson, Michael Corcoran, Gonzalo Cucho-Padin, Natalie Curran, Lars Daldorff, Kristen Darnell, Erin Dawkins, Darren De Zeeuw, Simone di Matteo, Gwenaëlle Dufour, Mostafa El Alaoui, Frank Ferguson, Cristian P. Ferradas, Henrike Fleischhack, Barbara Frasl, Austen Gabrielpillai, Beatriz Gallardo-Lacourt, Priyarshini Ghosh, Ashley Greeley, Sun Hee Lee, Andrew Inglis, Mi Wha Jin, Shaela Jones-Mecholsky, Intae Jung, Suk-bin Kang, Christina Kay, Graham Kerr, Gladys Kober, Burcu Kosar, Alexander Kutepov, Harri Laakso, Iker Liceaga Indart, Guiping Liu, Robert Loper, Sonya Lyatsky, Ramesh Mainali, Pertti Makela, Hannah McLain, Anne Michelle Mendoza, Karin Muglach, Haruka Muramatsu, Krister Nielsen, Chigomezyo Ngwira, Leon Ofman, Elon Olsson, Gangkai Poh, Petr Pokorny, Gioia Rau, Nelson Reginald, Michael Reiner, Luis Rodrigues de Marcos, Jenny Marcela Rodriguez, Michelangelo Romano, Nathaniel Roth, Tarik Mohammad Salman, Tyler Schiewe, Chris Shrader, Mykhaylo Sergeevich Shumko, Danielle Simkus, Nithin Sivadas, Jonathon Smith, Richard Starr, Orville Christopher St. Cyr, Christopher J. Stubenrauch, Nimalan Swarnalingam, Aleksandre Taktakishvili, Teresa Tatoli, Samuel Teinturier, Jack Wang, Tongjiang Wang, Sambid Wasti, Isak Wold, Hong Xie, Seiji Yashiro, Sachiko Yashiro-Akiyama, Valery Yudin, Natalia Zambrana Prado

The Department of Physics offers programs leading to the degrees of Master of Science in Physics, Applied Physics and Nanotechnology, Nuclear Environmental Protection and Applied Space Weather Research and Doctor of Philosophy in Physics, Applied Physics and Nanotechnology. These degrees are designed to prepare the candidate for a professional research career. Research areas include nanophysics, astrophysics, nuclear physics, particle physics, biophysics condensed matter physics, and statistical mechanics. Also, arrangements can be made for cooperative research projects in nearby governmental laboratories such as GSFC, NRL, NIH and NIST.

Master of Science Degree in Physics

Candidates for the M.S. degree in Physics must complete a minimum of 30 semester hours of graduate work in residence. For successful completion, the cumulative GPA is required to be at least 3.0. In the non-thesis program at least 24 semester hours must be in physics, and no more than nine of these may be in courses numbered below 600. Mastery of the material presented in PHYS 621, 622, 623, 624, 659 and 660 is required of all students. In the thesis option, at least 18 semester hours must be in physics, six of which may be in research guidance and not more than nine in courses numbered below 600. For either option, the student must satisfactorily pass a comprehensive examination.

Master of Science Degree in Applied Space Weather Research

Space weather refers to conditions in the space environment that impact technical systems, such as communication, navigation, aviation, satellite command and control, and electric power. Recognition of the importance of space weather has been increasing over the past 20 years, largely due to new knowledge about the many impacts to human technology from solar and geomagnetic storms. With the increasing human presence in space and blossoming of the New Space industry, this is the ideal time for the creation of academic departments in Space Weather at colleges and universities. Candidates for the CUA's M.S. degree in Applied Space Weather Research must complete a minimum of 30 semester hours of graduate work, maintaining a B average. In the thesis option, at least 18 semester hours must be in core space weather courses. Mastery of the material presented in ASWR 601, 602, 603, 604, 628, and PHYS 525, 536 is required of all students. The master's thesis research project will account for an additional six semester hours. For the non-thesis program at least 24 semester hours must be in space weather courses.

Master of Science Degree in Applied Physics and Nanotechnology

Candidates for the M.S. degree in Physics must complete a minimum of 30 semester hours of graduate work in residence. Mastery of the material presented in APN 525, 565, 568, 586, 641, 667, 677 is required of all students. For successful completion, the cumulative GPA is required to be at least 3.0. In the non-thesis program, the students will be required to take at least twenty-four semester hours from the list of approved courses. The remaining six credit hours may comprise courses taken in other departments at Catholic University with the director's consent. In the thesis option, a maximum of six credit hours may be devoted toward independent research performed for the preparation of a thesis and at least eighteen semester hours must be from Applied Physics and Nanotechnology courses. Courses will be selected in consultation with the program director such that no more than twelve credit hours may be accumulated from courses below 600-level. The remaining six credit hours may be out-of-discipline courses taken at Catholic University with the permission of the student's advisor or program director. Each student in the thesis-option category will be required to choose a thesis advisor and submit a project proposal to the program director. The thesis project will focus on subjects in the general field of applied physics and nanotechnology. Before a degree is awarded, students must make a formal presentation of their thesis work to a general audience, including the faculty of the program. Students pursuing an undergraduate degree in any science or engineering discipline or in mathematics at Catholic University can opt for the "4+1 Track" option for the M.S. in Applied Physics and Nanotechnology. In this track, after successful completion of their B.S. degree, the student will be able to earn an M.S. degree in two additional semesters or in approximately nine months. For the "4+1 Track" option, a student must take four courses stipulated by the Applied Physics and Nanotechnology program (12 credit hours or more) with good standing in Catholic University (cumulative GPA of 3 or more). Thesis option will not be allowed in the "4+1 track"; the students will take an additional 18 credit hours of coursework from the list of approved courses. These courses will be chosen in consultation with the program director following the completion of the B.S. curriculum.

Master of Science Program in Nuclear Environmental Protection (NEP)

The current reevaluation of nuclear power options, including fuel recycling and underground disposal options for used fuel and other high-level wastes, is crucially dependent on the role of and commitment to nuclear environmental protection. Also, environmentally responsible cleanup of legacy wastes from the Manhattan Project and the cold war demands that a large and well-educated workforce of nuclear professionals be trained over the next several decades. The NEP Master's program contributes to these goals by providing a thorough understanding of the underlying chemical, physical, materials and radiation safety aspects as well as of transport, storage, disposal, and regulatory issues. The degree will provide students with immediate marketability as well as significantly increased career opportunities for professionals working in nuclear and related fields.

The NEP program consists of a total of eight courses (three credits each) and a final project (six credits) and requires one year (full time) or two to three years (part-time) to complete. Students must earn at least a 'B' grade point average (3.0 on a 4.0 scale) – both overall and on the final project. The program is open to students with undergraduate degrees in science or engineering who have completed undergraduate level courses in chemistry and physics. This link provides more details on the [NEP](#).

Doctor of Philosophy Degree in Applied Physics and Nanotechnology

Candidates for the Doctoral degree must complete a minimum of fifty three (53) semester hours of graduate course work. For successful completion, a student must pass the comprehensive exam (after 53 hours) and all other CUA and Physics Department requirements. In addition, the cumulative GPA is required to be at least 3.0. Students will be expected in their third semester (if not earlier) to select a faculty member from the Physics department who will serve as their dissertation director. Together, they will identify an original research problem with the student embarking on independent research no later than after completing 30 credit

hours of coursework. Mastery of the material presented in APN 525, 565, 568, 586, 641, 667, 677 is required of all students. In order to qualify for the Doctoral degree, each student must complete independent thesis research which will form the basis of their dissertation.

Doctor of Philosophy Degree in Physics

Candidates for the Doctor of Philosophy degree in physics are required to complete 53 semester hours, of which 35 must be in physics. Mastery of the material presented in PHYS 611, 612, 615, 621, 622, 623, 624, 659 and 660 is required of all students. A maximum of nine semester hours in courses below 600 may be applied toward the degree. A comprehensive examination must be passed after completing 53 credit hours of coursework. In addition, candidates must present a satisfactory dissertation.

Prospective students are invited to write to the department for additional information.

Courses Offered

Consult [Cardinal Station](#) for additional information about courses and to determine course offerings by semester.

Department of Politics

Professors	Matthew N. Green, Chair; Jakub Grygiel; Thomas W. Smith; David J. Walsh; John Kenneth White; Andrew Yeo
Professors Emeriti	Claes Ryn; Joan B. Urban
Associate Professors	Dennis J. Coyle; Dorle Hellmuth; Maryann Cusimano Love
Assistant Professors	Jonathan Askonas; Nicholas Dumjovic (Clinical); Justin B. Litke
Lecturers	Lee Edwards; James Quirk

Subject to the general regulations for graduate study at The Catholic University of America and the School of Arts and Sciences, the Department of Politics offers programs leading to the degrees of Master of Arts and Doctor of Philosophy. The following fields of instruction are offered: Political Theory, American Government, and World Politics. The department offers on-campus M.A. and Ph.D. programs in Politics, and in cooperation with the Columbus School of Law, the department offers a joint M.A.- J.D. program.

Master of Arts Degree Admission

Students may be admitted to the department provided they have graduated from an accredited college with an average of B or better. The Graduate Record Examination is also required from all applicants, excepting only MA/JD joint degree applicants for whom the LSAT is accepted. Students should have completed 15 semester hours in the social sciences, including nine hours in political science.

Requirements for Coursework

For the master's degree, a minimum of 30 semester hours of coursework is required. A 3.0 grade point average or better must be maintained. American Government and Political Theory students must take POL 651 and POL 652 (Political Theory I and Political Theory II). World Politics students may concentrate in either International Relations or Comparative Politics, and they must take POL 606 (Introduction to International Relations) and POL 607 (Graduate Introduction to Comparative Politics). Students who concentrate in American Government are required to complete POL 625 (Graduate Introduction to American Government). Students who select Political Theory or World Politics as their fields of concentration must take at least six semester hours in the other fields offered by the department. With the approval of the chair or graduate coordinator, students may transfer up to six credits from another institution.

Research Skill Requirements

All on-campus M.A. students must demonstrate basic competence in a research skill. For students in Political Theory, only languages are acceptable for meeting the research skill requirement, although students are not precluded from taking a qualitative methods course. Students in World Politics and American Government can meet the requirement either with a foreign language or with quantitative or qualitative methods, such as POL 639 (Qualitative Research Methods) or POL 635 (Statistical Methods). Other courses or certifications of competency may be approved by the graduate director or departmental chair.

For the acceptable means of demonstrating basic competence in a foreign language, which may be a classical language, students should consult General Requirements for Graduate Study in the General Information section of these *Announcements*.

Note that courses taken in a foreign language, or in quantitative or qualitative methods, do not count toward the 30-credit minimum course requirement for the M.A. degree.

All M.A. students are also required to demonstrate the ability to conduct written research. Generally, this requirement is met by submitting two faculty-approved research seminar papers to the Department in the semester before the comprehensive examination. These papers must be signed by a member of the faculty indicating completion of research and writing at a sufficient advanced level for graduate study. In some cases, students may satisfy the research requirement by electing to write a faculty-supervised master's thesis on a topic approved by the department chair or graduate director and the dean of the School of Arts and Sciences. Students choosing this option register twice for Thesis Guidance and earn six credits upon deposit of the approved thesis.

The department may require additional research skills, if this is considered necessary for satisfactory completion of the student's program.

Comprehensive Examination

Students who have completed 30 hours of coursework must take a written comprehensive examination in their field of concentration. The final six credits may be taken concurrently with the comprehensive examination. The comprehensive examinations are offered twice each year, in March and October. All core courses, research skills, and seminar paper requirements should be completed by the end of the semester prior to the comprehensive examination. A 500-level language course may be completed during the semester in which the comprehensive examination is taken.

International Affairs Programs

The Department of Politics has offered an M.A. program in International Affairs (MAIA) on Capitol Hill (444 N. Capitol St., NW in the Hall of States building, though admission is currently suspended. Students must complete 30 hours of coursework in the field, complete and submit two seminar papers to the department signed by faculty members, and successfully pass a comprehensive examination. In International Affairs, one course is required: CPOL 500 (Introduction to International Affairs). Additionally, International Affairs students must demonstrate basic competency in a foreign language or research methods. Courses are designated by the prefix CPOL. All core courses, research skills and seminar paper requirements are to be completed by the end of the semester prior to the comprehensive examination.

Joint J.D.-M.A. Program

The Department of Politics, in cooperation with the Columbus School of Law, offers a joint J.D.-M.A. program. This program allows students to pursue the J.D. and M.A. degrees concurrently and to finish both programs more quickly than if each degree were pursued independently. In this program, students may apply nine semester credits earned in the law school toward the M.A. degree and may apply 12 semester credits earned in the M.A. program toward the J.D. degree. Details of this program are available from the Department and the Columbus School of Law. Admission to this program requires a separate admission to the law school. To qualify as a joint degree, both the J.D. and the M.A. must be conferred in the same semester.

The Doctor of Philosophy:

Degree Admission

Potential Ph.D. students must complete the application form and submit transcripts, GRE test results, a personal statement, and three letters of recommendation. To be competitive, applicants should ideally have an undergraduate GPA of 3.5 or better, a graduate GPA of 3.7 and above, and GRE total scores around 308 (or 1200 old scale) or higher. At least three prior courses in political science are required. Potential applicants may take one or two Politics courses as non-degree students prior to the review of applications.

A student currently enrolled in an M.A. program of the Department of Politics who would like to seek acceptance to the Ph.D. program must [file an application for a higher degree](#) during the semester in which the student is completing the M.A. comprehensive examination. In addition to materials submitted with the M.A. application, performance in courses and comprehensive examinations will be taken into account. This form is not required of students already admitted to the M.A./Ph.D., who may proceed to the Ph.D. colloquium (see below) after certification of passage of the M.A. comprehensives.

Current students completing the Master's degree in American Government, Political Theory or World Politics and interested in continuing in the doctoral program are encouraged to consult with their professors and the department chair or graduate coordinator before submitting an application for the higher degree. A student's ability to proceed with doctoral studies will be assessed after the comprehensive examination at the Master's level has been evaluated. Students with prior M.A. degrees apply directly to the Ph.D. program, and may be required to take a qualifying examination and complete core courses at CUA.

Ph.D Course Requirements

For the doctorate degree, a minimum of fifty-four (54) semester hours of coursework is required, including that completed for the master's degree in the Department of Politics or transferred from another university. Two courses -- POL 651 and POL 652 (Political Theory I, II) -- are required of all students. Each student will complete thirty-six (36) semester hours of coursework in a field of concentration within the department (including courses in the field of concentration that have been taken toward the M.A.). Students whose field of concentration is World Politics must take POL 606 and POL 607. Students concentrating in American government are

required to complete POL 625. Each student also will take twelve (12) semester hours of coursework in one of the department's other fields of instruction -- American Government, World Politics, or Political Theory -- as a minor field. A minimum grade-point average of 3.0 must be maintained; One F or two C's are grounds for dismissal from the program.

Colloquia and Transfer of Credits

Students who wish to transfer credit toward the Ph.D. program from another institution must normally take the M.A. comprehensive examination, or a comparable qualifying exam if they currently hold an M.A. This may be taken during the regularly scheduled times for comprehensives in March or October, and not later than the semester in which the student will have completed twenty-four (24) hours at the university. The results of this examination will be one of the measures used to judge the amount of credit to be transferred up to the maximum of twenty-four (24) hours. Following successful completion of the examination, a colloquium will be held with the student in order to identify credits for transfer and plan for fulfillment of the remaining requirements for the Ph.D. The colloquium for current M.A. students continuing on to the Ph.D. should be completed no later than the semester following the passage of the M.A. comprehensive examination

Independent Study

Doctoral students may be permitted to take up to nine semester hours in the form of independent study or directed reading. Such coursework must have the approval of the department chair or graduate coordinator and must be done under the supervision of a faculty member.

Research Skill Requirements

All Ph.D. students are required by the department to demonstrate (a) basic competence in one research skill and (b) advanced competence in a second research skill.

For Political Theory students, both skills must be foreign languages. For World Politics students, at least one skill must be a foreign language, while the other can be qualitative or quantitative methods, or a second language. Students in American Government may offer quantitative or qualitative methods as one or both of the two required research skills, or choose to complete one or both skills with a foreign language. The precise sequence of courses used to fulfill these requirements shall be worked out on an individual basis in consultation with the graduate advisor or departmental chair.

Students should consult the General Requirements for Graduate Study in the General Information section of these *Announcements* to review the acceptable means of demonstrating basic competence in a foreign language, which may be a classical language. Advanced competence in a language, meaning an ability to conduct research in the language, is demonstrated by means of an additional examination to be arranged by the department.

Note that courses taken in a foreign language or quantitative or qualitative methods do not count toward the 54-credit minimum course requirement for the Ph.D. degree.

The department may require additional research skills, if considered necessary for satisfactory completion of the student's program.

Seminar Papers

Doctoral students must also submit to the department four faculty-approved seminar papers (or two such papers in addition to completion of a master's thesis) by the semester prior to the Ph.D. major doctoral comprehensive examination. Students should submit papers from at least two different faculty members.

Comprehensive Examination

Doctoral students are required to take an oral qualifying examination in their major field and written comprehensive examinations in both the major and minor fields of concentration. The minor comprehensive exam is taken at least one semester before the major comprehensive exam. All research skills, plus the 54 required course credits, must be completed prior to or during the semester in which the comprehensive exam in the major field is taken. Orals should be completed two to three weeks prior to the written major exams. The orals are advisory only, intended to assess the student's readiness and offer guidance for further preparation.

Admission to Candidacy

A student may be considered for doctoral candidacy only after satisfactory completion of the written major comprehensive examination and other qualifying exams or requirements of the program.

Upon the completion of such requirements, the student must submit a formal application for candidacy. Following the recommendation of the department faculty in the student's major field and with the approval of the chair and dean, the student will be admitted to candidacy as of the first day of the following semester. The student can then submit a dissertation topic approved by the student's proposed committee. This must be done within the first four semesters of candidacy. The student is permitted a total of ten semesters (including these four) for the completion of the dissertation. The dissertation must be approved by all committee members, and the student must pass an oral defense, which also includes two Catholic University professors from outside the department.

The M.A./Ph.D program

Applicants to the Ph.D program who lack an M.A. should apply to the M.A./Ph.D program, which is designed for students with no prior master's degree who intend to earn a doctoral degree. Admission requirements are the same as for the Ph.D program, as are requirements for courses, research skill(s), seminar papers, comprehensive exam(s), and admission to candidacy (listed above). The program is structured sequentially: students in this program complete all the requirements for the M.A. first, then may proceed to the Ph.D. program after certification of passage of the M.A. comprehensives. As an additional step, students in the M.A./Ph.D program must complete a colloquium no later than the semester following the passage of the M.A. comprehensive examination, and the department reviews their overall academic record to determine their suitability for continuing in the doctoral program. Courses taken by students in the M.A./Ph.D program do not double-count towards both degrees.

Courses Offered

Consult [Cardinal Station](#) for additional information about courses and to determine course offerings by semester.

Department of Psychology

Professors	Sandra Barrueco; David A. Jobes; Marc M. Sebrechts; Barry M. Wagner
Professors Emeriti	Diane B. Arnkoff; James Brennan; Carol R. Glass; James H. Howard Jr.; Martin A. Safer; Antanas Suziedelis; James E. Youniss
Associate Professors	Nancy E. Adleman; Marcie Goeke-Morey; Brendan A. Rich, <i>Chair</i>
Assistant Professors	Elise Cardinale, Kathryn Degnan, Abby Adler Mandel, Christina Sharkey
Research Associates	Jennifer A. Crumlish
Lecturers	Jessica Clark; Ashley Cornell; Aimee Duncan; Katrina Furth; Kristina Hardy; Seth Kiser; Rebecca Munoz; Michael Pillar; Catherine Rathman; Sanchita Sharma; Suzanne Smith; Alva Tang

The Department of Psychology, one of the first established in the United States, was founded by Edward Pace upon his return in 1891 from study with Wilhelm Wundt in Leipzig. From early in its history, the department has combined education in both theoretical and applied aspects of psychology.

The department offers three programs at the doctoral level: clinical psychology, applied-experimental psychology and human development; and three at the master's level: psychological science, human factors, and a joint J.D./M.A. program.

Master of Arts Degree

The department offers an M.A. in psychological science, a specialized M.A. program in human factors, and a joint J.D./M.A. program.

Prerequisites and Admission Requirements

Students applying for admission to the M.A. degree programs must present a bachelor's degree from an accredited college. At least one course in general psychology or its equivalent is preferred, although not required. Additional coursework in basic areas of psychology is also desirable.

Information on application procedures, supplementary instructions, and links to application forms may be obtained at <https://psychology.catholic.edu/academics/graduate/index.html>. All application materials should be submitted online through The Catholic University of America's Admissions website, <https://www.catholic.edu/admission/index.html>. All M.A. applications should include a two- to three-page typed personal statement describing relevant background and reasons for seeking an M.A. degree at CUA. M.A. applicants are also asked to submit a curriculum vitae (CV). The applicant should also request that the following be sent to graduate admissions: transcripts of undergraduate records and any other postsecondary studies; three letters of recommendation from officials or faculty members of institutions previously attended or from employment supervisors. Submission of results of the Graduate Record Examination (GRE) is optional. Applicants are not required to take the psychology test of the GRE. Acceptance into the J.D./M.A. program is contingent upon acceptance into the Columbus School of Law at CUA. Please see each M.A. program's admission website for application deadlines (<https://psychology.catholic.edu/admission/graduate/index.html>).

Applicants should note that admission to the M.A. program does not ensure admission to a Ph.D. program. After completion of the

M.A. degree, students may apply to the Ph.D. area of their choice.

Programs

The Master of Arts degree is offered in psychological science, human factors, and psychology and law (J.D./M.A.). A formal thesis is required in the Human Factors Program. In the psychological science M.A. program, students have the option to complete a formal thesis, or they may select an in-depth topic paper. The J.D./M.A. program is a non-thesis degree that requires the completion of an in-depth topic paper.

Psychological Science M.A. Degree. The Master of Arts in Psychological Science is awarded upon completion of 31 semester hours of credit, passing of a comprehensive examination and completion of a topic paper or optional thesis. There are four required courses: Biological and Cognitive Aspects of Behavior; Social and Affective Aspects of Behavior, Research Methods in Psychology, and Statistical Methods I. The student must pass six additional courses from a variety of different areas in psychology. Students may complete a three-credit research apprenticeship and a three-credit independent readings course toward the requirement.

Human Factors. The Human Factors Program provides a basic foundation in statistics, research methods and the applied-experimental techniques used by researchers in applied areas. The M.A. in human factors is awarded upon completion of 32 semester hours of credit (including directed readings and research apprenticeships), successful completion of a written comprehensive examination and successful defense of a master's thesis. There are five required courses: Biological and Cognitive Aspects of Behavior; Social and Affective Aspects of Behavior, Research Methods in Psychology, and Statistical Methods I and Statistical Methods II. Requirements for five additional courses are determined in consultation with the faculty advisor. Each student is encouraged to take up to six credits of approved coursework in a related area of concentration outside of psychology. Current areas of concentration in human factors are cognitive science, visualization and virtual reality, and human-computer interaction.

Joint J.D. (Law)-M.A. (Psychology). Students who have already been accepted to Catholic University's Columbus School of Law may apply for a joint program leading to simultaneous degrees in psychology and in law. The program requires 94 semester credit hours (72 in law, 22 in psychology), compared to 115 credits if the two degrees are pursued separately.

For further information on the Psychological Science M.A. program contact the Director, Dr. Brendan Rich, at richb@cua.edu. For further information on the Human Factors M.A. program, contact the Director, Dr. Nancy Adleman, at adleman@cua.edu.

Good Academic Standing

Any Master's student who receives (1) one grade of "F" in any course, (2) two "C" grades in any one semester, or (3) one "C" grade in each of two consecutive semesters will be subject to immediate academic review by a committee of the faculty. Upon hearing the committee's report and recommendations, the faculty may set specific conditions for the student to fulfill during a specified period of time in order to continue his or her good standing in the program. The committee may also recommend dismissal from the program.

Doctor of Philosophy Degree

Overall, the Ph.D. programs focus on general scientific psychology and methodology in the students' first year. After the first semester, specialization begins with individualized research experiences and mentorship and continues to the doctoral dissertation. Research papers and other scholarly products are part of this training. The final years of study are devoted primarily to the student's specialty, including an internship for students in the clinical psychology program.

At the end of every year each student's course grades and general academic standing are reviewed. (Clinical psychology doctoral students are also reviewed at the end of their first semester.) Continuation of advanced studies toward the doctoral degree is contingent upon the successful completion of requirements set by the faculty and favorable review of the student's progress. The *Clinical Psychology Student Handbook* (<https://psychology.catholic.edu/academics/graduate/phd-clinical-psychology/clinical-psychology-handbook/index.html>) provides specific details about the degree requirements, sequence by year, evaluations, and additional information.

Prerequisites and Admission Requirements

Prospective applicants can find program information and admission requirements for each program on the department Web site, <https://psychology.catholic.edu>. Applicants must submit transcripts, a curriculum vitae, a two-to three-page personal statement describing relevant background and reasons for seeking a Ph.D. degree at CUA, and three recommendation letters. Results of the Graduate Record Examination (GRE) and subject test in psychology are optional. The required letters of recommendation should be written by individuals familiar with the applicant's academic background and aptitude for graduate study. Applicants to the clinical program must also submit a Clinical Psychology Interest Form.

The application deadline for the Clinical Psychology Program is Dec. 1. The application deadline for the Applied Experimental and Human Development programs is February 1st for optimal scholarship consideration, although applications will be considered after that date. All application materials for the doctoral programs should be completed online.

Required Courses

Required courses for all Ph.D. students in the department are the following: Biological and Cognitive Aspects of Behavior; Social

and Affective Aspects of Behavior; Research Methods in Psychology, Statistical Methods I and II, and Research Apprenticeship (three semesters). Additional hours of core electives also are required within each program. The remainder of the student's program is planned in consultation with an adviser.

For Clinical Ph.D. students, specific details about evaluation and criteria for good standing (including grades), probation, and dismissal are contained in the [Clinical Psychology Student Handbook](#).

For Ph.D. students in the other doctoral programs, a grade of "C" or lower in any research apprenticeship or any practicum will result in the student being placed on probation for one semester. For all other courses, a student who receives a grade of "F" in any course or cumulatively receives two "C" grades will be placed on probation for one semester. In each case, the program faculty will identify specific criteria for return to good academic standing. If a student fails to return to and maintain good academic standing after two semesters on probation, he or she will be subject to dismissal from the program.

Completion of Degree Requirements

Coursework for the doctorate is usually completed within three or four years. The doctoral comprehensive examination is typically taken during the third year of study. Students can complete all doctoral degree requirements within five years. The university specifies limits in degree completion. Students in the clinical psychology doctoral program should also refer to their *Clinical Psychology Student Handbook*.

Programs

Three doctoral programs are offered: clinical psychology, applied-experimental psychology, and human development. In addition, the electives focus in Children, Families and Cultures provides interdisciplinary training in both normal and abnormal developmental processes within family and broader cultural contexts. Students wishing to train in that focus are admitted to either the clinical or human development programs. Program information is available on the department's Web site, <https://psychology.catholic.edu/>.

A minimum of 53 semester hours of credit is required for the Ph.D., of which a maximum of 24 may be transferred from other institutions. However, Ph.D. degree training involves considerably more than the accumulation of credits. The development of research and applied skills is fostered by active participation in department activities, by individualized mentorship, and by experience in training placements.

Clinical Psychology. The program is based on the scientist-practitioner model and is accredited by the American Psychological Association (*Questions related to the program's accredited status should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation American Psychological Association 750 1st Street, NE, Washington, DC 20002 Phone: (202) 336-5979 / E-mail: apaaccred@apa.org Web: <https://www.apa.org/education/grad/program-accreditation>*). The program is described in detail [online](#). Students receive supervised research and clinical experience at each level of graduate training to prepare them for careers in the research, teaching or professional aspects of clinical psychology. Research skills are taught through coursework, a three- semester research apprenticeship and the dissertation. Clinical skills are taught through courses and practica. Practicum experiences are provided on campus within the department, at the University's Counseling Center, and off campus in a variety of mental health facilities. One year of the program is devoted to a full- time internship.

The elective focus in Children, Families and Cultures involves both basic and applied research on children, couples and families. (More details are provided below in the Human Development section.) Training in both child and family therapies is offered to students, including a practicum that provides family therapy services to the community. Individual and cultural diversity are an essential ingredient of the theoretical, methodological, and intervention training and research.

Applied-Experimental Psychology. The Applied-Experimental Psychology Program offers advanced training in applied-experimental psychology, cognitive science and cognitive neuroscience to prepare individuals for careers in academic, industrial, government, health-care, and other settings that require strong research, analytical and writing skills. Although students are admitted to pursue the Ph.D. degree through a 5-year curriculum, they are awarded the M.A. degree after completing at least 30 hours of coursework (including the core courses), an M.A. thesis, and oral defense. A major objective of the program is to provide students with the knowledge and skills needed to understand, organize, and critique the scientific literature of the field, to develop and carry out original, scholarly research and to appreciate the translational implications of this work for practical problems.

Core Ph.D. courses are designed to provide a strong foundation for research. The foundations course sequence examines the basic science of psychology focusing on historical and biological foundations as well as on cognitive, social and affective areas including their neurological and developmental aspects. The two-semester sequence in statistics provides graduate-level training in the theory and application of statistics including the use of computer software for data analysis and modeling. The research methods course examines experimental, quasi-experimental and observational research designs as well as ethical standards and report preparation. A series of additional elective courses on advanced topics are taken to complete the formal pedagogical curriculum and required minimum of 53 credit hours. Course selection beyond the core curriculum is tailored to the individual needs and interests of each student. Students also have the option of electing certain courses offered in related departments at the University such as Social Work, Nursing and Biomedical Engineering as well as at CUA's sister institutions through the Washington Consortium of Universities.

Coursework is supplemented by "hands-on" research training throughout graduate study following an apprenticeship model. Within the first year, students identify a specialty related to the research interests of a program faculty member and receive research-intensive experience in that area. This experience includes carrying out a research project that is written up as a formal M.A. thesis and defended in an oral examination by the end of the second year. Program faculty members have research interests that span a wide range of issues, including cognitive psychology and cognitive neuroscience, cognitive aging, cognition and technology, social

cognition and cognitive rehabilitation.

Human Development. This program offers advanced training in developmental psychology to prepare individuals for diverse career opportunities in universities, government, research centers, or businesses. Students gain a thorough knowledge of theory and basic and applied research with a focus on developmental processes. Students also gain mastery in the use of quantitative methods, qualitative methods, and statistics. A sequence of relevant statistics and methods courses is required of all students. In the course of their training, students participate in ongoing research projects and conduct independent empirical investigations on selected topics. Students are admitted to pursue the PhD, with the M.A. degree awarded after successful completion of at least 30 hours of coursework (including the core courses) and an empirical M.A. thesis with an oral thesis defense.

A hallmark of the Human Development Program is the elective focus in Children, Families and Cultures (CFC) in conjunction with the Clinical Psychology Program. This focus emphasizes both normal and abnormal processes in child and adolescent development and examines these processes in the context of family life as well as the broader cultural environments within which people live. Students in the CFC focus take courses focusing on the importance of family and cultural processes for theoretical, methodological and applied work. Students also work with faculty on research projects that situate development within family and/or cultural contexts. Research foci include developmental processes (both typical and atypical), community, marriage and family, acculturation, and civic development. More information can be found on the department's website.

Other Information Financial Support

For information concerning university scholarships and fellowships, contact the Office of Student Financial Assistance, The Catholic University of America, Washington, D.C. 20064 or review the information at <https://financial-aid.catholic.edu/graduate/index.html>. Applications completed by specified program deadlines (but no later than February 1) will be considered for University scholarships. A number of teaching assistantship positions are typically available to Ph.D. students. Research assistantship appointments are made by individual faculty. Additional information is also available in the Clinical Psychology Student Handbook.

Non-Degree Students

Applicants may apply for non-degree status, although some courses are open only to students in particular Ph.D. sequences. The Director of M.A. Programs should be consulted for advice on available courses.

Non-degree students who later wish to be considered for degree status must submit updated applications ordinarily required for admission; however, there is no guarantee of acceptance into degree programs. If admitted as a regular student in a degree program, a maximum of three courses successfully completed as a non-degree student may be applied toward an advanced degree.

Clinical Training Centers

The university includes an on-campus Counseling Center, which provides psychological services to the student body. It is also a training site for a clinical practicum and externships. These clinical experiences allow clinical Ph.D. students the opportunity to provide supervised personal, vocational, and educational counseling.

The clinical psychology doctoral program also has a range of on- and off-campus supervised training experiences for its students. Please see the *Clinical Psychology Student Handbook* for details.

Courses Offered

Consult [Cardinal Station](#) for additional information about courses and to determine course offerings by semester.

Department of Semitic and Egyptian Languages and Literatures

Professor	Edward M. Cook
Professor Emeritus	Rev. Sidney H. Griffith, S.T.
Associate Professors	Aaron M. Butts, Andrew D. Gross, <i>Chair</i>
Adjunct Associate Professor	Janet A. Timbie
Senior Lecturer	Shawqi Talia
Lecturer	Monica J. Blanchard

The Department of Semitic and Egyptian Languages and Literatures embodies CUA's historical commitment to integrate religious studies with the arts and sciences. From the beginning, the study of biblical and Christian Near Eastern languages and literatures has been part of the university's curriculum. Graduate programs in Semitic and Coptic languages and biblical and Near Eastern antiquities were formally established in 1895. Two years later the department was founded in the School of Arts & Sciences by Monsignor Henri Hyvernat, the first professor appointed at CUA.

Major programs (M.A. and Ph.D.) in ancient Northwest Semitic languages (hereinafter ANWSL), with a concentration in Hebrew and Aramaic, furnish the linguistic training and other auxiliary studies needed for a scholarly grasp of the texts of the Jewish and Christian Holy Scriptures in their historical and cultural contexts. Major programs (M.A. and Ph.D.) in early Near Eastern Christian languages and literatures (hereinafter NECLL), with concentrations in Arabic, Coptic, Ethiopic, and Syriac offer future scholars the opportunity to acquire advanced first-hand knowledge and interpretation of the Christian literatures of the Near East in their historical and cultural settings, including Christian interactions with Muslims especially in the early Islamic period. The department's commitment to research and instruction in the languages, literatures, and history of the Christian Near East is unique in this country, and it is one of the few academic centers where such studies are actively pursued.

The department provides instruction supportive to programs in other departments and schools, primarily programs in biblical studies and theology in the School of Theology and Religious Studies and the interdisciplinary graduate program administered by the Center for the Study of Early Christianity. In addition, the department cooperates with the Schools of Theology & Religious Studies and of Philosophy and the Departments of History and Anthropology in the School of Arts & Sciences in the area of early Islamic studies. The facilities of the department are available to all qualified research workers. These facilities include the library, manuscripts, and collection of Oriental antiquities of the Institute of Christian Oriental Research, founded by Monsignor Hyvernart.

Course Requirements

Thirty semester credit hours are required for the M.A. The thirty credit hours must include nine in the student's major language beyond the introductory course or courses. The thirty credit hours must also include at least six credit hours, beyond the introductory course or courses, in a second Semitic language (or Coptic) judged by the faculty to be the most necessary for effective work in the student's major field. Up to six credit hours of Greek (beyond the elementary level) may be counted towards the M.A. requirements but not for major or minor language credit. ANWSL students may take history or language courses (including Syriac, Arabic and Coptic) from the NECLL program; NECLL students may take history and language courses (including Hebrew and Aramaic) from the ANWSL program. In addition to these thirty semester credit hours, the M.A. student must select (with the approval of the chair) two papers written for courses (completed with a grade of B or better) requiring a major research paper. After the courses are completed, the student must revise the papers if necessary and resubmit them to the major professor and to an additional reader for approval.

Students who wish to pursue a program combining aspects of both major programs are urged to consult in advance with all relevant faculty. The Ph.D. program incorporates the M.A. curriculum and requires an additional thirty semester hours of coursework (i.e., 60 total hours). Students who enter at the Ph.D. level must meet the full 60-hour requirement by coursework or transfer credit.

Transfer of relevant graduate credits earned at other accredited institutions is permitted in accordance with the university's regulations. Students entering at the M.A. level may transfer up to 6 credit hours; those entering at the Ph.D. level may transfer up to 24 credit hours.

Students are expected to maintain a good overall standing in the program; students who do not do so will be subject to faculty review and dismissal, if warranted. In particular, a student who receives one C may be subject to faculty review and may be placed on probationary standing in the program. A second C may lead to dismissal. A student may repeat a course in which the grade of C was earned, and the grade of the retake may replace the C; this can only be done once and must be done in consultation with the faculty.

Student progress is reviewed on a regular basis by the faculty. In particular, students enrolled through the M.A./Ph.D. plan are subject to faculty review upon completion of their M.A. comprehensive exams to determine their suitability for entering the Ph.D. program. This review takes into account the student's overall performance in the program. Successfully passing M.A. comprehensive exams does not guarantee entry into the Ph.D. program.

Ph.D. students are encouraged in addition to take two courses, ordinarily six credits, outside the department with the consultation of the adviser and the chair. The courses should complement the student's interests and be adjusted to his or her background and training. The requirement may be fulfilled by courses at the graduate or advanced undergraduate level. The courses can be taken in a variety of departments and programs, including biblical studies, theology, early Christian studies, English, modern languages, comparative literature, history, economics, and politics. The student may propose any courses at CUA that fit into his or her program. The courses may be taken in one or more departments. Courses offered elsewhere in the Consortium of Universities of the Washington Metropolitan Area or at The Johns Hopkins University; the University of Maryland, College Park; or other neighboring schools may be considered.

Language Requirements

Students in the NECLL program are required to take six credits of Greek or to have taken a year of coursework in Greek prior to entering the program. The Greek requirement must be completed prior to sitting for M.A. comprehensive exams. Students in the ANWSL program are also encouraged to meet this requirement.

A reading knowledge of French and German is strongly recommended from the beginning of graduate studies. Before sitting for M.A. comprehensive examinations, all candidates must fulfill the modern language requirement in one of the abovementioned languages by either successfully passing the qualification examination or by completing French 500 or German 500. Ph.D. candidates must fulfill the requirement in both French and German. With the consent of the chair, students have the option of substituting Modern Hebrew for French.

Comprehensive Examinations

M.A. degree candidates must, with the permission of the department chair, register for M.A. comprehensive examinations in their major and minor languages. Ph.D. candidates must, with the permission of the department chair, register for doctoral comprehensive examinations in their major and minor language areas. All degree candidates, whether M.A. or Ph.D., must register for the comprehensive examinations before the beginning of the semester in which they will take the examinations. These examinations must be passed before work on the Ph.D. dissertation can begin.

Courses Offered

For descriptions of all Semitics courses offered, consult [the department website](#). Consult [Cardinal Station](#) for additional information about courses and to determine course offerings by semester.

Department of Sociology

Associate Professor Brandon Vaidyanathan, *Chair*

Assistant Professors Laurie DeRose; Chelsea Rae Kelly; Hannah Chesterton

Professor Emerita Sandra L. Hanson

Lecturers George Ackerman; Stephen Cranney; Jonathan Froehlich; Michael Krieger; Sammy Perez; Christopher Tamborini; Stewart Whitson

Research Faculty William D'Antonio, Associate Researcher; Christopher Jacobi, Research Associate; Paul Sullins, Research Associate Professor

Founded in the mid-1890s, the Department of Sociology is one of the oldest sociology schools in the United States. In keeping with its long academic tradition, the department offers a graduate program leading to the degree of Master of Arts designed to prepare students for careers in research and public policy and to enter doctoral programs.

The Department of Sociology curriculum is organized along four tracks or principal fields: (1) Crime and Justice Studies; (2) Global and Comparative Processes; (3) Public Policy Analysis; and (4) Health, Society, and Policy. Students with primary interests outside of these four tracks may work with the faculty in their area of interest. The master's degree requires 30 semester hours of graduate work, six of which can be fulfilled by writing an M.A. thesis. For this option students register twice for Thesis Guidance and present a topic for approval by the Department and the Dean. Six credits will be awarded when the approved thesis is deposited. Through our training in advanced quantitative methods, students become experts at using statistical procedures and software. These skills are highly sought by researchers at the University's own distinguished research institutes as well as by business and research centers throughout the Washington, D.C. area and elsewhere.

As an alternative to the thesis, two journal quality seminar papers, approved by a faculty mentor, may be submitted. Students finishing their M.A. course work must pass a comprehensive examination. There is no language requirement for the M.A.

Candidates for the M.A. must fulfill the following core requirements:

Core Required Courses

- SOC 501 Research Design and Methods
- SOC 503 Social Statistics
- SOC 512 Social Theory
- SOC 604 Intermediate Social Statistics (or equivalent course with department approval)

In addition to core courses, students take 18 credits of elective courses. To fulfill the requirements for one of the tracks, students must take at least three courses within the track and pass these courses with a minimum grade of "B" or better. Majors who complete the course requirements for one or more tracks will be awarded a certificate of completion upon graduation.

Elective Courses

Crime, Justice and Pre-Law Track

The Crime and Justice Studies track is ideal for students interested in careers in the field of criminal justice, crime investigation, law enforcement, pre-law, national security and transnational crime.

At least one of the courses taken in this track must have an international component.

- SOC 505 Sociology of Crime
- SOC 510 Policing and Social Control
- SOC 515 Crimes in Urban Society
- SOC 517 Crime and Its Control: a Survey of Crime and Delinquency
- SOC 518 Current Issues in Juvenile Delinquency
- SOC 520 Analysis of Terrorism Here and Abroad
- SOC 532 Popular Culture and Crime in American Society
- SOC 565 Keeping America's Borders Safe
- SOC 571 Social Deviance
- SOC 607 Survey of Violent Crime
- SOC 608 Terrorism and Religion
- SOC 650 Race in Films

Global and Comparative Processes Track

The Global and Comparative Processes track serves students with an interest in international affairs, non-profit organizations, and public service.

- SOC 520 Analysis of Terrorism Here and Abroad
- SOC 541 Religion and Society
- SOC 543 Religion and Mental Health in Global Context
- SOC 561 Migration and Development
- SOC 681 Population and Demographic Analysis

Public Policy Analysis Track

The Public Policy Analysis track is ideal for students interested in policy research and evaluation, social trend analysis and public administration and service.

- SOC 525 Public Policy and Healthcare
- SOC 543 Religion and Mental Health in Global Context
- SOC 551 Social Inequalities
- SOC 553 Social Inequalities in Health
- SOC 561 Migration and Development
- SOC 565 Keeping America's Borders Safe
- SOC 681 Population and Demographic Analysis

Health, Society, and Policy Track

The Health, Society and Policy track is ideal for students interested in healthcare systems, public health policy development and implementation.

- SOC 25 Public Policy and Healthcare
- SOC 543 Religion and Mental Health in Global Context
- SOC 551 Social Inequalities

- SOC 553 Social Inequalities in Health
- SOC 681 Population and Demographic Analysis

General Electives

- SOC 592/692 Directed Readings
- SOC 593/693 Directed Research
- SOC 594/694 Independent Study
- SOC 595/695 Internship
- SOC 696 Thesis Guidance

Courses Offered

Consult [Cardinal Station](#) for information about courses and to determine course offerings by semester.

VI. Tim and Steph Busch School of Business

Officers of Instruction

Administration

Deans

Andrew Abela	<i>Dean and Associate Professor</i>
Irene Kim	<i>Associate Dean of Students and Associate Professor</i>
Harvey Seegers	<i>Associate Dean of Operations and Associate Professor of Practice</i>
Anthony Cannizzaro	<i>Associate Dean of Faculty and Associate Professor</i>

Directors

David Bottegal	<i>Director of Master of Science in Business (MSB) and Adjunct Assistant Professor of Practice</i>
Anthony Cannizzaro	<i>Director of Strategy, Management, and Operations and Associate Professor</i>
John Egan	<i>Director of Marketing & Sales and Assistant Professor of Practice</i>
Irene Kim	<i>Director of Finance and Associate Professor</i>
William Kirst	<i>Director of Accounting and Assistant Professor of Practice</i>
Catherine Pakaluk	<i>Director of Social Research and Associate Professor</i>
Frederic Sautet	<i>Director of Entrepreneurship Program and Associate Professor</i>
Mark Weber	<i>Director of Sales Program and Assistant Professor of Practice</i>
Andreas Widmer	<i>Director of The Arthur & Carlyse Ciocca Center for Principled Entrepreneurship and Assistant Professor of Practice</i>

Faculty

Robert Felix	<i>Associate Professor</i>
Donald Heim	<i>Assistant Professor of Practice</i>
Kevin May	<i>Assistant Professor of Practice</i>
Stewart McHie	<i>Adjunct Assistant Professor</i>

Michael New	<i>Assistant Professor of Practice</i>
Mary Michaela Njeri Njai	<i>Assistant Professor of Practice</i>
Cabrini Pak	<i>Assistant Professor</i>
Michael Pakaluk	<i>Ordinary Professor</i>
Kati Penney	<i>Adjunct Assistant Professor</i>
Michael Piemonte	<i>Assistant Professor of Practice</i>
Paul Radich	<i>Assistant Professor</i>
Reza Saidi	<i>Associate Professor</i>
Herb Shatzen	<i>Adjunct Assistant Professor</i>
Daniel Svogun	<i>Assistant Professor</i>
Maximilian Torres	<i>Associate Professor of Practice</i>
Jamshed Uppal	<i>Associate Professor</i>
Richard Westerman	<i>Adjunct Assistant Professor</i>
Raymond Wyrsh	<i>Adjunct Assistant Professor</i>
John Yoest	<i>Assistant Professor of Practice</i>

Associates of the Faculty

Laurence Alvarado	<i>Lecturer</i>
Tom Andrews	<i>Lecturer</i>
Koorosh Azhandeh	<i>Lecturer</i>
Bobby Bean	<i>Lecturer</i>
William Brennan	<i>Lecturer</i>
Luke Burgis	<i>Research Associate</i>
Derrick Chambers	<i>Lecturer</i>
Julie Cilano	<i>Lecturer</i>
Marykate Conroy	<i>Lecturer</i>
Michael Evans	<i>Lecturer</i>
Julian Gaspar	<i>Lecturer</i>
Aurora Griffin	<i>Lecturer</i>
Ali Ghassemzadeh	<i>Lecturer</i>
Leon Hutton	<i>Lecturer</i>

Fredrick Jorgensen	<i>Lecturer</i>
Kaitlyn Kavanagh	<i>Lecturer</i>
Francis Kelly	<i>Lecturer</i>
Michael Lee	<i>Lecturer</i>
Beatriz Lopez-Bonetti	<i>Research Associate</i>
Namrate Maguire	<i>Lecturer</i>
Meghan McDonogh	<i>Lecturer</i>
Patrick McGlynn	<i>Lecturer</i>
Molly McManamon	<i>Lecturer</i>
Mark Michalski	<i>Lecturer</i>
John Mino	<i>Lecturer</i>
Joseph Miranda	<i>Lecturer</i>
Robert Nugent	<i>Research Associate</i>
Gregory Patrick	<i>Lecturer</i>
Augusto Pellarini	<i>Lecturer</i>
Sebastian Pawlowski	<i>Lecturer</i>
Peter Pin	<i>Lecturer</i>
Kaitlin Quine	<i>Lecturer</i>
Kevin Rensch	<i>Lecturer</i>
Robert Scanlon	<i>Lecturer</i>
Jean-Paul Tibonsou	<i>Lecturer</i>
Marti Tirinnanzi	<i>Lecturer</i>
Doug Traxler	<i>Lecturer</i>
William Walsh	<i>Lecturer</i>
Mary Warren	<i>Lecturer</i>
Sean Wilson	<i>Lecturer</i>
Eric Witiw	<i>Lecturer</i>

History and Mission

The Tim and Steph Busch School of Business was first established as a department of economics in 1895, restructured as a department of business and economics in 1955, and then reconstituted as the University's twelfth school in 2013. Then in 2016, it became the Busch School after a \$47 million gift was received from the Busch family and their associates.

The mission of the Busch School is to develop virtuous business leaders and promote a vision of principled prosperity grounded in professional excellence and the Catholic intellectual tradition. Our vision is to be the nation's premier business school animated by the Catholic faith.

The Busch School's mission and vision are distinctive. We compete in mission-aligned undergraduate and graduate Catholic business education through residential delivery to serve traditional audiences, and hybrid or on-line delivery to serve nontraditional audiences. In addition, we provide outreach to Catholic entrepreneurs and business leaders who want to apply Catholic ideas to the conduct of business.

Consistent with Catholic values, our School champions character formation within the educational process and helps students grow in virtue, especially the Cardinal virtues (prudence, justice, courage and moderation). Virtue is important because when ethical malfeasance occurs in business situations, the fault is usually not that the perpetrator doesn't understand what is ethical, but rather, that the perpetrator lacks the virtue of resisting the temptations that cause him or her to stray from the ethical path. The practice of virtue increases the likelihood that ethical standards are observed and ethical decisions are implemented.

Degree Programs

The School of Business offers a Master of Science in Business, a Master of Science in Management, and a Master of Science in Ecclesial Administration and Management.

General Requirements

Students admitted to these programs are bound by university and departmental regulations specified in these *Announcements*. Before regular admission can be granted, students must take the GRE or the GMAT, unless they meet one of the following conditions: 1) the GRE requirement is waived for MSB candidates who achieved a 3.0 or better grade point average as a Catholic University of America undergraduate, 2) a waiver is available for students at select other universities for students achieving a 3.0 grade point average as approved by the Dean of Graduate Studies. Students applying for the Master of Science in Management degree program are not required to take an entrance exam. Any student with deficiencies in undergraduate prerequisites or deficiencies indicated from results of a placement examination must remedy the deficiencies by taking appropriate prerequisite coursework for which no credit toward graduate degree requirements will be given.

Transfer of Credit

With approval from their academic advisor, matriculated students may take courses at other regionally-accredited institutions of higher learning on a limited basis. Students may transfer in no more than a total of 6 credits, which includes all transfer credits pre- and post-matriculation. Transferability of credit is determined at the discretion of the program based on course equivalence, date of completion (typically, no more than 5 years prior to entry into program), and grade (minimum B/3.0). Students entering the M.S.M. graduate program as Metropolitan Bachelor's to Master's Scholars may apply a total of 9 credits earned from 1) 500-level courses taken as an undergraduate student and/or 2) pre-approved, graduate-level transfer courses taken at other regionally-accredited institutions, with a maximum of 6 credits of the latter.

Students planning to take courses at another regionally-accredited institution (during any academic semester or summer session) must obtain approval from the Director before the end of the semester prior to the semester in which they plan to take the transfer course(s). Approval is granted on a case-by-case basis depending on the student's need for the course(s), degree requirements, etc.

Without prior approval, transfer of credit is not guaranteed. Students hoping to take courses at another institution should also contact the Office of Financial Aid at (202) 319-5307 to determine how funding may be impacted.

Probation and Dismissal Policies

Any student who falls below a 3.0 cumulative grade point average (GPA) is on academic probation for the following regular semester (i.e., a student whose cumulative GPA is below 3.0 at the end of the spring semester is on probation through the end of the following fall semester, even if the student takes summer courses to raise his/her cumulative GPA. A student whose cumulative GPA is below 3.0 at the end of the fall semester is on probation through the end of the following spring semester.). A student on academic probation may be required by the academic dean to take a reduced course load during the time of probation. See below (i.e., Requirements for Graduation) for additional policies relevant to probation and dismissal.

A student who falls below a 3.0 cumulative grade point average at the end of a program, or who fails one or more classes, will not be granted a degree. The student may retake a failed class or other classes required to raise the GPA to 3.0 or above, at the Directors discretion and may be granted a degree upon successful completion of those courses.

Dismissal policies may be found here: <https://policies.catholic.edu/students/academicgrad/gradesfull.html>.

Courses Offered

Consult **Cardinal Station** for additional information about courses and to determine course offerings by semester.

Master of Science in Business (MSB) Program

The Master of Science in Business (MSB) is offered to undergraduates to:

- (1) familiarize students with the basics of accounting, economics, marketing, finance, operations, management and all normal business functions
- (2) develop a strong competence in analytical tools for use in decision analysis, data gathering, competitive analysis, statistical analysis, forecasting, etc
- (3) hone students' communication and reasoning skills for application to a business environment (e.g. business writing and presentations)
- (4) acquaint students with the wide range of opportunities available to them

In keeping with the mission of the university, the program is taught in the context of commerce as service to society, inspired by the Catholic principles of solidarity ("a firm and persevering determination to commit oneself to the common good"), subsidiarity (higher authorities should perform only those tasks which cannot be handled adequately at a lower level), and human dignity. The program is designed for liberal arts, engineering, science and other undergraduates who are interested in starting a career in corporate, government, or not-for-profit organizations.

MSB Program Requirements

Students may participate in graduation if they meet all program requirements. Students with one outstanding requirement may participate with the Program Director's permission.

MSB Program Coursework

Area	Course No.	Course Title
Accounting and Finance (6)	BUS 502	Accounting and Financial Analysis
	BUS 511	Applied Financial Management
Management (12)	BUS 501	Managing the Enterprise
	BUS 505	Spirit of Enterprise
	BUS 512	Leadership as Service
	BUS 516	Business Law
	BUS 517	Operations Management
	BUS 520	The Entrepreneurial Mindset
Marketing (4)	BUS 504	Integrated Marketing
	BUS 513	Business Research Methods
Data Analysis (5)	BUS 503	Quantitative Methods for Decision-Making
	BUS 519	Business Intelligence and Data Analytics
Professional Development (10)	BUS 598	Career Strategy
	BUS 506	Excel in Data Analysis
	BUS 514	Business as a Profession
	BUS 697	Career Development
	BUS 507	Consultative Professional Sales and Negotiation

	BUS 515*	Field Team Study
	*The final deliverable of the Field Team Study (BUS 515) project serves as the comprehensive examination.	

Master of Science in Management (MSM) Program

The Master of Science in Management (MSM) is offered as a part-time, evening program that focuses on the concepts, principles, and issues experienced by managers in all types of organizations -- commercial, governmental, educational, community, and nonprofit. The program combines a strong academic foundation with practical knowledge and skills in management to help students enhance their ability to manage organizational resources more effectively. The degree is of benefit to anyone who maintains, or is assuming, managerial responsibilities. Six tracks are available within the MSM degree: Federal Acquisition and Contract Management, Human Resource Management, Leadership and Management, Project Management, Sales Management and Not-for-Profit Management. Courses may be taken on campus, online or both, to suit the needs of the student.

The Masters in Management program places special emphasis on advanced learning that links theory and professional practice. The program requires successful completion of 36 semester credit hours; a minimum of 30 credits must be taken at The Catholic University of America. Students are allowed a maximum of 7 years from their initial enrollment to meet all degree requirements.

Six tracks are offered to allow students to customize the program to their particular interests, needs, and career goals.

Track Options

1. [Federal Contract Management](#)
2. [Human Resource Management](#)
3. [Leadership and Management](#)
4. [Project Management](#)
5. [Sales Management](#)
6. [Not-for-Profit Management](#)
7. [Supply Chain Management](#)

Program Requirements

Students in all six tracks will complete the eight core courses listed below and four elective courses relating to their individual track as listed hereafter.

Course No.	Course Title	Credits
MSM 501	Communicating Effectively as a Manager	3
MSM 505	Project Management	3
MSM 514	Leadership Foundations	3
MSM 525	Spirit of Enterprise	3
MSM 533	Human Resource Management and Strategy	3
MSM 619	Strategic Planning and Implementation	3
MSM 652	Managerial Decision-Making: Finance and Budgeting	3
MSM 674	Master's Capstone	3

Track Electives – Federal Contract Management

Complete 3 of the following 4 Electives:

Course No.	Course Title	Credits
MSM 570	Federal Contract Management and Administration	3
MSM 573	Legal Aspects of Government Contracting	3
MSM 576	Contract Pricing, Negotiations, and Source Selection	3
MSM 578	Performance of Government Contracts	3

Complete the 4th elective above or one of the following electives:

Course No.	Course Title	Credits
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MSM 667	Leading Organizational Change	3
MSM 681	Consultative Professional Sales	3
MSM 560	Business Law	3
MSM 562	Operations Management	3

Track Electives - Human Resource Management

Complete 4 of the following 5 Electives:

Course No.	Course Title	Credits
MSM 523	Legal Environment in Human Resource Management	3
MSM 543	Labor-Management Relations	3
MSM 564	Compensation and Benefits	3
MSM 566	Human Resource Training and Development	3
MSM 627	Human Resource Information Systems & Communications	3

Track Electives - Leadership & Management

Complete 4 of the following 8 Elective Courses:

Course No.	Course Title	Credits
MSM 508	Risk Management	3
MSM 543	Labor-Management Relations	3
MSM 560	Business Law	3
MSM 562	Operations Management	3
MSM 566	Human Resource Training and Development	3
MSM 627	Human Resource Information Systems & Communications	3
MSM 667	Leading Organizational Change	3
MSM 681	Consultative Professional Sales	3

Track Electives - Project Management

Complete the Following 3 courses

Course No.	Course Title	Credits
MSM 507	Project Scheduling & Cost Control	3
MSM 508	Risk Management	3
MSM 590	Advanced Topics in Project Management	3

Complete 1 of the following 5 courses

Course No.	Course Title	Credits
MSM 570	Federal Contract Management and Administration	3
MSM 573	Legal Aspects of Government Contracting	3
MSM 576	Contract Pricing, Negotiations, and Source Selection	3

MSM 578	Performance of Government Contracts	3
MSM 667	Leading Organizational Change	3

Track Electives – Sales Management

Complete 4 of the following 5 courses:

Course No.	Course Title	Credits
MSM 560	Business Law	3
MSM 580	Foundations of Professional Sales	3
MSM 667	Leading Organizational Change	3
MSM 681	Consultative Professional Sales	3
MSM 682	Sales Force Leadership	3

Track Electives - Not-for-Profit Management (Alexandria Site)

Complete the Following 3 courses

Course No.	Course Title	Credits
MSM 605	Program Development in Nonprofit/Non-governmental Organizations	3
MSM 606	Fundraising for Nonprofit/Non-governmental Organizations	3
MSM 607	Financial Management of Nonprofit/Non-governmental Organizations	3

Complete 1 of the following 2 courses

Course No.	Course Title	Credits
MSM 608	Organizational Leadership/Management of Nonprofit/Non-governmental Organizations	3
MSM 595	Internship in Nonprofit/Non-governmental Organizations	3

Track Electives - Supply Chain Track (Alexandria Site)

Complete the Following 4 courses

Course No.	Course Title	Credits
MSM 568	Supply Chain Operations: Sourcing and Marketing	3
MSM 569	Supply Chain Operations: Delivery and Logistics	3
MSM 621	Strategic Planning in Supply Chain Management	3
MSM 629	Supply Chain Technology & Information Management	3

Master of Science in Ecclesial Administration and Management (MEAM) Program

Currently not accepting applications

The Master of Science in Ecclesial Administration and Management (MEAM) is a professional degree that prepares clergy for effective and efficient parish and diocesan leadership. This 30-credit degree consists in a one-week on-campus intensive immersion session and the balance of the coursework online. Course content emphasizes various aspects of fundraising, the transparent management of financial resources, the organization and management of employees, and effective communication strategies with the dual aims of promoting faithful stewardship and fostering growth through evangelization.

Program Requirements:

Course No.	Course Title
MEAM 501	Governance Structures in the Church and Canon Law of Temporal Goods
MEAM 502	Ethics and the Social Teaching of the Church on Business
MEAM 503	Personnel Management and Administration
MEAM 504	Strategic and Operational Leadership
MEAM 505	Transparency and the Spirit of Enterprise
MEAM 506	Ecclesial Budgeting, Accounting and Asset Maintenance
MEAM 507	Financial Reporting, Controlling and Asset Management
MEAM 508	Stewardship: Parish Fundraising, Capital Campaigns and Project Management
MEAM 509	Communication strategies in the Digital Age, Information Technology and Outreach
MEAM 510	Crisis Management and Accountability to the Faithful

Certificate Programs

The School of Business offers three certificate programs:

Graduate Project Management Certificate

The Graduate Project Management Certificate provides a solid foundation for managing projects for all types. Students seeking the Project Management Certificate must complete the following four courses.

Course No.	Course Title	Credits
MSM 505	Project Management	3
MSM 507	Project Scheduling and Cost Control	3
MSM 508	Risk Management	3
MSM 590	Advanced Topics in Project Management	3

Graduate Certificate in Business and Human Rights

The Graduate Certificate in Business and Human Rights is a non-degree graduate certificate program designed to provide current and aspiring Human Resources professionals with an understanding of the various human rights issues that are relevant to the management of the contemporary workforce, such as competing shareholder versus stakeholder approaches to corporate management, and their significance for the practice of business. Concerns about these issues is growing in the academy and in the business world, with new programs being established at other schools. It is appropriate for The Catholic University of America to offer a certificate program for busy professionals to take on a part-time basis. The proposed certificate is offered as a collaboration between the Busch School of Business and the Human Rights Program of the Institute for Human Ecology, with students matriculating in the Busch School. It will offer the perspective of Catholic social thought, responsible entrepreneurial enterprise, current (and historical) human rights theory, and the American legal/ political framework.

The program requires four 3-credit hour courses, for a total of 12 credit hours, and is designed to be taken on a part-time basis, one or two courses per semester, allowing for completion on a part-time basis in one to two academic years. We anticipate delivering it through online and hybrid modes, and would like to begin offering the program in Fall 2022.

The certificate program is open to non-degree students who meet the University's requirements for enrollment in masters-level courses. Admissions are on a rolling basis, and requirements include an official transcript and a \$60 application fee. GRE, TOEFL, or letters of recommendation are not required.

Program Requirements

Course No.	Course Title	Credits
SRES 511	Business and Civil Rights	3
SRES 508	Evolution of Business and Human Rights	3
SRES 515	Catholic Social Thought and Political Economy	3
SRES 576	The Spirit of Entrepreneurial Capitalism	3

Catholic Social Doctrine for Professionals

Currently not accepting applications

Catholic Social Doctrine for Professionals is an 8-week asynchronous online course that allows students to discover how Catholic Social Doctrine can be applied to both professional and personal daily life. Catholic Social Doctrine for Professionals is offered for times a year: January, April, July, and October. It is not offered for formal credit, and no grade will be administered.

Program Requirements

This online course is asynchronous and completed at your own pace. No activities require a live interaction with others. Each module has, on average, 20 minutes of video-narrated slides, between 30-40 pages of reading, brought together by thought-provoking discussions and personal questions related to the content. A short essay is submitted at the end of each module. An estimated 2 to 3 hours per week is required to complete the course work. (16-24 hours total)

VII. School of Canon Law

Officers of Instruction Faculty

Rev. Msgr. Ronny E. Jenkins, S.T.L., J.C.D.	<i>Dean and O'Brien-O'Connor Professor of Canon Law</i>
Sr. Nancy Bauer, O.S.B., J.C.D.	<i>Associate Professor</i>
Rev. John P. Beal, J.C.D.	<i>Stephan Kuttner Professor of Canon Law</i>
Rev. James D. Bradley, J.C.D.	<i>Assistant Professor</i>
William L. Daniel, J.C.D.	<i>Associate Professor</i>
Chorbishop John Faris, J.C.O.D.	<i>Research Professor</i>
Kurt Martens, J.C.D.	<i>Professor</i>
Kenneth J. Pennington, Ph.D	<i>Professor Emeritus</i>
Rev. John E. Lynch, C.S.P., Ph.D.	<i>Professor Emeritus</i>
Rev. Ladislav M. Orsy, S.J., J.C.D.	<i>Professor Emeritus</i>
Dr. Zabrina Decker, J.C.D.	<i>Lecturer, Vice-Chancellor, Archdiocese of Milwaukee</i>
Prof. Sarah Duggin, J.D.	<i>Lecturer in American Law; Professor, Columbus School of Law</i>
Rev. Msgr. William King, J.C.D.	<i>Lecturer</i>
Rev. John Chrysostom Koslawski, O.P., J.C.D.	<i>Lecturer</i>
Rev. Msgr. Patrick Lagges, J.C.D.	<i>Lecturer</i>
Prof. Mary O'Leary, J.D.	<i>Lecturer in American Law; Professor, Columbus School of Law</i>
Prof. V. Bradley Lewis, Ph.D.	<i>Lecturer in Theology and Philosophy of Law; Associate Professor, School of Philosophy</i>
Rev. Msgr. Roch Pagé, J.C.D.	<i>Lecturer, Dean Emeritus, Faculty of Canon Law, Saint Paul University</i>
Eric Treene, J.D.	<i>Lecturer in American Law</i>

History

Pope Leo XIII in establishing the University in *Magni nobis gaudi*, authorized the granting of degrees in pontifical law. In 1891, the Reverend Doctor Sebastian Messmer, later Archbishop of Milwaukee and a member of the faculty of the School of Sacred Sciences, held the Myles O'Connor Chair of Canon Law. The Degree of Bachelor in Canon Law was first awarded in 1912, and the first doctor of canon law in 1916. In 1923, canon law was erected as a school in its own right distinct from the School of Theology, which status continues today (from 1976 to 2002 canon law was a department within the School of Theology). The School of Canon Law remains the only graduate program in canon law in the United States with the authorization to grant ecclesiastical degrees in that discipline.

Purpose

As an ecclesiastical faculty, the School of Canon educates students for licentiate and doctorate degrees in canon law. As authorized by the Apostolic See, the canonical degrees, Licentiate in Canon Law, J.C.L., and Doctorate in Canon Law, J.C.D., are awarded.

The Master of Church Administration Degree, a civil degree, incorporates a foundation in canon law with additional course work in a complementary area of study.

The School is a community of students, faculty and staff engaged in the common enterprise of serving the Catholic Church through the study, interpretation and application of canon law, with particular attention to the needs and opportunities of the Church in the United States. Students are educated both in the theory and practice of the law, and therefore are prepared for the professional practice of canon law in diocesan and religious administration, ecclesiastical tribunals, the teaching of canon law, and for scientific research.

The primary focus of courses offered in the school is the *Code of Canon Law* for the Latin Church, promulgated by Pope Saint John Paul II in 1983 and as partially revised by Pope Francis in 2021, with attention also to the *Code of Canons in Eastern Churches*, promulgated by Pope Saint John Paul II in 1990. A proper understanding and implementation of the provisions of the current law of

the Church require not only acquired skill in the technicalities of legal interpretation, but also a broad grasp of the historical, theological and legal influences which have contributed to its development, interpretation and application. The faculty members of the School inculcate in the students the importance of service to the Church through their own service in providing canonical advice to the bishops of the United States, major superiors of religious institutes and societies, and to individuals.

In keeping with the conciliar declaration *Gravissimum Educationis*, on Christian Education (n. 11), and formed by the Apostolic Constitution, *Veritatis gaudium*, the curriculum affords clergy, religious, and lay persons a thorough, contemporary, scholarly, pastoral preparation for service to the Church in positions of canonical responsibility.

The personal guidance of the faculty is directed at every level of instruction and inquiry to the practical needs of canonists at the present time, as well as to thesis and dissertation work that will acquaint and equip students with the applied methods of canonical research and writing needed by both practitioners and scholars.

Admission

Admission requirements and specifications are provided at the School of Canon Law website at <https://canonlaw.catholic.edu/admission/index.html>.

Application for graduate study at CUA is through the Office of the Vice-Provost and Dean of Graduate Studies, <https://cardinaladmissions.cua.edu>.

Admission to study is open to properly qualified persons who meet the following requirements:

1. Official transcripts of undergraduate and, if completed, postgraduate studies.
2. Completion of the required theological and philosophical course preparation (see <https://canonlaw.catholic.edu/academics/degree-programs/index.html>)
3. Two or more letters of recommendation from officials or faculty members of institutions previously attended.
3. Results of the Graduate Record Examination taken within the past five years may also be required.

Please note, priests, deacons, candidates for orders, and religious will be asked to submit a letter of support and of good standing from their bishop or religious superior.

First or Preparatory Cycle

The study of canon law presupposes a theological foundation. For those who do not possess an advanced degree in theology or who have had no previous training in philosophy, 24 graduate credits in theology (8 courses or two semesters) are required, at CUA or at an accredited educational institution, covering (in general) dogmatic theology, ecclesiology, sacramental theology, and moral theology. More specifically, these courses should include the following topics:

1. Elements of philosophy: philosophical anthropology, metaphysics, ethics.
2. Elements of theology: an introduction to Sacred Scripture; fundamental theology; the transmission and credibility of divine revelation; Trinitarian theology; Christology; divine grace; in a special way, Ecclesiology; general and special sacramental theology; fundamental and special moral theology.
3. Fundamental institutes of canon law.
4. Latin.

If the requirements of the First Cycle have been satisfied, an applicant may be admitted directly to the Second Cycle. In individual cases minor deficiencies may be supplied during the regular course of studies in the Second Cycle.

Licentiate in Canon Law

Requires six semesters in which the governing norms of the Catholic Church are studied; a thesis is written, and a comprehensive examination taken on the canons of the Code. Upon the completion of the requirements, the student earns the Licentiate in Canon Law (J.C.L.).

During these semesters, the student becomes acquainted with the whole corpus of church law, understands the law in terms of its theological, philosophical, and historical background, and learns the method and practice of scientific research. The level of research for the licentiate is that expected of professional canonists, specifically the exacting investigation of canonical questions encountered in curial, tribunal, and similar practice, and the articulation of one's findings in written opinions and briefs.

The School of Canon Law offers three ways to complete the six semesters required for the J.C.L. degree:

1. Three academic years, all on campus: fall and spring, fall and spring, fall and spring;
2. Two academic years and two summers, all on campus: fall, spring and summer; fall, spring and summer;
3. Four summers of study on campus during June and July, with on-line courses and on-line Latin during the academic year.

Residence

Depending on the program chosen, on-campus courses fulfill the residence requirements for the licentiate. The actual time

necessary to complete the requirements of the degree program will, of course, vary from student to student. Continuous enrollment is required unless an authorized leave of absence has been granted.

Language Requirements

Canon law is an international law. The official texts of the law and of many documents with canonical importance are in Latin. Other texts appear from time to time in various modern languages. Many of the significant commentaries on the law and studies about canon law topics appear in languages other than English.

In order to understand this law more accurately, to interpret and apply it more fully and to instruct others more effectively as to its meaning and proper application, it is important to have access to more than the limited amount available in English translations or studies concerning canon law. The development of an ability to use canonical Latin and the canonical literature in a modern language is an integral dimension of formation as a canon lawyer and subsequent professional work.

Before a formal submission of the proposal for the licentiate thesis, a candidate must demonstrate a fluency in canonical Latin and pass a proficiency examination in one modern language (Italian, German, Spanish, French) administered by the School of Canon Law.

Coursework

The course of studies is divided into six semesters (A-B-C-D-E-F). Semester A is a prerequisite for the other semesters. These courses include required courses and various elective courses offered in the School of Canon Law or in other schools of the university.

The course of studies normally is as follows:

3 Year Program

Semester A

CL 701 History of Canon Law (3 credit hours)
CL 711 General Norms I (3 credit hours)
CL 731 Sacramental Law (3 credit hours)
CL 734 Juridical Structures of Matrimony (3 credit hours)
Latin I 1 credit hour

Semester B

CL 712 General Norms II (3 credit hours)
CL 720 Ordained Ministry (3 credit hours)
CL 721 Structures of the Particular Church (3 credit hours)
CL 726 Lay Ministry (2 credit hours)
Latin II (1 credit hour)

Semester C

CL 715 American Law for Canonists (3 credit hours)
CL 724 Consecrated Life (3 credit hours)
CL 741 Procedural Law (4 credit hours)
Elective (as offered)
Latin III (1 credit hour)

Semester D

CL 716 Religious Liberty (3 credit hours)
CL 750 Teaching Office (2 credit hours)
CL 751 Sanctions (3 credit hours)
Elective (as offered)

Semester E

CL 728 Supra-Diocesan Structures (3 credit hours)
CL 739 Matrimonial Jurisprudence (3 credit hours)
CL 744 Temporal Goods (3 credit hours)
CL 746 Protection of Rights (3 credit hours)

Semester F

CL 727 Philosophy and Theology of Law (3 credit hours)
CL 760 Roman Law (2 credit hours)
CL 771 Eastern Law (3 credit hours)
Comprehensives (1 credit hour)
Thesis (1 credit hour)

SUMMER PROGRAM

Summer I

School of Canon Law - 2022-23 Graduate Announcements - The Catholic University of America

CL 711 General Norms I (3 credit hours)
CL 721 Structures of the Particular Church (3 credit hours)
CL 731 Sacramental Law (3 credit hours)
CL 734 Juridical Structures of Matrimony (3 credit hours)

Online Fall I

CL 701 History of Canon Law (3 credit hours)
Latin I (1 credit hour)

Online Spring I

CL 712 General Norms II (3 credit hours)
Latin II (1 credit hour)

Summer II

CL 715 American Law for Canonists (3 credit hours)
CL 724 Consecrated Life (3 credit hours)
CL 726 Lay Ministry (2 credit hours)
CL 741 Procedural Law (4 credit hours)

Online Fall II

CL 728 Supra-Diocesan Structures (3 credit hours)
Latin III (1 credit hour)

Online Spring II

CL 720 Ordained Ministry (3 credit hours)

Summer III

CL 716 Religious Liberty (3 credit hours)
CL 750 Teaching Office (2 credit hours)
CL 751 Sanctions (3 credit hours)
CL 744 Temporal Goods (3 credit hours)

Online Fall III

CL 739 Matrimonial Jurisprudence (3 credit hours)

Online Spring III

CL 760 Roman Law (2 credit hours)

Summer IV

CL 727 Philosophy and Theology of Law (3 credit hours)
CL 746 Protection of Rights (3 credit hours)
CL 771 Eastern Law (3 credit hours)
Comprehensives (1 credit hour)
Thesis (1 credit hour)

2 Year Program

Semester A

CL 701 History of Canon Law (3 credit hours)
CL 711 General Norms I (3 credit hours)
CL 731 Sacramental Law (3 credit hours)
CL 734 Juridical Structures of Matrimony (3 credit hours)
Latin I (1 credit hour)

Semester B

CL 712 General Norms II (3 credit hours)
CL 720 Ordained Ministry (3 credit hours)

Elective (as offered)
Latin II (1 credit hour)

Summer I

CL 715 American Law for Canonists (3 credit hours)
CL 724 Consecrated Life (3 credit hours)
CL 726 Lay Ministry (2 credit hours)
CL 741 Procedural Law (4 credit hours)

Semester E

CL 728 Supra-Diocesan Structures (3 credit hours)
CL 739 Matrimonial Jurisprudence (3 credit hours)

CL 744 Temporal Goods (3 credit hours)
CL 746 Protection of Rights (3 credit hours)
Latin III (1 credit hour)

Semester F

CL 727 Philosophy and Theology of Law (3 credit hours)
CL 760 Roman Law (2 credit hours)
CL 771 Eastern Law (3 credit hours)
Elective

Summer II

CL 716 Religious Liberty (3 credit hours)
CL 750 Teaching Office (2 credit hours)
CL 751 Sanctions (3 credit hours)
Comprehensives (1 credit hour)
Thesis (1 credit hour)

Thesis

Each student must submit a thesis, approximately fifty to sixty pages in length, in which a significant (taking account of the thesis length) canonical issue is investigated. The thesis must demonstrate the student's familiarity with basic methods and techniques of research, technical mastery of a limited subject matter, and ability to exercise sound canonical judgment and formulate accurate conclusions.

Comprehensive Examination

In addition to regular course examinations or the equivalent, at the conclusion of the six semesters of courses the student sits for a comprehensive oral examination to demonstrate mastery of the whole corpus of Church law. A student who twice fails the comprehensive examination is no longer eligible to receive the licentiate.

Dual-Degree Program

In conjunction with the Columbus School of Law at The Catholic University of America, the School of Canon Law offers a dual-degree program for students who qualify for admission to the canon law program and to the law school program. The dual-degree program makes it possible to earn a J.D. degree in American law and a J.C.L. degree in canon law. Requirements of the respective degree programs must be met, but some courses in the law program are accepted as electives for canon law, and some canon law courses are accepted as law electives. For more information, contact the dean of the School of Canon Law.

Master in Church Administration (M.C.A.)

Applications are not currently being accepted for the M.C.A. degree, described below.

The Masters in Church Administration (M.C.A.) degree is a one-year residential program providing graduate education for curial and parochial officials engaged in a wide variety of ministries in the diocese other than Canonical Affairs or the Diocesan Tribunal. The M.C.A. offers a foundation in Church law combined with a second focus of study from other Schools at the Catholic University of America and which would reflect the individual's present or future diocesan service – for example, business administration, theology (spirituality, ecumenism, systematic theology, liturgy, etc.), sociology.

Please note: The M.C.A. is not an ecclesiastical degree and is distinct from the licentiate in canon law (J.C.L.) and the doctor of canon law (J.C.D.) degrees offered by the School.

M.C.A. Admissions Requirements

A bachelor's degree from an accredited college or university.

- a. Superior achievement and the ability to pursue graduate work as indicated by official transcripts from previous institutions of study.
- b. The results of the Graduate Record Examination (G.R.E.)
- c. Non-native English-speakers should demonstrate evidence of English proficiency through submission of Test of English as a Foreign Language (TOEFL) scores or through some other means.
- d. At least two academic letters of recommendation.

M.C.A. Coursework

- a. Four canon law courses will be taken in the fall semester:
 - CL 711 General Norms I
 - CL 721 Structures of the Particular Church
 - CL 744 Temporal Goods
 - TRS 665A Basic Principles of Latin Canon Law

- b. Four additional courses in canon law or in another discipline (theology, business, etc.) will be taken in the spring semester.
- c. Students must maintain an average grade point of 3.0.

M.C.A. Major Paper or Practicum

- a. The student is expected to write a major paper of 25 to 30 pages synthesizing the courses taken through the course of the year. The student will undergo an oral examination on the content of the paper after it has been accepted by the director. The paper and oral examination must be completed at the conclusion of the spring semester.
- b. In place of the major paper, the student could choose to develop and propose to the Director of the MCA Program a practicum dimension to the M.C.A. The practicum – practical experience in the student's specific field of interest – requires prior presentation of a proposal detailing the expected hours of the practicum; location; on-going supervision; and expectations of the student and supervisor. Upon conclusion, the student will submit a maximum 10-page paper, relating the practicum to the course work and including an evaluation by the student's practicum supervisor.
- c. The major paper and the practicum are each worth six credits.

Doctorate in Canon Law

Admission

The doctoral program consists of two distinct stages. First, for admission to the doctoral program, the student must have successfully received the licentiate degree (J.C.L.) and demonstrated superior academic ability as demonstrated by achievement of an overall A- average in the various components of the licentiate program (i.e., coursework, thesis, comprehensive examination) taken in the aggregate. However, within this overall average, the grade for the thesis must be at least A-. For students who did not earn the licentiate degree from CUA, the student must submit a thesis or major writing project for faculty review and two letters of recommendation, from professors on the faculty where they earned their licentiate degree. A decision is made by the faculty conjointly. All students considering the doctoral program must write a formal application letter to the Dean, explaining their reasons for advanced canonical study.

Admission to the second stage, doctoral candidacy, follows upon the successful development and submission of the dissertation proposal and requires a separate faculty vote of approval. Prior to such submission, a candidate must demonstrate fluency in canonical Latin and pass proficiency examinations in two modern languages (Italian, Spanish, German, or French) administered by the School of Canon Law.

Residence

The residency requirement for the Third Cycle is one year or two semesters. During the residency requirement, a candidate must have completed the Seminar in Sources (CL 702). The actual time necessary to complete the requirements of the degree program usually extends to three or four semesters, chiefly dependent on the time needed to complete the dissertation (below). According to School of Canon Law policy, the student has four years to complete the writing, defense, and publication of the dissertation. This period of time is calculated from the beginning of the semester following admission to candidacy.

Continuous enrollment is required unless an authorized leave of absence is granted for very serious reasons; such a leave cannot be longer than a maximum of four semesters.

Coursework

During this cycle the candidate is to be registered for dissertation guidance and is to complete four courses or seminars.

Dissertation

The candidate must submit a written dissertation to the faculty, reflecting a level of research expected of Ph.D. candidates. The candidate must defend the dissertation during an examination on the dissertation and on 10 theses closely related to it or subjects of special study. If the dissertation is approved, the specified number of printed copies must be deposited in the Office of the Vice Provost and Dean of Graduate Studies.

VIII. School of Engineering

Officers of Instruction

Administration

John A. Judge, Ph.D.	<i>Dean; Associate Professor of Mechanical Engineering</i>
Diane Miranda	<i>Assistant Dean</i>
Hang Liu, Ph.D.	<i>Associate Dean for Graduate Programs and Faculty; Professor of Electrical Engineering and Computer Science</i>
Melvin G. Williams, Jr.	<i>Associate Dean for Professional Programs</i>

Faculty

Jandro Abot, Ph.D.	<i>Associate Professor of Mechanical Engineering</i>
Bismark R. D. Agbelie, Ph.D.	<i>Assistant Professor of Civil and Environmental Engineering</i>
Gregory Behrmann, Ph.D.	<i>Clinical Associate Professor of Biomedical Engineering</i>
Christian Bomela, Ph.D.	<i>Clinical Assistant Professor of Mechanical Engineering</i>
J. Steven Brown, Ph.D., P.E.	<i>Professor of Mechanical Engineering</i>
Hieu Bui, Ph.D.	<i>Assistant Professor of Electrical Engineering and Computer Science</i>
Lin-Ching Chang, Ph.D.	<i>Professor of Electrical Engineering and Computer Science</i>
Jason Davison, Ph.D.	<i>Assistant Professor of Civil and Environmental Engineering</i>
Matthew Jacobs, Ph.D.	<i>Clinical Assistant Professor of Electrical Engineering and Computer Science</i>
Minhee Jun, Ph.D.	<i>Assistant Professor of Electrical Engineering and Computer Science</i>
Timothy W. Kao, Ph.D., P.E.	<i>Professor Emeritus of Civil and Environmental Engineering</i>
Rebecca Kiriazes, Ph.D.	<i>Assistant Professor of Civil and Environmental Engineering</i>
Sang Wook Lee, Ph.D.	<i>Associate Professor Biomedical Engineering</i>
Chuan-Fu Lin, Ph.D.	<i>Assistant Professor of Mechanical Engineering</i>
Hang Liu, Ph.D.	<i>Professor of Electrical Engineering and Computer Science</i>
Gunnar Lucko, Ph.D.	<i>Professor of Civil and Environmental Engineering</i>
Peter Lum, Ph.D.	<i>Professor of Biomedical Engineering</i>
Xiaolong Luo, Ph.D.	<i>Associate Professor of Mechanical Engineering</i>

School of Engineering - 2022-23 Graduate Announcements - The Catholic University of America

Arash Massoudieh, Ph.D.	<i>Professor of Civil and Environmental Engineering</i>
John J. McCoy, D.Sc.	<i>Professor Emeritus of Civil and Environmental Engineering</i>
Nader M. Namazi, Ph.D.	<i>Professor of Electrical Engineering and Computer Science</i>
George Nehmetallah, Ph.D.	<i>Associate Professor of Electrical Engineering and Computer Science</i>
Charles C. Nguyen, D.Sc.	<i>Professor of Electrical Engineering and Computer Science</i>
Sen Nieh, Ph.D.	<i>Professor of Mechanical Engineering</i>
Sergio Picozzi, Ph.D.	<i>Clinical Assistant Professor of Electrical Engineering & Computer Science</i>
Hsien Ping Pao, Ph.D.	<i>Professor Emeritus of Civil and Environmental Engineering</i>
Chaofan Sun	<i>Clinical Assistant Professor of Electrical Engineering and Computer Science</i>
Christopher Raub, Ph.D.	<i>Associate Professor of Biomedical Engineering</i>
Diego Turo, Ph.D.	<i>Associate Professor of Mechanical Engineering</i>
Richard Thompson, Ph.D.	<i>Associate Professor of Practice, Civil and Environmental Engineering</i>
Joseph Vignola, Ph.D.	<i>Associate Professor of Mechanical Engineering</i>
Zhaoyang Wang, Ph.D.	<i>Associate Professor of Mechanical Engineering</i>
Yun Chow Whang, Ph.D.	<i>Professor Emeritus of Mechanical Engineering</i>
Otto C. Wilson, Ph.D.	<i>Associate Professor of Biomedical Engineering</i>

Associates of the Faculty

Sepideh Akhbarifar, Ph.D.	<i>Lecturer in Mechanical Engineering</i>
Yahya Aliabadizadeh, Ph.D.	<i>Lecturer in Civil and Environmental Engineering</i>
Ossama Aliadhed	<i>Lecturer in Civil and Environmental Engineering</i>
Faleh Alshameri, Ph.D.	<i>Lecturer in Engineering Management</i>
Brad Baker, Ph.D.	<i>Lecturer in Materials Science and Engineering</i>
Michelle Bailey, Ph.D.	<i>Lecturer in Engineering Management and Mechanical Engineering</i>
Bidhan Chandra Bandyopadhyay, Ph.D.	<i>Research Associate Professor of Biomedical Engineering</i>
Troy Barnes, M.M.A.S., M.E.M.	<i>Lecturer in Engineering Management</i>
Abdallah Battou, Ph.D.	<i>Adjunct Assistant Professor of Electrical Engineering and Computer Science</i>
Joseph M. Bishop, P.D.	<i>Lecturer in Civil and Environmental Engineering</i>
Branko Bokan, M.S	<i>Lecturer in Engineering Management</i>
John Bonita, Ph.D., P.E.	<i>Lecturer in Civil and Environmental Engineering</i>
Fred Byus, RADM (ret)	<i>Lecturer in Engineering Management</i>
Charles E. Campbell Jr., Ph.D.	<i>Lecturer in Electrical Engineering and Computer Science</i>

School of Engineering - 2022-23 Graduate Announcements - The Catholic University of America

Alan B. Carr, M.S.	<i>Lecturer in Engineering Management</i>
Vincent Casella, Ph.D.	<i>Lecturer in Electrical Engineering and Computer Science</i>
Malabika Chaudhuri, Ph.D.	<i>Lecturer in Materials Science and Engineering</i>
Sugata Chowdhury	<i>Lecturer in Materials Science and Engineering</i>
Larry Cook, Ph.D.	<i>Lecturer in Materials Science and Engineering</i>
Francesco Covaro, Ph.D.	<i>Adjunct Assistant Professor of Civil and Environmental Engineering</i>
Ugo Della Croce, Ph.D.	<i>Research Ordinary Professor in Biomedical Engineering</i>
Aysegul Cuhadar, Ph.D.	<i>Lecturer in Electrical Engineering and Computer Science</i>
Will Cunha, M.S.	<i>Lecturer in Engineering Management</i>
Christopher Danek, Ph.D.	<i>Adjunct Associate Professor of Biomedical Engineering</i>
Sameh Elsharkawy, Ph.D.	<i>Lecturer in Computer Science</i>
Jose Febres, Ph.D.	<i>Lecturer in Engineering Management</i>
Jeffrey E. Fernandez, Ph.D., P.E., C.P.E.	<i>Lecturer in Engineering Management</i>
Joseph Findaro, J.D.	<i>Lecturer in Civil and Environmental Engineering</i>
Michael Fitzgerald	<i>Lecturer in Engineering Management</i>
Christy Foreman	<i>Lecturer in Biomedical Engineering</i>
Tommy Gardner, Ph.D.	<i>Lecturer in Engineering Management; Computer Science</i>
Jeffrey E. Giangliuli, M.S.E.	<i>Lecturer in Engineering Management</i>
Shane Guan, Ph.D.	<i>Adjunct Assistant Professor of Mechanical Engineering</i>
Matthew Guild, Ph.D.	<i>Lecturer in Mechanical Engineering</i>
Jeffery Hooper, Ph.D.	<i>Lecturer in Biomedical Engineering</i>
Li-Yueh Hsu, D.Sc.	<i>Research Associate Professor in Biomedical Engineering</i>
James W. Hudson	<i>Lecturer in Civil and Environmental Engineering</i>
Boyd A. Jones, Ph.D.	<i>Lecturer in Engineering Management</i>
Philip C. Jones, J.D.	<i>Lecturer in Civil and Environmental Engineering</i>
William A. Joyce, P.E.	<i>Lecturer in Civil and Environmental Engineering</i>
Joseph Logue	<i>Lecturer in Engineering</i>
Margaret Kibben, RADM (ret)	<i>Lecturer in Engineering Management</i>
Vadim Knyazev, Ph.D.	<i>Lecturer in Electrical Engineering and Computer Science</i>
Michael P. Kushner, M.B.A., P.M.P.	<i>Lecturer in Engineering Management</i>
Francis Linehan, M.E.E.	<i>Lecturer in Electrical Engineering and Computer Science</i>
Gregory McHugh	<i>Lecturer in Civil and Environmental Engineering</i>

School of Engineering - 2022-23 Graduate Announcements - The Catholic University of America

Mohsen Marafat, M.S.	<i>Lecturer in Electrical Engineering</i>
Barbara Marchetti, Ph.D.	<i>Lecturer in Mechanical Engineering</i>
Chris Martino, Ph.D.	<i>Lecturer in Electrical Engineering</i>
George Mattingly, Ph.D.	<i>Adjunct Professor of Mechanical Engineering</i>
John McTyre, M.S.	<i>Lecturer in Civil and Environmental Engineering</i>
Rocco Mennella, M.S.	<i>Lecturer in Mechanical Engineering</i>
Kristen Elizabeth Miller, DrPH	<i>Lecturer in Biomedical Engineering</i>
Srinidhi Nagaraja, Ph.D.	<i>Adjunct Assistant Professor in Mechanical Engineering</i>
Tien Nguyen, Ph.D.	<i>Adjunct Assistant Professor of Electrical Engineering and Computer Science</i>
Silas C. Nichols, Ph.D.	<i>Lecturer in Civil and Environmental Engineering</i>
Ken O'Connell, Ph.D., P.E.	<i>Lecturer in Civil and Environmental Engineering</i>
Babak Parkhideh, Ph.D	<i>Lecturer in Electrical Engineering</i>
Long Phan, Ph.D.	<i>Lecturer in Civil and Environmental Engineering</i>
Davide Prete	<i>Lecturer in Materials Science and Engineering</i>
Sridava Rao, Ph.D.	<i>Lecturer in Electrical Engineering and Computer Science</i>
Nina Rodriguez, Ph.D.	<i>Lecturer in Civil and Environmental Engineering</i>
Kevin Russo, M.S.	<i>Lecturer in Electrical Engineering and Computer Science</i>
Alfonz Ruth, Ph.D.	<i>Lecturer in Civil and Environmental Engineering</i>
Bruno Victorino Sarli, Ph.D.	<i>Adjunct Assistant Professor in Mechanical Engineering</i>
Matthew D. Sermon, M.S.E.	<i>Lecturer in Engineering Management</i>
Hanney Shaban, Ph.D.	<i>Lecturer in Electrical Engineering and Computer Science</i>
Kimberly Stambler, Ph.D.	<i>Lecturer in Engineering Management</i>
Stephen Sullivan	<i>Lecturer in Civil and Environmental Engineering</i>
Randy Swisher, M.S.	<i>Lecturer in Electrical Engineering and Computer Science</i>
Harold H. Szu, Ph.D.	<i>Research Ordinary Professor in Biomedical Engineering</i>
Richard C. Thompson, Jr., Ph.D., M.B.A., A.I.A.	<i>Visiting Assistant Professor in Civil and Environmental Engineering</i>
Travis Thonstad	<i>Lecturer in Civil and Environmental Engineering</i>
William Timme, RADM (ret)	<i>Lecturer in Engineering Management</i>
Larry Tobin, M.S.	<i>Lecturer in Engineering Management</i>
Tongele N. Tongele, Ph.D.	<i>Adjunct Assistant Professor in Mechanical Engineering</i>
James Turso, Ph.D.	<i>Lecturer in Electrical Engineering</i>
Khanh Vu, M.S.	<i>Lecturer in Electrical Engineering and Computer Science</i>

School of Engineering - 2022-23 Graduate Announcements - The Catholic University of America

Jonathan Weigand	<i>Lecturer in Civil and Environmental Engineering</i>
Diane Webber, RADM (ret)	<i>Lecturer in Engineering Management</i>
Melvin Williams, Jr. M.S.E., VADM (ret)	<i>Associate Dean (Professional Programs); Director of Engineering Management Program, Director of Materials Science & Engineering Program, Director Off-campus Graduate Engineering Program, Lecturer in Engineering Management</i>
Adam Wolfe, Ph.D., P.E.	<i>Adjunct Associate Professor of Mechanical Engineering</i>

Biomedical Engineering Advisory Council

Barbara Bregman, Ph.D.	<i>Professor, Georgetown University, Department of Neuroscience, Washington, DC</i>
Kevin Cleary, Ph.D.	<i>Technical Director, Bioengineering Initiative, The Sheikh Zayed Institute for Pediatric Surgical Innovation, Children's National Health System, Washington, DC</i>
Diane L. Damiano, Ph.D.	<i>Chief, Functional & Applied Biomechanics Section, NIH, Bethesda, MD</i>
Joel B. Myklebust, Ph.D.	<i>Deputy Director, Office of Science & Engineering Laboratories, FDA, Silver Spring, MD</i>
Diane R. Bienek, Ph.D.	<i>American Dental Association Science and Research Institute, MD</i>

Civil and Environmental Engineering Advisory Council

Dan Herrema, Ph.D.	<i>Vice-president, Limnotech, Washington, DC</i>
Hamid Karimi, Ph.D.	<i>Deputy Director, Natural Resources Administration, Department of Energy & Environment, Government of the District of Columbia</i>
Dennis McCahill, Ph.D.	<i>Retired</i>
Arash Parham	<i>Director, Clark Foundations</i>
Melissa Prelewicz	<i>Associate Executive Director, American Association of Engineering Societies, American Society of Civil Engineers, Reston, VA</i>
Jeffrey Seltzer	<i>Deputy Director, Natural Resources Administration, DOEE</i>
Heather Shinn	<i>Vice-president, Pearsons, Washington, DC</i>
Scott Stewart	<i>Principal, SKanda Structural Engineers, Washington, DC</i>
Gene VanDyck, Ph.D.	<i>General Dynamics</i>
William (Bill) Whiting	<i>Vice President, The Whiting-Turner Contracting Co., Washington DCsenior</i>
Daniel Murphy	<i>Architect of the Capital</i>

Electrical Engineering and Computer Science Advisory Council

Ramesh Bharadwaj, Ph.D.	<i>Senior Software Technology Researcher, Naval Research Laboratory, Washington, DC</i>
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School of Engineering - 2022-23 Graduate Announcements - The Catholic University of America

Tarek El- Ghazawi, Ph.D.	<i>Professor, IEEE Fellow, Department of Electrical and Computer Engineering, The George Washington University, Washington, DC</i>
Hamidzadeh Babak, Ph.D.	<i>Associate Professor of Computer Science, University of Maryland, College Park, MD</i>
Chang-Tien Lu, Ph.D.	<i>Professor of Computer Science, Virginia Tech University, Arlington, VA</i>
Jose R. Latimer, Ph.D.	<i>Executive for Homeland Protection Mission Area, Johns Hopkins Applied Physics Laboratory, Laurel, MD</i>
Harold Szu, Ph.D.	<i>Distinguished Retired Scientist, Night Vision Lab, Ft. Belvoir, VA</i>
Scott E. Stickels	<i>CTO, Applied Physical Sciences Corporation, Alexandria, VA</i>
Jude R. Nitsche	<i>Nitsche and Associates LLC, Arlington, VA</i>

Mechanical Engineering Advisory Council

Joseph T. (Tim) Arcano, Jr., Ph.D.	<i>Technical Director (Retired), Naval Surface Warfare Center/Carderock; Senior Vice President, Engineering and Technology at Link Technologies, Inc., Washington, DC</i>
Gil Crouse, Ph.D.	<i>Chief Engineer for Advanced Aircraft Development, Aurora Flight Sciences, a Boeing Co., Manassas, VA</i>
David Didion, Ph.D.	<i>Retired NIST Fellow, National Institute of Standards and Technology, Port Republic, MD</i>
Terry DuBois, Ph.D.	<i>US Army Communications, Electronics, Research, Development and Engineering Center, Aberdeen Proving Ground, MD</i>
Peter Herdic, Ph.D.	<i>Sr. Scientist, Naval Research Laboratories, Washington, DC</i>
Don Marlowe	<i>Standards Administrator (Retired), Science and Health Communication, U.S. Food and Drug Administration, Rockville, MD</i>
Peter McKibbin	<i>IRAD/Special Projects Manager, Phoenix International Holdings, Inc., Largo, MD</i>
Steven Russell, Ph.D.	<i>Project Manager, Ship Systems Engineering, Office of Naval Research, Arlington, VA</i>
Jaclyn A. Schade	<i>Registered Patent Agent, Pillsbury Winthrop Shaw Pittman LLP, McLean, VA</i>
Stephen Wilson	<i>Principal Analyst, NTI Corporation; Deputy Director (Retired), Ship Signature Department, NSWC - Carderock, West Bethesda, MD</i>

History

The engineering program was established in 1896, soon after the founding of The Catholic University of America. The School of Engineering was formally established as a separate school in 1930 and was shortly thereafter renamed the School of Engineering and Architecture. In 1992 the School of Engineering and Architecture separated and became the School of Engineering and the School of Architecture and Planning. Prior to 1950, the primary focus of the school was on undergraduate professional programs, although graduate programs had always been offered. However, research activity and graduate professional offerings have increased at a steady rate since 1950. Today the School of Engineering offers bachelor's, master's and doctoral degrees in five academic programs as well as master's degrees in Engineering Management, Materials Science and Engineering, and Data Analytics. The school prides itself on being a small Catholic engineering school that provides quality education with a personal touch.

Students can expect close interaction with faculty, small class sizes, a small student-to-teacher ratio and a faculty dedicated to teaching and research. All members of the full-time faculty hold doctoral degrees and are very active in funded research and scholarly publication.

The school's strong ties with local research institutions such as NASA, NIH, NIST, NRL etc., foster research collaborations and enable our faculty to bring research experience into the classroom. Students can benefit from research assistantships from funded research projects.

Goals

Goal 1: Distinction. Distinguish the CUA School of Engineering through actions and communications as the Engineering School with Teaching and Research Excellence, Ethical Character Development, Caring Service, and the advantages of Location in the Capital of the United States of America.

Goal 2: Prosperity. The School will achieve prosperity by expanding and strengthening existing programs and establishing unique and timely new academic programs that serve the region, nation, and world with superior technical competence, incorporate moral and ethical values, and prepare future leaders.

Goal 3: Opportunity. The School will provide the best opportunities for Faculty, Staff, and Students to realize their full potential.

Graduate programs in the school emphasize both theory and application of advanced engineering principles. The goal of the school is to produce professional engineers, scientists and researchers who can contribute significantly to society through their chosen profession and scientific and research activities.

Degree Programs

Through its four departments and two non-departmentalized engineering programs, the school offers graduate programs leading to the Master of Science (M.S.) degree and Doctor of Philosophy (Ph.D.) degree in the following concentration areas:

Biomedical Engineering (M.S., Ph.D.), Civil Engineering (M.S., Ph.D.), Electrical Engineering (M.S., Ph.D.), Environmental Engineering (M.S., Ph.D.), Computer Science (M.S., Ph.D.), Mechanical Engineering (M.S., Ph.D.), Data Analytics (M.S. only), Engineering Management (M.S. only), and Materials Science and Engineering (M.S. Ph.D.).

The curricula of the master's degree programs aimed at a particular discipline provide in-depth coverage of topics related to the discipline.

The school also offers graduate certificate programs in several areas (Engineering Management, Additive Manufacturing, Data Analytics, and Power Electronics), which can be completed as stand-alone programs or as part of master's degree programs.

Special Regulations Admission

Admission to the School of Engineering follows the general university regulations (see Admission to Graduate Study in these *Announcements*). We present here general admission regulations pertaining only to the graduate degree programs of the School of Engineering. Additional specific requirements for admission to particular programs, if any, are given in the departmental sections. Admission to all graduate degree programs is made by the dean of the School of Engineering upon the recommendation of the chair/director of the appropriate graduate program.

Doctoral Degree Programs

The minimum grade point average, GPA, required for admission to the doctoral degree programs is 3.4. In special circumstances, program chairs and faculty may petition for students to be admitted who do not meet the GPA guideline. There is no provisional admission for the doctoral programs.

Master Degree Programs

The minimum requirement for admission to the M.S. degree program is a baccalaureate degree from an accredited university. The minimum requirement for admission to the master's degree program of a particular engineering program is an undergraduate degree from an accredited engineering program. Additional requirements may apply based on undergraduate performance. The minimum GPA required for regular admission to master's degree programs is 3.0 for bachelors-level courses. Provisional admission may be granted to students with a bachelor's-level GPA less than 3.0. Provisional admission will be converted to regular admission after the student passes a set of approved graduate level courses with a minimum GPA of 3.0.

Degree Requirements

The degree requirements for graduate studies in the School of Engineering generally follow the university requirements (see General Requirements of Graduate Studies). We present here general degree requirements pertaining only to the graduate degree programs of the School of Engineering. Additional specific degree requirements for particular programs, if any, are provided in the departmental sections.

Grade Point Average for Graduation

A minimum cumulative GPA of 3.0 in coursework taken in the School of Engineering is required for graduation in all graduate programs.

Master's Degree

The university's general requirements for graduate study for the master's and licentiate degrees apply to all master's degree programs offered in the School of Engineering. There are, however, two exceptions: competency in a foreign language is not required and a comprehensive examination is not required. The minimum requirements for the master's degree are the successful completion of an approved program of study consisting of at least 30 semester credit hours. Individual programs may require more than 30 semester credit hours. Two options are available to complete the requirements.

Non-thesis Option

A student may complete the required semester credit hours through graduate coursework with a cumulative GPA of at least 3.0.

Thesis Option

A student may write a master's thesis whose topic is approved by the appropriate graduate program. If this option is selected, the student registers for a total of six semester credit hours of master's thesis guidance. Upon approval of the written thesis, six semester credit hours, which count toward the minimum 30, will be posted to the student's academic record. The remaining number of semester credit hours of graduate coursework must be completed with a minimum cumulative GPA of 3.0.

Core Master's-Level Course

All students pursuing a master's degree in the programs of biomedical, civil, electrical and mechanical engineering are required to pass with a grade of C or better in two of the four courses: Graduate Level Applied Mathematics, Numerical Methods in Engineering, Engineering Economics and Engineering Systems Analysis. Each program may impose further restrictions regarding which courses their students must take.

Joint Master's Degree Programs

Some graduate programs in the School of Engineering participate in joint degree programs that allow students to earn two engineering master's degrees. The student must satisfy all requirements for both degrees but may be allowed to designate up to four approved graduate engineering courses to partially satisfy the requirements for both degrees. Typically, this would reduce the total number of graduate engineering courses required to earn both master's degrees from 20 courses to 16 courses. Contact the dean's office of the School of Engineering for more information.

Doctoral Degree

School of Engineering - 2022-23 Graduate Announcements - The Catholic University of America

The university's general requirements for graduate study for the doctoral degree apply to all doctoral programs of the School of Engineering, with one exception: the foreign language competency exam is not required. The requirements for a doctoral degree (Ph.D.) of the school include:

1. A minimum of 53 semester hours of graduate work in a program of study prepared and approved in consultation with an advisor;
2. The successful completion of ENGR 991 Directed Study - Doctoral Qualification and passing of the examination.
3. The successful passing of a comprehensive examination upon completion of the graduate coursework;
4. The approval of a dissertation proposal submitted and presented by the candidate; and
5. The approval and successful defense of the dissertation in an oral examination conducted as specified by university procedures.

Transfer of Credit

Up to six semester credit hours of graduate work earned at another accredited institution with a grade of B or higher may be applied toward course requirements for master's degrees upon recommendation of the appropriate graduate program and with the approval of the dean of the school. Up to 24 semester credit hours of graduate work earned at another accredited institution with a grade of B or higher may be applied toward course requirements for the doctoral degrees upon recommendation of the appropriate graduate program and with the approval of the dean of the school. As part of the 24 credits eligible for transfer, up to six credits of thesis coursework may be eligible for transfer. The thesis work and topic are subject to review by the department chairperson and the transfer must be approved by both the department chairperson and dean. For students who earned their master's degrees at CUA, up to 30 semester credit hours of coursework with a grade of B or above may be applied toward the course requirements for the doctoral degrees.

Certificate Programs

Requirements for the various graduate certificate programs are described below in the sections for each department. Credit requirements vary from 12 to 18 credits depending on the specific certificate.

Courses Offered

Consult [Cardinal Station](#) for information about courses and to determine course offerings by semester.

Department of Biomedical Engineering

Ordinary Professors	Peter Lum
Associate Professors	Otto Wilson, Jr., <i>Chair</i> , Sang Wook Lee; Christopher Raub
Clinical Associate Professors	Gregory Behrmann
Assistant Professors	none
Lecturers	Christy Foreman, Jeffrey Hooper, Kristen Miller
Adjunct Associate Professors	Christopher Danek
Research Associate Professor	Bidhan Chandra Bandyopadhyay, Li-Yueh Hsu
Research Ordinary Professor	Harold Szu, Ugo Della Croce

School of Engineering - 2022-23 Graduate Announcements - The Catholic University of America

The Department of Biomedical Engineering offers graduate programs leading to the degrees of Master of Science in Biomedical Engineering, and Doctor of Philosophy (Ph.D.) The focus of graduate education is to provide biomedical engineers with the principles and tools of modern engineering, applied to solving problems in medicine or biology.

Courses are offered in the following areas of concentration: Biomaterials and Biotechnology, Biomechanics & Rehabilitation Engineering, Biomedical Instrumentation & Medical Imaging, Home Care Technologies & Telemedicine, Clinical Engineering.

The Biomedical Engineering Program has strong interaction with the Department of Mechanical Engineering and the Department of Electrical Engineering and Computer Science in terms of course offerings and research activities. Graduate students may follow one of two tracks-thesis or coursework designed for two distinct groups of students. The first track offers both master's and doctoral programs and is directed at those students pursuing research activities that will culminate in a thesis or dissertation. The coursework requirements are intended to prepare the student for research.

The second track offers only a master's degree program intended for recent graduates, practicing engineers and/or medical professionals interested in specialized areas pertinent to career objectives. These professional degree programs enable the engineer or scientist to become familiar with new developments and advances in technologies. These programs allow flexibility in course selection, including those outside the department.

Qualified CUA undergraduate students are encouraged to pursue graduate studies via the accelerated master's program.

Admission

In addition the school's admissions guidelines (under Special Regulations) for regular admission status to the master's and doctoral degree programs in biomedical engineering, students will be admitted based upon enrollment availability and their ability to meet the following recommended entrance requirements:

Students must have received a bachelor's degree in engineering, science or mathematics from an accredited institution and, in addition must satisfy:

- 1) All minimum university requirements
- 2) A cumulative undergraduate GPA of at least a 3.0 out of 4.0 (master's) or 3.4 out of 4.0 (doctoral)

Students not meeting the above minimum requirements may receive conditional admission (master's only) as recommended by the graduate committee and/or department chair. Performance of conditionally admitted students will be reviewed after one semester of graduate study for transfer to regular admission status.

Students from non-engineering disciplines may be required to take prerequisite courses (e.g., statics, dynamics, electrical circuits, differential equations, fluid mechanics, etc.), as appropriate.

Master's Degree

Graduate students plan their program in consultation with an advisor and may elect to pursue a broad master's degree program without specific concentration or to major in one of the areas identified above. Maximum flexibility in scope of studies is afforded by utilization of courses offered in other departments of the university or other local universities through the Consortium of Universities of the Washington Metropolitan Area.

Requirements for the master's degree programs follow those established for the school. Please refer to Degree Requirements.

Doctoral Degree

Requirements for the doctoral degree program follow those established for the school. Please refer to Degree Requirements.

Courses Offered

Consult [Cardinal Station](#) for information about courses and to determine course offerings by semester.

Professor	Arash Massoudieh, <i>Chair</i> ; Gunnar Lucko
Professors Emeriti	Timothy Kao; Dennis F. McCahill; John J. McCoy; Hsien Ping 'Frank' Pao
Associate Professor	none
Associate Professor of Practice	Richard Thompson
Assistant Professors	Bismark Agbelie; Jason Davison, Rebecca Kiriazes
Adjunct Assistant Professors	Francesco Corvaro
Lecturers	John Bonita, Long T. Phan, Brian Pietryka, Nina Rodriguez, Yahya Aliabadi, Jonathan Weigand, Osama Ali, Gregory McHugh, Kiavash Parvan, Arash Rezavandi

The goal of the educational programs in Civil and Environmental Engineering is to produce graduates who are schooled in engineering fundamentals and capable of doing advanced engineering work. To this end, programs offered in the Department of Civil and Environmental Engineering are professional in nature and lead to the Master of Science degree, and the Doctor of Philosophy (Ph.D.) Major areas include fluid and solid mechanics, structures and structural mechanics, geotechnical engineering, environmental engineering and management, systems engineering, transportation engineering, and construction engineering and management. The available courses include laboratory studies, applied mathematics, engineering analysis, engineering design and a variety of introductory and advanced level courses in various areas of engineering and applied science and construction management. The department also participates in an interdisciplinary graduate program in engineering management leading to the Master of Science, M.S. degree. There are two distinct Bachelor's programs in Civil and Environmental Engineering including Civil Engineering and Environmental Engineering. The students in the Civil Engineering program can choose to focus on four different focus areas including Structures and Geotechnical Engineering, Transportation, Construction Management and Dual Civil Engineering-Architecture program.

Admission

Please refer to Admission under Special Regulations for the school.

Master's Degree

Graduate students plan their program in consultation with an advisor and may elect to pursue a broad Master of Science (M.S.) degree program major in one of the areas identified above. The minimum requirements for the master's programs in Civil and Environmental Engineering are the successful completion of 30 semester credit hours. Maximum flexibility scope of studies is afforded by utilization of courses offered in departments of the university or other area universities through the Consortium of Universities of the Washington Metropolitan Area.

Doctoral Degree Programs

Candidates for the Ph.D. degree in Civil and Environmental Engineering plan their program in consultation with an advisor. The program of studies is tailored individually to meet the needs of the student and the academic and professional standards of the department. Maximum flexibility in scope studies is afforded by utilization of courses offered in other departments of the university or other area universities through the Consortium of Universities of the Washington Metropolitan Area.

Other requirements for the doctoral degree program follow those established for the school. Please refer to Degree Requirements.

For students interested in pursuing a Ph.D. degree, a Master's thesis is strongly recommended.

Courses Offered

Consult [Cardinal Station](#) for information about courses and to determine course offerings by semester.

Engineering Management Program

Director:	VADM (ret) Mel Williams, Jr., Associate Dean (Professional Programs).
Lecturers:	Faleh Alshameri, Michelle Bailey, Troy Barnes; Branko Bokan; Fred Byus; Alan B. Carr; Will Cunha; Jose Febres; Jeffrey E. Fernandez; Michael Fitzgerald, Tommy Gardner; Jeffrey E. Giangiuli; Boyd A. Jones; Margaret Kibben; Michael P. Kushner; Matthew D. Sermon; Kimberly Stambler; Richard C. Thompson, Jr.; William Timme, Larry Tobin; Diane Webber, Mel Williams, Jr., Associate Dean (Professional Programs) and Director.

Mission

To provide excellence in engineering management education for graduate students to enhance their careers and to accelerate their learning as they leverage new engineering and technological advances while leading, managing, and serving a diverse workforce within their respective organizations.

The Engineering Management Program offers students the opportunity to earn a Certificate in Engineering Management or a Master of Science degree. The Engineering Management Program curriculum enhances management performance, develops managerial skills, and promotes the use of technology and engineering techniques to resolve the production, operations, regulatory, and financial issues facing today's professionals in business, industry and government. It is designed to provide the student with knowledge of the theory and practice of management as it specifically pertains to engineering and technology-oriented organizations and activities. The program is oriented to the management of engineering processes within the broader context of a company or agency enterprise.

Online Education: Effective in the Spring semester of 2018, Engineering Management Program courses are available in a *Fully Online* delivery method (e.g. available to globally distant students). For local Washington DC area students, the *preferred delivery method will be "online-hybrid" with about 75% Online and about 25% Face to Face in the classroom with the Professor. Fully face-to-face courses are also available.*

Master of Science (Engineering Management)

The Master of Science curriculum enhances management performance and develops managerial skills. It is designed to provide the student with knowledge of the theory and practice of management as it specifically pertains to engineering and technology-oriented organizations and activities. The program is oriented to the management of engineering processes within the broader context of a company or agency enterprise. Three tracks are offered to allow the student to focus on their career preference:

Engineering Management and Organization

This track was developed to provide a graduate-level foundation for the practice of managing engineering organizations. It is appropriate for those that will assume leadership positions in technically oriented organizations.

Project and Systems Engineering Management

This track was developed to provide a graduate level foundation for the practice of managing projects associated with development and life cycle management of a product. It is appropriate for project managers and system engineers in management roles or those that will be in those positions.

Technology Management

This track was developed to provide a graduate-level foundation for the practice of managing technology development, and implementation of sustainment activities. It is appropriate for those that will assume leadership positions in technology development or sustainment organizations.

Each track has seven core courses that give the foundation for engineering management and electives that allow students to focus their degree to their personal career plan. Nine semester hours (three courses) are used to tailor the degree program to the student's specific needs.

The Master of Science (Engineering Management) degree program requires completion of 30 semester credit hours. The School of Engineering offers a wide range of specialties relating to Mechanical Engineering, Civil and Environmental Engineering, Electrical Engineering, Computer Science, Data Analytics and Biomedical Engineering. Elective courses up to six credits may be transferred

School of Engineering - 2022-23 Graduate Announcements - The Catholic University of America

from accredited educational institutions into the program. Our partnership with the Nuclear Power Directorate allows transfer of 12 credits for completion of the U.S. Navy Officer Nuclear Power School Program.

A maximum of 6 credit hours of studies may be transferred from another institution. No course with a grade of less than B (3.0) is transferrable. Grades earned in transferred courses are not included in computing the required GPA of 3.0. Up to 9 credit hours may be transferred from the Defense Acquisition University (DAU). Specific restrictions are addressed on the DAU Partnership page.

Other substitutes may be appropriate depending on the student's educational objectives.

The Engineering Management master's degree program results in an engineering/scientific degree, rather than a business degree; therefore the program candidate should have an engineering, physical science or mathematics degree with appropriate technical or engineering experience. (Depending on experience, candidates without mathematics-based degree may be accepted for the program. Prerequisites may be required.)

A minimum of 30 semester credit hours is required, but a thesis is not required. All M.S. candidates for graduation must have earned at least a 3.0 cumulative grade point average in courses leading to the degree. For more information go to <https://engineering.catholic.edu/management/index.html>.

Certificate of Engineering Management

Four Professional Certificates are available:

Engineering Management Professional Certificate

This program is designed to provide specialized graduate-level education and to further professional continuing education for those persons who will assume major administrative positions in industry or government organizations.

Program Management Professional Certificate

This program is designed to provide specialized graduate-level education and to further professional continuing education or certification (beyond or prior to Project Management Institute certification) for those who will act as program or product managers in industry and government.

Systems Engineering Professional Certificate

This program is designed to provide specialized graduate-level education and to further professional continuing education or certification (beyond or prior to International Council on Systems Engineering (INCOSE) certification) for those persons who will act as the technical/systems engineering lead in major programs, organizations or functions in industry or government.

Management of Information Technology Professional Certificate

This program is designed to provide specialized graduate-level education and to further professional continuing education or certification for those persons who will be responsible for the management of information technology resources in industry and government.

These certificate programs provide an understanding of the core engineering management theory and tools that underpin technical management practices.

The Engineering Management Professional Certificate is awarded upon successful completion of 15 semester credit hours (five courses) of key program courses. To meet student needs one course could be substituted by an appropriate elective course from the School of Engineering or an approved transferred course.

For a course to be transferred, students must have earned a grade of B or better. The certificate is awarded after completion with a grade of C or better in all courses counted toward the certificate requirements.

Courses Offered

Consult **Cardinal Station** for information about courses and to determine course offerings by semester.

Class Locations

School of Engineering - 2022-23 Graduate Announcements - The Catholic University of America

Engineering Management classes are held at the Crystal City Crowne Plaza Hotel or on the CUA campus in northeast DC. Effective Summer 2021 off-campus classes are held in Alexandria, Virginia at the Catholic Charities facility (instead of the Crowne Plaza Hotel in Crystal City, Virginia). The degrees offered at off campus sites have been approved by the governing board of CUA and are equivalent to those given on campus. The State Council of Higher Education for Virginia (SCHEV) has certified the CUA School of Engineering to operate in Virginia.

Department of Electrical Engineering and Computer Science

Professors	Nader Namazi, <i>Chair</i> ; Lin-Ching Chang; Charles C. Nguyen; Hang Liu
Professors Emeriti	
Associate Professors	George Nehmetallah
Assistant Professors	Hieu Bui, Minhee Jun
Clinical Assistant Professors	Matthew Jacobs, Chaofan Sun, Sergio Picozzi
Lecturers	Vincent Cassella; Aysegul Cuhadar; Francis Linehan; Quang Nguyen; Sridava Rao; Kevin Russo; Hanney Shaban; Walter Stimel; Yang Guo; Mohsen Marefat; Babak Parkhideh; Colleen Canovas; Aysegul Cuhadar; Fred Byus; James Turso; Ravi Kalpathy

The Department of Electrical Engineering and Computer Science offers graduate programs leading to the degrees of Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) in Electrical Engineering, Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) in Computer Science, and Master of Science (M.S.) in Data Analytics. Concentrations offered are Machine Learning, Robotics, Data Mining, Communication Systems, Network and Information Security, Sensors and Remote Sensing, Microwave, Optics and Materials, and Signal and Image Processing. The Department also offers graduate certificates in Data Analytics and Power Electronics and Data Analytics.

The faculty is actively engaged in multiple research areas including robotics, autonomous vehicles, artificial intelligence, machine learning, control systems, computer vision, computational informatics, medical image processing and analysis, big data analytics, 3-D imaging, digital holography, metamaterials, image motion detection and estimation, image sequence filtering and restoration, digital communications and classification, wireless communications and networking, mobile computing, Internet of Things, mobile content delivery and video streaming, cybersecurity, software engineering. A majority of the research projects are funded by government agencies and industries such as NASA, the Navy, the Army, NIH, and NSF.

Admission

Students pursuing degree programs should apply for regular admission. The minimum requirement for regular admission to the M.S. program is a bachelor's degree in engineering, science or mathematics from an accredited institution. Students lacking certain requirements for regular admission to the M.S. program can apply for a provisional admission.

Performance of provisional students will be reviewed after two semesters of graduate study for possible transfer to regular admission. The minimum requirements for regular admission to the M.S. program in computer science is a bachelor's degree with undergraduate background in computer science that includes the equivalent of the following topics: data structures, computer organization, software engineering and programming languages, algorithm design and analysis, and discrete mathematics. A student will be provisionally admitted to the M.S. program if he or she has one or more deficiencies. The deficiency courses must be successfully completed before the provisional status is converted to regular status. Admission to the doctoral degree programs is based upon academic performance at the bachelor and master's levels. For other admission requirements, please refer to Admission under Special Regulations.

The minimum requirements for regular admission to the data analytics Master program is a bachelor's degree. The program is intended for those with backgrounds outside of computer science. However, background and/or experience in computer programming and mathematics/statistics are required. A student will be provisionally admitted to the M.S. program if he or she lacks such background/experience. The deficiency courses must be successfully completed before the provisional status is converted to regular status. Students with one or more deficiencies are encouraged to apply for the data analytics certificate program first.

M.S. Program

The M.S. in Electrical Engineering or the M.S. in Computer Science program has two options, non-thesis and thesis. The non-thesis option requires 30 semester credit hours of approved coursework. The thesis option requires 24 semester credit hours of approved coursework plus a thesis comprising 6 semester credit hours of master's thesis guidance. The approved coursework must include at least 18 semester credit hours of approved core courses. The remaining courses must be in engineering and science disciplines and approved by the graduate coordinator of the department. For the thesis option and the non-thesis option, each student must submit a program of study to the department for approval upon entering the program. The program of study must contain a minimum of 30 semester credit hours of approved graduate-level courses.

The core courses for the M.S. in Computer Science must be selected from the courses in the four areas of concentration: computer science foundations, computer systems, software systems, and computing methodologies. At least three semester credit hours are chosen from each of the above areas of concentration.

The M.S. degree program in Data Analytics does not offer the thesis option. The program of study must contain a minimum of 30 semester credit hours of approved graduate-level courses comprising 4 core courses (12 semester credit hours) and 18 semester credit hours of elective courses. The data analytics core courses include Introduction to Data Science and Python, Applied Statistics and Data Analysis, Introduction to Machine Learning, and Applications of Data Analytics and Development.

Doctoral Degree Program

The program of studies is individually tailored to meet the needs of the student and to fit with the department research areas and facilities. Students must pass a comprehensive examination in major and minor areas after completing all required coursework.

The Ph.D. degree requires a minimum of 53 semester hours of formal graduate coursework beyond the bachelor's degree. The major includes at least nine semester credit hours and minor includes at least six credit hours at the graduate levels in one of the listed topic areas. Additional areas that must meet minimum requirements are chosen in consultation with the advisor. For additional degree requirements, see Degree Requirements.

Certificate Programs

Three professional certificates are offered:

Certificate in Data Analytics

This program is designed for those without an engineering or computer science background to acquire mathematics and computer programming skills to extract insight from large data sets in a variety of fields. The certificate requires 12 credits consisting of four (4) three-credit core courses. Students who complete the certificate in Data Analytics may apply for admission to the M.S. program in data analytics, and, if accepted, may count the 12 certificate credits towards their Master's degree.

The data analytics core courses include Introduction to Data Science and Python, Applied Statistics and Data Analysis, Introduction to Machine Learning, and Applications of Data Analytics and Development.

Certificate in Power Electronics

This program is designed to provide specialized graduate-level education in power electronics. The certificate requires 18 credits, consisting of three (3) four-credit core courses and two (2) three-credit electives. Students who complete the certificate in Power Electronics may apply for admission to the M.S. program in electrical engineering, and, if accepted, may count the 18 certificate credits towards their Master's degree.

Certificate in Signal Processing & Data Sciences

This program is designed to provide specialized graduate-level education in two related disciplines, signal processing and data sciences, in a practical way. The certificate requires 15 credits consisting of Signal Processing and Data Sciences courses so the students will have interdisciplinary skills to solve real-world problems. Students who complete the certificate in this certificate program may apply for admission to the M.S. program in computer science or electrical engineering, and, if accepted, may count the 15 certificate credits towards their Master's degree.

Courses Offered

Consult [Cardinal Station](#) for information about courses and to determine course offerings by semester.

Materials Science and Engineering

Director:	VADM (ret) Mel Williams, Jr., Associate Dean (Professional Programs).
Professors	Biprodas Dutta (Physics)
Associate Professors	Jandro Abot (Mechanical Engineering); John Philip (Physics); Abhijit Sarkar (Physics)
Assistant Professors	Chuan-Fu Lin (Mechanical Engineering)
Research Ordinary Professors	Lawrence Cook (Chemistry)
Clinical Assistant Professors	Sergio Picozzi (Electrical Engineering and Computer Science)
Lecturers	Davide Prete, Malabika Chaudhuri, Brad Baker, Sugata Chowdhury

The Materials Science and Engineering (MSE) program offers graduate courses leading to the degree of Master of Science, M.S., Ph.D. in Materials Science and Engineering, or two graduate certificates in Additive Manufacturing.

Masters Degree Program

Two options are available in the M.S. program. The non-thesis option requires 30 semester credit hours of approved coursework. The thesis option requires a minimum of 24 semester credit hours of approved coursework plus a thesis comprising six semester credit hours of master's thesis guidance.

The approved coursework must include at least 18 semester credit hours of approved MSE core courses. The core courses are described in a later section. The remaining courses must be in engineering and science disciplines and approved by the director of the program. For both options, each student must submit a program of study to the program director for approval upon entering the program.

Mission

The goal of the professional Master of Science (MS) program in MSE is to produce graduates who are schooled in materials science, engineering fundamentals and capable of doing advanced engineering work. Major areas include metals, ceramics, glasses and composites and focuses on physical, mechanical, electrical and structural and electrical properties of materials. Other areas of specialization include nanotechnology. The available courses include a variety of introductory and advanced level courses in various areas of engineering and applied science, applied mathematics and laboratory studies. Graduate students plan their program in consultation with the program director and pursue the MS degree program with a specific concentration in one of the areas identified above. Maximum flexibility scope of studies is afforded by utilization of courses offered in departments of the university or other area universities through the Consortium of Universities of the Washington Metropolitan Area.

Admission Requirements

Students pursuing the MS degree in MSE should apply for regular admission. The minimum requirement for regular admission is a bachelor's degree in engineering, science or mathematics from an accredited institution. For foreign students, satisfactory scores (according to CUA guidelines) in TOEFL or a similar testing agency is additionally required. The minimum requirement for regular admission to the MS program in MSE is a bachelor's degree with undergraduate background in engineering, computer science, any science discipline including biology and mathematics. For other admission requirements, please refer to Admission under Special Regulations.

Doctoral Degree Program

The Ph.D. in Materials Science and Engineering will require a minimum of 53 credit hours of graduate coursework, which can include up to 30 hours earned as part of Catholic University's M.S. degree in M.S.E. or up to 24 hours transferred from another institution's graduate program. The program will require a comprehensive examination to advance to candidacy and have an expectation for a research project making an original contribution to the field and culminating in the completion and oral defense of the doctoral dissertation, following the existing policies and procedures of the School of Engineering and of Catholic University more broadly.

Admission Requirements

Admissions procedures to the doctoral program in M.S.E. will match procedures for existing doctoral programs in the School of Engineering. Undergraduate transcripts, graduate transcripts where applicable (i.e. for applicants who have already completed an M.S. degree), demonstration of English language proficiency (for international students), scores from the Graduate Record Examination (GRE), and letters of recommendation are required. Deadlines are the standard University deadlines for graduate programs. Applications are reviewed by the ME department faculty and by the School of Engineering's associate dean for graduate programs & faculty.

Certificate in Additive Manufacturing

This program focuses on developing skills related to the use and development of additive manufacturing technology, design and certification of parts manufactured using such technology, and decision-making at the managerial level regarding deployment of such technology. The certificate requires 16 credits, consisting of three (3) core courses (two of which are 3 credits each and the third includes a laboratory component and is four credits) and two (2) three-credit electives. Students who complete the AM certificate will be able to apply for admission to the MSE master's degree program and count the certificate as the first 5 courses, leaving 5 more to complete the master's degree.

Courses Offered

Consult [Cardinal Station](#) for information about courses and to determine course offerings by semester.

Department of Mechanical Engineering

Professors	J. Steven Brown; Sen Nieh
Professors Emeriti	Yun Chow Whang
Associate Professors	Joseph Vignola, <i>Chair</i> ; Jandro Abot; John A. Judge; Xiaolong Luo; Diego Turo; Zhaoyang Wang
Assistant Professor	Chuan-Fu Lin
Clinical Assistant Professor	Christian Bomela
Adjunct Professor	George Mattingly
Adjunct Associate Professors	Tuan Nguyen, Adam Wolfe
Adjunct Assistant Professors	Shane Guan, Srinidhi Nagaraja, Bruno Victorino Sarli, Tongele N. Tongele
Lecturers	Sepideh Akhbarifar; Jeffrey Didion; Matthew Guild, Hubert Seth Hall, Robert LaTorre, Barbara Marchetti; Rocco Mennella; Bruno Victorino Sarli

The Department of Mechanical Engineering offers graduate programs leading to the degrees of Master of Science (M.S.) and Doctor of Philosophy (Ph.D.). One graduate certificate in Acoustics is also offered..

Admission

Please refer to Admission under Special Regulations.

Master's Degree Program

Candidates for graduate studies plan their program in consultation with an advisor. Maximum flexibility in scope of studies is afforded by utilization of courses offered in other departments of the university or other area universities through the Consortium of Universities of the Washington Metropolitan Area. Requirements for the master's degree programs follow those established for the school with the specification of ENGR 520 (Mathematical Analysis for Graduate Students) and one of the following two courses, ENGR 516 (Computational Methods for Graduate Students) or ENGR 518 (Experimental Techniques for Graduate Students). The department offers the following areas of specialty: 1) Energy & Environment, 2) Acoustics, Vibration, & Structures, 3) Biofabrication & Microfluidics, and 4) MEMS, Optical Measurements, Smart & Advanced Materials. Please refer to Degree Requirements.

Doctoral Degree Program

Requirements for the doctoral degree program follow those established for the school. Please refer to Degree Requirements. Note that the comprehensive examination is directed at assessing a student's preparation in advanced topics for doctoral research, and understanding of the research literature and a student's ability to define the frontiers of the proposed areas of investigation. The department offers two areas of specialty for doctoral study: 1) Thermal-Fluid Sciences, and 2) Mechanics, Acoustical and Nano Systems.

Certificate in Acoustics

This program is designed to provide specialized graduate-level education in Acoustics in a practical way. The certificate requires 15 credits of the courses related to acoustics so the students will have skills to solve real-world problems. Students who complete the certificate in this certificate program may apply for admission to the M.S. program in mechanical engineering, and, if accepted, may count the 15 certificate credits towards their Master's degree.

Research Areas

- Acoustics and Wave Propagation
- Advanced and Non-Linear Dynamics
- Aerospace Engineering
- Biofabrication & Microfluidics
- Clean Energy Production and Use
- Computational Methods (FEM and CFD)
- Electronic Packaging
- HVAC and Refrigeration
- MEMS/NEMS
- Microfluidics and Biofabrication
- Multiphase Flows and Heat Transfer
- Optical Measurements
- Pollution Control & Global Warming/Climate Change
- Robotic & Mechatronics
- Smart Materials and Systems
- Vibration

Courses Offered

Consult [Cardinal Station](#) for information about courses and to determine course offerings by semester.

Off-campus Graduate Engineering Program

Director: VADM (ret) Mel Williams, Jr., Associate Dean (Professional Programs).

Mission: To create and deliver quality education and research programs that support the careers of all students, and that also supports the US National Defense/Security industries and organizations.

Off-campus organizations/locations:

US Army at Fort Belvoir, Virginia for the Night Vision Electronic Sensors Directorate employees. The Department of Electrical Engineering and Computer Science teaches graduate courses to students – Electrical Engineering - that may lead to a Certificate in Electronics or MS degree or PhD.

US Navy, Naval Surface Warfare Center Carderock Division employees at West Bethesda, Maryland. The Department of Mechanical Engineering teaches graduate courses to students – Mechanical Engineering (Acoustics and Vibrations) - that may lead to an MS degree or PhD.

US Navy, Naval Sea Systems Command (NAVSEA) and Huntington Ingalls Industries (HII)-Newport News Shipbuilding (NNS) employees at SE Washington DC, at HII-Newport News Shipbuilding DC office near Washington Navy Yard. The Department of Electrical Engineering and Computer Science teaches graduate courses - Power Electronics - that may lead to a Graduate Certificate and/or MS degree.

Huntington Ingalls Industries (HII)-Newport News Shipbuilding (NNS) employees at Newport News, Virginia. The Department of Electrical Engineering and Computer Science teaches graduate courses to a cohort of students – Computer Science - that may lead to the MS degree in Computer Science with concentration in Software Development for Industrial Control Systems or concentration in Cybersecurity for Industrial Control Systems.

IX. Benjamin T. Rome School of Music, Drama, and Art

Administration

Jacqueline Leary-Warsaw, D.M.A.	<i>Dean and Ordinary Professor</i>
Patrick Tuite, Ph.D.	<i>Associate Dean of Graduate Studies, Associate Professor</i>
Jay Brock, M.F.A.	<i>Associate Dean of Undergraduate Studies, Associate Professor of Practice</i>
Eleanor Holdridge, M.F.A.	<i>Associate Dean of Academic Services and Productions</i>

History of the Departments of Music: <https://music.catholic.edu/about-us/history/index.html>

Institute of Sacred Music: <https://music.catholic.edu/sacred-music/index.html>

The Institute of Sacred Music integrates the comprehensive study of music with the worlds of sacred and liturgical, theological, classical and humanistic studies. Degree programs at the graduate level (M.M. and advisory in sacred music) are offered, as are non-degree studies of music at every level of development. The institute prepares its participants for careers in the arena of sacred music and develops those already engaged in the field.

The institute offers coursework during the academic year and in summer-study, year-round and weekend <http://music.cua.edu/html/school-history.cfm#seminars>. The schedule accommodates the working professional and aspirant in the field of sacred music, offering late afternoon, evening and <http://sacredmusic.cua.edu/weekend-study>. Balance among academic studies, professional skills, creativity and performance characterize the institute at Catholic University.

The institute draws faculty from the disciplines of the entire University as well as professional practitioners in the metropolitan Washington area, the nation, and Europe.

Latin American Center for Graduate Studies in Music: <https://music.catholic.edu/faculty-and-research/areas-of-research/latin-american-music-center/index.html>

The Latin American Center for Graduate Studies in Music was founded in 1984. The center promotes the study, research and performance of Ibero-American music. It fosters the exchange of students, scholars, performers, composers, musicologists and music educators between Ibero-American countries, North America and the Caribbean region. The center houses a specialized library of scores, books and recordings of Ibero-American music. Through this center, musicians from the Americas come together with the essence of their own cultures to investigate, exchange, develop, perfect and promulgate their musical knowledge and gifts toward better understanding through mutual respect of the peoples and arts of our hemisphere.

The Latin American Center for Graduate Studies in Music has developed a visiting professorship program by accepting scholars and professors from the Americas and Spain to research and offer lectures and performances.

The departments of music offer master's and doctoral degree programs with concentration in the music of Latin America, with each program requiring courses, performance and research in Latin American music. For each degree program that follows, the difference between the regular curriculum and the curriculum for students concentrating in Latin American music is summarized.

Department of Art

Professors Emeriti

Thomas Nakashima; Emeritus Professor of Art, John R. Winslow, Emeritus Professor of Art

Associate Professor

Dr. Nora M. Heimann; Jonathan Monaghan, *Chair*; Dr. Delane Ingalls Vanada

Lecturers

Matthew Barrick; Dr. Lorena Bradford; Adam Bradley; Dr. Tiffany Hunt; Dr. Katherine Markoski; Karyn Miller; Kevin Mitchell; Manuel Navarrete; Kathryn Pasternak; Jassie Rios; Andrew Shim; Dr. Heather Turnbow.

The Department of Art offers courses in the areas of art history and studio art for graduate credit and the M.A. in Art Education. A low student-faculty ratio ensures that students receive individual attention in every class. A student who wishes to take graduate courses in the Department of Art outside of the M.A. program, either for credit or as an auditor, may apply for admission as a special, Non-Degree, student.

Courses Offered: Consult [Cardinal Station](#) for information about courses and to determine course offerings by semester.

M.A. IN ART EDUCATION

Entrance Requirements

The M.A. in Art Education is a low-residency program designed for people working in schools, museums, and other public settings across the country and internationally. It combines online courses with summer studio art classes on campus and/or community or museum-based settings. The 30-credit program does not include teacher licensure. A Bachelor's degree (B.A. or B.F.A.) is required. Applicants must provide transcripts, statement of purpose, and names and contact information for two references as well as a portfolio of their artistic work, resume/CV and a writing or research sample. Applicants do not have to supply GRE scores.

Students whose first language is not English must submit TOEFL, results of 80 or higher (iBT test), (for paper-based test: 550 or higher; for computer-based test: 213 or higher), or the Duolingo examination, results of 105 or higher, to be considered for admission. For the iBT test, at least 20 out of 30 in each of the subcategories is required.

Program of Study	Semester Hours
Core Courses in Art Education and Art History (four 3-credit courses listed below)	12
Artistic Development in Art Education 601	3
Contemporary Issues in Art Education 602	3
Methods of Art Education 604	3
Contemporary Art (Art History) ART 632	3
Advanced Studio Courses (select three 3-credit courses listed below)	9
Studio 1 Intro to Digital Design ART 531	3
Studio 2 Printmaking & Multimedia ART 685	3
Studio 3 Advanced Ceramics ART 571	3
Artist/Researcher/Teacher ART 638	3
Elective Course (select one 3-credit course listed below)	3
Diverse Learners EDUC 581	3
Race, Class, Gender EDUC 522	3
Psychology of Learning for Diverse Populations EDUC 525	3
Cultural Issues PSY 830	3
Cultural Psychology PSY 652	3

Human Factors PSY 671	3
Research Methods/Capstone Research (two 3-credit courses listed below and selected by advisement)	6
Creative and Critical Thinking in Art AE 580	3
Inquiry into Practice (Capstone Research) AE 581	3
Independent Study AE 594	3
Optional Seminars	
Trauma-informed Teaching	
Art Across the Curriculum (Arts Integration)	
Social Justice in Museum and Community Settings	
Total:	30

Course Sequence

The M.A. in Art Education begins in the summer with in-person, 2-week, intensives (students then do extra hours outside of their time on campus to satisfy 3-credit requirements). M.A. students' complete their coursework online in the Fall and Spring semesters. In addition to the coursework, they meet with their faculty each week. Those Fall and Spring courses will be 7 weeks with 1 week in between in order to follow the normally scheduled semester dates. M.A. in Art Education students should complete their coursework in the following order:

Summer 1:

ART 685 Printmaking & Multimedia

ART 638 Artist/Researcher/Teacher Studio

Optional elective offered: EDUC 525: Psychology of Learning for Diverse Populations

Fall 1:

AE 604 Methods of Art Education

ART 632: Contemporary Art (Art History)

Spring 1:

AE 601 Artistic Development in AE

AE 602 Contemporary Issues in AE

Summer 2:

ART 531: Intro to Digital Design

and/or ART 571 Studio Course: Advanced Ceramics

1 Elective (Education or Psychology) or other*

Fall 2:

ART 580: Creative and Critical Thinking + Inquiry in Art Ed

ART 581 Inquiry to Practice (Capstone Research)

Graduation Requirements

The M.A. in Art Education trains graduate students to refine their skills as artists, researchers, and teachers. To earn the degree, students must successfully complete six courses in art education and four elective courses from a selection of Art, Education and/or Psychology courses. Students select their courses with their adviser. They must complete their required seminars and studio courses before they are allowed to begin their Capstone Research. The Capstone Research involves writing-intensive seminars and courses that allow qualified students to investigate important social issues through work in community-based settings. Students must earn an A or B to successfully complete their Capstone Research. There are no comprehensive exams. The program has a total of 30 credits of coursework.

Department of Drama

Professor Emeritus	Gary J. Williams, Emeritus Professor of Drama
Associate Professors	Gail Beach, <i>Assoc. Chair</i> ; Marietta Hedges; Eleanor Holdridge, <i>Chair</i> ; Patrick Tuite
Assistant Professor	Rosalind M. Flynn
Lecturers	Janine Buesgen; Allyson Currin; Melissa Flaim; Adrien-Alice Hansel; Robb Hunter; Drew Lichtenberg; Brenna McDonough; Brian McNelis; Thomas Morra; Mary Naden; Matthew Ripa; Paata Tsikurishvili; Mark Wujcik
Web Address	https://drama.catholic.edu/index.html

The Department of Drama offers the B.A., an M.A. in Theater History and Criticism, an M.A. in Theater Education, M.F.A. programs in acting, directing and playwriting, a Graduate Certificate in Creative Teaching Through Drama, and a Professional Speech Communication Program.

M.F.A. Programs

The graduate theater programs at The Catholic University of America are designed on the premise that theater is a fundamental cultural necessity. Theater is enriched by, and enriches, the community in which it is located. We believe that theater is a common ground for cultural discourse and that it is incumbent upon theater artists to use their voices responsibly. We strive to understand why theater is an essential art, asking what we can achieve in theater that cannot be achieved in other art forms. We challenge ourselves to recognize that, by its nature, performance is an innately spiritual act. We offer the training and experiences necessary for students to develop an imaginative creative process and disciplined personal expression in the theater. All of our endeavors are informed by a thorough knowledge of theater history and theory along with a critical understanding of the world canon of drama. We engage professional artists from the local, national and international theater community to support our mission and aid our students as they transition into the field.

Our programs entail the following: Acting- 60 credit hours and 2 practicum (crew credits); Directing- 60 credit hours and 2 practicum (crew credits); Playwriting- 60 credit hours plus 4 practicum (crew credits). There is no tuition charge for practicum hours. Students should enter an M.F.A. program in the fall semester.

In the first two years, students are expected to enroll full time, with actors, directors and playwrights taking 12 credit hours each semester. Students should be prepared for the full-time commitment to their program, which entails rehearsal preparations for studio courses, readings and written work for critical studies courses, and practicum work.

In the third year, acting, directing and playwriting students enroll in two courses each semester for a total of 12 credits for the year. M.F.A. students satisfy their comprehensive examination requirements by writing essays in response to questions from the faculty and creating a casebook related to their thesis productions staged in their final year. All students are expected to make their work in their courses, practicum (crew credits) and department productions their first priority. While they are enrolled in courses in their M.F.A. program, students must get the approval of their program director(s) and department chair before they can participate in professional work outside of the department. Some M.F.A. programs require students to work outside of the department during their third year. These professional internships require the approval of the students' program director(s) and department chair.

Acting

The M.F.A. Acting Program coincides with the three-year directing and playwriting tracks. The M.F.A. actors work sequentially through levels of studio courses designed to develop their imaginative and intellectual performance abilities and skills.

First-year courses focus on the actor's self-awareness, his or her instrument, and tools: the body and voice, the senses and feelings, strengthening their confidence of impulse, sense of play and exploring personal resources through various acting approaches. Special attention is given to improvisation and contemporary material.

Second-year courses concentrate on "character," the process of transformation and performing with progressive emphasis on creating a world from classical and modern texts. Particular focus is put on the discovery of the play's action, character development, stage combat, language demands and analysis of more complex literary material from classic and experimental origins.

Actors are required to audition for and play as cast in all department productions and are required to earn one crew credit.

Third-year courses focus on the works of living playwrights, developing dialects, a monograph performance, auditioning,

theater as a business and professional jobs and/or internships. Third-year actors will be eligible to audition for professional opportunities in the D.C. theater community depending on University casting and/or assistantships. Actors prepare scenes and monologues for their final graduate acting project, a New York and/or Washington, D.C. showcase that helps them transition into the profession.

Entrance Requirements

Admission into the MFA in Acting is based on completion of an undergraduate degree, and an audition for the performance faculty. A student who exhibits strong potential as an actor but is weaker academically may be admitted on a provisional basis their first semester, subject to re-evaluation at the end of the term. Students whose first language is not English must submit TOEFL, results of 80 or higher (iBT test), (for paper-based test: 550 or higher; for computer-based test: 213 or higher), or the Duolingo examination, results of 105 or higher, to be considered for admission. For the iBT test, at least 20 out of 30 in each of the subcategories is required.

Program of Study	Semester Hours
First Year, Fall Term	12
DR 630 Graduate Acting I	3
DR 632 Alexander Technique	2
DR 733 Voice I	2
DR 638 Performance Studio I	3
DR 634 Forms of Movement I	2
First Year, Spring Term	12
DR 631 Graduate Acting II	3
DR 635 Forms of Movement II	2
DR 734 Voice II	2
DR 639 Performance Studio II	3
DR 629 Integrated Movement	2
Second Year, Fall Term	13

DR 636 Forms of Movement III	2
DR 984 Seminar: Shakespeare in Theatre	3
DR 833 Voice III	2
DR 739 Performance Studio III	3
DR 730 Graduate Acting III	3
Second Year, Spring Term	10
DR 637 Forms of Movement IV	2
DR 831 Masterclass	3
DR 834 Voice IV	2
DR 839 Performance Studio IV	3
Third Year, Fall Term	7
DR 835 Forms Movement V	2
DR 939 Performance Studio V	3
DR 837 Voice V	1
DR 937 Audition Workshop	1
Third Year, Spring Term	6
DR 836 Movement VI	2
DR 940 Performance Studio VI	3

DR 594C Independent Study	1
Capstone Requirements	1
DR 594C Independent Study (Professional Role)	1
Crew Credits (two for 0 credits) (DR 699A & DR 699B) (see description below)	0
Master's Comprehensive Examination (DR 698A w/classes; DR 698B wo/classes)	0
Total	60

Graduation Requirements

M.F.A. acting students must complete 60 credit hours. In addition, they must audition for and perform in the main stage productions of the Drama Department; work with graduate directors and playwrights on one-act plays, play readings, and performances related to their performance-based courses; complete a monograph thesis performance; pass a written comprehensive examination and earn two crew credits. Students must be prepared for the following requirements:

1. Pre-requisites: Graduate reading list: All students are expected to be familiar with the plays on the graduate reading list before entering the program and able to use this knowledge throughout their course work. Students will need to be able to refer to these plays in class discussions and incorporate them in their written work.
2. GPA: Acting students must complete 60 credits in 6 consecutive semesters earning grades of B- or higher. The program may dismiss a student who earns grades below B- in 3 courses. In the event a student receives a grade lower than a B- in a course, they are put on probation and advised that their continuation will be reevaluated at the end of the following semester. If a student receives a failing grade in a course, they are permitted to retake the course once. If they do not successfully complete the class, they are unable to continue in the program, as all courses are required to complete the degree.
3. Student evaluations: During end-of-semester meetings, the full-time faculty, in consultation with lecturers, evaluates the progress of each student. These evaluations cover class work, production work, and any specific concerns that could affect the student's degree progress. Also reviewed in these evaluations are their grades, their individual critical evaluations by professors, general faculty evaluations of their production and performance work, their overall ability to accept and adjust to the new skills and ideas presented in class, and mastery of work and craft habits necessary for successful professional practice. The faculty advisor reports to the student any action determined through these discussions and raises any faculty concerns with the student on an individual basis. The faculty may dismiss a student on the basis of a faculty evaluation of his/her progress toward professional practice, including work and craft habits necessary for successful professional practice.
4. Characterization: The faculty has the opportunity to see the final presentations of the class work for each student each semester. Their work is evaluated by the professor of the individual courses, but is also included in the end-of-semester evaluations by the faculty as a whole. Their advisor will discuss any concerns with them in a subsequent meeting.
5. Involvement in the department's main stage productions, one acts, readings, etc.: All graduate actors are required to audition for the departmental productions, and to participate in play readings, directing projects, and class-related productions. In each case their progress is monitored by the faculty member in charge and the head of the acting program. Any concerns are addressed in individual meetings with the student.
6. Physical flexibility, vocal range and emotional availability: In conjunction with classes in voice, stage combat, and stage movement, the student's ability to apply those skills learned in the classroom to actual production circumstances is monitored by the faculty. If necessary, additional coaching is available on a 1-on-1 basis.
7. Significant role in a departmental production: Once cast in a significant role in a departmental production, a student must complete a case book or prompt book, which documents their ability to analyze a play script; research characterization; navigate a rehearsal process; and work with a director, costumer, set designer and dramaturg. The casebook is evaluated by the acting faculty, and suggestions for improvement made individually.

8. Develop a casebook: A case book is developed for each role containing textual analysis, character analysis, documentation of the rehearsal process, delineation of personal goals in the rehearsal process, images that connect to the production or the character, and post show analysis of the process. This reinforces the depth of analysis expected for each role, and functions as a talking point between the actor and the director or the actor and the advisor throughout the process.

9. Professional internship: In their third year, students must participate in a professional internship in acting. Students are expected to obtain auditions leading to internships with professional theatres that have been approved by the faculty. The internship hones career development skills as well as exposing students to professional practice. Their progress is monitored by their academic advisor in consultation with the theatre.

10. Practicum Credits (crew credits): Students must complete one practical (production) crew credit and one artistic crew credit, each equivalent to approximately 60 hours of work. The production manager in conjunction with the executive producer evaluates each student's practicum work. The evaluation is based on the student's ability to master and utilize the necessary skills for the position they fill as well as their professional behavior (including attendance and collaborative work) throughout the production. With the input of the rest of the staff and faculty, a student's advisor assesses how this work contributes to his/her overall progress and records when this requirement is complete. The artistic crew credit is accomplished by the student's participation in Lab productions or independent projects, directing and playwriting projects, and other related departmental productions and readings. The head of the program evaluates the quality and quantity of the work, and determines the successful completion of the credit.

11. M.F.A. Thesis: Acting students must complete a monograph showcase, which the faculty of the acting program evaluate. Evaluation will be conducted by the graduate monograph thesis committee consisting of three performance faculty. Grading will focus on process and performance. Students will develop a one-person show, first by exploring existing solo performance projects and then undertaking research, rehearsal and production of their own performance piece.

12. Written comprehensive examination: Acting students must take a written comprehensive exam, which is the logical culmination of the dialogue between the critical studies and the performance-production work in which each student participates throughout his/her program. To be eligible, students must have completed, or be in the process of completing, all course and practicum requirements. Typically students take the exam in the final semester of their degree programs (mid March). In addition students in the Acting program answer two essay questions integral to the case book process. These questions tie the comprehensive exam to the process that students undergo in preparation for their performances/productions. For more details concerning the steps and format for the M.F.A. in Acting comprehensive examination, please contact the program head.

Directing

The M.F.A. Directing Program admits two students once every three years. Applicants should demonstrate a passionate commitment to the art of directing and an ability to take risks. They must have the potential to be artists and leaders who want to take their place as professionals on a national and international level. Students admitted into the program will complete a concentrated course of study designed to identify and develop their own directorial vision. Throughout their courses and production work, directing students will be encouraged to ask hard questions of themselves and their collaborators and to take responsibility for the philosophical, spiritual, social, and political reverberations of their work. Although a collaborative approach is emphasized within an interdisciplinary context, each student is immersed in a wide variety of genres and styles with the goal of developing a distinct voice.

Both practical and theoretical, the program investigates all aspects of the art from the student's first creative impulse to the polishing of a finished theatrical work. The students will engage in a myriad of techniques including imagination-building, text analysis, staging, leadership skills, developing criteria for their choices as they direct a series of projects in different venues, culminating in a Thesis Production presented as part of the University's main stage season. To emphasize the importance of theory and criticism in regards to developing a sophisticated directorial approach to different works, the students will study the foremost practitioners of the art, develop critical skills as well as investigate the source of the art itself. Through this two-fold approach the directors will begin to forge their own methodology and shape their own aesthetic.

Over the course of their studies, the M.F.A. directors will be challenged to evolve their dramatic imaginations. They will explore the role of the director as interpreter and auteur. They will learn about style, develop the ability to work with classical texts, engage in new play development and adaptation, explore movement-based work, and investigate the impact of design on theatrical production. They will develop leadership and management skills and hone their ability to articulate their unique vision. Throughout, they will take classes side by side with actors, playwrights, and dramaturgs, forming relationships that will last throughout their professional lives.

In their first year, the M.F.A. directors focus on naturalism and realism, concentrating on the development of the art form through the work of its seminal directors and theorists from Stanislavsky to Kantor. They will direct a series of realistic scenes that culminate with the presentation of a one-act play in the realistic tradition.

In their second year, the M.F.A. directors focus on the art of directing classical and heightened text, working with playwrights on developing and adapting new work, and incorporating elements of design into their vision. The Fall Semester will culminate in an adaptation project with one of the M.F.A. playwrights, and in the spring they will present a full work of classical text with limited design support.

In the third year, as the students begin to transition into professional theater, they study contemporary theater practice, as well as devised and post-modern work. They are expected to successfully complete an internship with an active performing arts organization, assisting master artists on production. They will also present a fully mounted Thesis Production of a play that they select with the input of the faculty and presented as part of the main stage season.

The directing program places its students in internships on the local, national, and international level during their course of study in order to aid their transition into the profession upon their graduation. The program includes Master classes and seminars with nationally prominent theater directors. The M.F.A. directors also have the opportunity to visit rehearsals in the Washington, D.C., area and observe the work of professional theater artists. Both in the classroom and without, these M.F.A directors will engage in vigorous dialog, preparing them to take their places as professional working artists within the American theater.

Entrance Requirements

The graduate directors must fulfill all university qualifications and submit an audition tape that demonstrates their directing experience. They must also undergo an interview to evaluate their flexibility and openness to learning new approaches to theatre. Students whose first language is not English must submit TOEFL, results of 80 or higher (iBT test), (for paper-based test: 550 or higher; for computer-based test: 213 or higher), or the Duolingo examination, results of 105 or higher, to be considered for admission. For the iBT test, at least 20 out of 30 in each of the subcategories is required.

Program of Study	Semester Hours
First Year, Fall Term	12
DR 601 Introduction to Theatre Research	3
DR 604 Dramatic Structures I (ONLINE)	3
DR 638 Performance Studio I (Dramatic Collaborations)	3
DR 651 Elements of Directing I*	3
First Year, Spring Term	12
DR 545 Theatre Production & Design	3
DR 639 Performance Studio II (New Play Development)	3
DR 652 Elements of Directing II*	3
DR 983 Seminar: Dramaturgy	3
Second Year, Fall Term	12

DR 606 Theatre Theory	3
DR 650 Elements of Directing III*	3
DR 762 Adaptation	3
DR 984 Seminar: Shakespeare in the Theatre	3
Second Year, Spring Term	12
DR 610 Twentieth Century Theatres (ONLINE)	3
DR 750 Elements of Directing IV*	3
DR 831 Masterclass (or MATE Elective)	3
DR 839 Performance Studio IV (Directing Shakespeare)**	3
Third Year, Fall Term	6
MATE Course: College Teaching & Course Design	3
DR 950 Seminar: Directing*	3
Third Year, Spring Term	6
DR 695C Directing Internship	3
DR 850 Director's Forum	3
Capstone Requirements	0
Crew Credits (two for 0 credits) (DR 699A & DR 699B) (see description below)	0
Master's Comprehensive Examination (DR 698A w/classes; DR 698B wo/classes)	0
Total	60

Graduation Requirements

1. Pre-requisites: Graduate reading list: All students are expected to be familiar with the plays on the graduate reading list before entering the program and able to use this knowledge throughout their course work. They will need to be able to refer to these plays in class discussions and cite them in their written work.
2. GPA: Directing students must complete 20 courses in 6 consecutive semesters with grades of B- or better. The program may dismiss a student who earns grades below B- in 3 courses. In the event a student receives a grade lower than a B- in a course, they are put on probation and advised that their continuation will be reevaluated at the end of the following semester. If a student receives a failing grade in a course, they are permitted to retake the course once. If they do not successfully complete the class, they are unable to continue in the program, as all courses are required to complete the degree.
3. Student evaluations: During end-of-semester meetings, the full-time faculty, in consultation with lecturers, evaluates the progress of each student. These evaluations cover class work, production work, and any specific concerns that could affect the student's degree progress. Also reviewed in these evaluations are their grades, the individual critical evaluations by professors, general faculty evaluations of their production and performance work, their overall ability to accept and adjust to the new skills and ideas presented in class, and mastery of work and craft habits necessary for successful professional practice. The faculty advisor reports to the student any action determined through these discussions and raises any faculty concerns with the student on an individual basis. The faculty may dismiss a student on the basis of a faculty evaluation of his/her progress toward professional practice.
4. Case books and production books: Directors create a case book for each project, classroom and public performance. The scale is more complex for the thesis shows, however, the framework is consistent throughout. The key elements of an MFA Directing case book are as follows: text analysis, reflective essays on text analysis including construction of approach to play and point of view on material, journal of process, design drawings, production photos, essays reflecting on process and dramaturgical research.
5. First-year stage management and directing responsibilities: Directing students must stage manage a production in the Drama Department and direct two one-act plays during their first year in the program. The Stage management work fulfills two crew credits, and the directing projects are the culmination of coursework in specific classes.
6. Second-year internal and external directing responsibilities: Directing students must serve as an assistant director for one main stage production, direct a Shakespeare production and a comedy or farce in the department; they also assistant direct two productions at a professional theatre (with approval from the head of the program). The off-campus positions are with theatres that have been evaluated by the head of the directing program as appropriate for the student's growth, and evaluated by him/her in conjunction with the professional director. The in-house directing projects are the culmination of work in classes, and the assistant directing assignment fulfills one of their practicum crew credits.
7. Professional internship: In their third year, directing students must participate in a professional internship. Directing faculty determines which opportunity will best serve the specific student and assists him/her to find an appropriate situation. These internships are monitored by the head of the directing program, in consultation with the production's director.
8. In their Directing Seminar in their third year, directing students are asked to plan, prepare, and teach graduate level classes, with the understanding that the M.F.A. is a terminal degree and that they will be considered for teaching positions in the future. The grade for this project is a substantial percentage of the class.
9. Practicum crew credits: The directors fulfill their crew credits by stage management of a department production. Stage management usually involves six weeks of at least 25 hours a week, monitored by the producer and the head of the directing project. The directing is also monitored by the head of the directing program.
10. Written comprehensive examination: Directing students must take a written comprehensive exam, answering two essay questions related to the case books submitted. These questions thereby tie the comprehensive exam to the students' particular production experiences during their degree progress. The exam also assesses the student's historical, theoretical, and practical knowledge of his/her field and the ability to put some of that knowledge to practical use. The intent is that the exam be the logical culmination of the dialogue between the critical studies and the performance-production work in which each student participates throughout their program. To be eligible, students must have completed, or be in the process of completing, all course requirements and practicum requirements. Typically, students take the exam in the final semester of the degree program around mid-March. Students in the Directing program answer two essay questions integral to the casebook process.
11. M.F.A. thesis: During their second year the students develop a short list of full-length plays they are interested in directing. Three proposals are submitted to the full faculty for evaluation in terms of the needs of the director for artistic development, the viability of the choice within the practical constraints of the department, and the suitability within the season. If none of the proposals meet with faculty approval, the students will be asked for additional proposals. Once the production is selected, the directing student must present a fully mounted production using professional production support. They submit their case book to the head of the directing program for final evaluation by a committee of three faculty members. Directors may request to meet with the members of their committee afterward to discuss their case

books and thesis production. This optional meeting takes place after the committee has evaluated the student's written exam and has no impact on the outcome of the exam.

Playwriting

In the M.F.A. Playwriting Program, student writers collaborate with student actors, directors, and dramaturgs to develop new works in rehearsal processes. They also have opportunities to develop new works outside of these processes. They consider a variety of dramaturgical techniques for the development of action, character, language and structure. Student playwrights are encouraged to explore work that expands the boundaries of the theater event. In creative collaboration with student actors and directors, they shape and reshape some of their works in readings and workshops.

In their second and third years, M.F.A. playwrights are introduced to the work of adaptation and to the various professional venues for writers. They explore more fully the issues of rehearsal collaborations and continue to develop work on their own.

Over the three years, students are expected to have completed at least four texts suitable for public presentation, one of which is to be an adaptation of nondramatic material. M.F.A. playwrights are expected to complete the work of 2 practicum (crew credits) by serving as production stage manager for one of the third-year M.F.A. playwright productions.

Entrance Requirements

Admissions criteria include at least some experience with original playwriting (especially in production), in either academic or professional settings. Additionally, the head of the program places especially high value on two categories of required materials: letters of recommendation that indicate enthusiasm for and knowledge of the student's writing, and most importantly, the quality of submitted samples of the student's own playwriting. The department also expects students to be familiar with the plays on the graduate reading list before entering the program and able to use (draw on) this knowledge throughout the course work. Students whose first language is not English must submit TOEFL, results of 80 or higher (iBT test), (for paper-based test: 550 or higher; for computer-based test: 213 or higher), or the Duolingo examination, results of 105 or higher, to be considered for admission. For the iBT test, at least 20 out of 30 in each of the subcategories is required.

Program of Study	Semester Hours
First Year, Fall Term	12
DR 601 Introduction to Theatre Research	3
DR 604 Dramatic Structures (ONLINE)	3
DR 638 Performance Studio I	3
DR 960 Seminar: Playwriting I	3
First Year, Spring Term	12
DR 545 Theatre Production & Design	3
DR 639 Performance Studio II	3

DR 961 Seminar: Playwriting II	3
DR 983 Seminar: Dramaturgy	3
Second Year, Fall Term	12
DR 606 Theatre Theory	3
DR 661 Writing for Television	3
DR 762 Adaptation	3
DR 984 Seminar: Shakespeare in the Theatre	3
Second Year, Spring Term	12
DR 566 Screenwriting	3
DR 610 Twentieth Century Theatres (ONLINE)	3
DR 831 Masterclass	3
DR 962 Seminar Playwriting III	3
Third Year, Fall Term	6
DR 697 Thesis Guidance for Playwright Production OR DR 695B Playwriting Internship	3
MATE Course: College Teaching & Course Design	3
Third Year, Spring Term	6
DR 697 Thesis Guidance for Playwright Production OR DR 695B Playwriting Internship	3
DR 850 Directors Forum	3
Capstone Requirements	3
Crew Credits (two for 0 credits) (DR 699A & DR 699B) (see description below)	0

DR 697 Thesis Guidance for Playwright Production	3
Master's Comprehensive Examination (DR 698A w/classes; DR 698B wo/classes)	0
Total	60

Graduation Requirements

Students in the M.F.A Program in Playwriting must complete 20 courses in 6 consecutive semesters for a total of 60 credits; complete four or more stage plays, in addition to scripts for television and film; submit a final draft of an original play as the equivalent of a thesis, and pass a written comprehensive exam. Writing projects concentrate on creating scripts for performance, and a workshop production of one of their plays provides the culmination of their studies. The final draft becomes the bound and published thesis, which is submitted post-production, and reflects the changes and rewrites that occurred during rehearsals. A detailed description of the writing process, including rehearsal changes and rewrites, is submitted as part of the comprehensive examination. Every course listed in the M.F.A. Playwriting track is required.

1. Pre-requisites: Graduate reading list: All students are expected to be familiar with the plays on the graduate reading list before entering the program and able to use this knowledge throughout their course work. At a minimum they will need to be able to include them in class discussions and draw on them in their written work through their academic career.
2. Crew Credits: students in this program participate in the department's crew credit requirement by working as Stage Managers for a production of a new play that is not their own script. A full stage manager's role from beginning of rehearsals to the final performance is considered equivalent to 60 hours of required crew work.
3. GPA: Students complete 60 credits and four writing projects for the stage with a grade of B- or better. The program may dismiss a student who earns grades below B- in 3 courses. In the event a student receives a grade lower than a B- in a course, they are put on probation and advised that their continuation will be reevaluated at the end of the following semester. If a student receives a failing grade in a course, they are permitted to retake the course once. If they do not successfully complete the class, they are unable to continue in the program, as all courses are required to complete the degree.
4. Student evaluations: In end-of-semester meetings, the full-time faculty, in consultation with lecturers, evaluate the progress of each student in our graduate programs. These evaluations cover course work, production work, and any specific concerns that could affect a student's degree progress. The head of the program evaluates students by using their grades, perceived improvement as a writer, and reports concerning their ability to collaborate with other students, as measures for judgment. The faculty advisor reports to the student any action determined through these discussions. The faculty may dismiss a student on the basis of their evaluation of his/her progress, including work and craft habits necessary for successful professional practice. Feedback on the student's writing progress and performance-related projects is an integral part of this program. Early warning is given if the student is showing difficulty maintaining the course requirements. Continued inability or unwillingness to complete the required courses and practicums - after the initial warning - constitutes grounds for dismissal
5. The student is asked to keep a personal journal, in order to help provide a detailed description of the development of the thesis script and rehearsal experience, which, along with the script itself, will be required as part of the final comprehensive examination.
6. Writing for the stage: Students must successfully complete at least four works of dramatic writing for the stage, including one short play, two full length works, and one adaptation. These minimum requirements of four play scripts are usually accomplished by the end of the fourth semester, within the required course work. The head of the program evaluates the final scripts, placing emphasis on the student's ability to rewrite and accomplish professional-level quality. The head of the program values the student's ability to rework and rewrite his/her scripts, over what may or may not be regarded as natural "talent." They encourage and expect final scripts to undergo major transformation from the first draft to the final version. That is a subjective value, but a script put through this process usually shows 50% revision or more.
7. Writing for other venues: Students must successfully complete at least one film script and one television script. These minimum requirements of two scripts for other entertainment media are usually accomplished by the end of the fourth semester, within the required course work. The head of the program evaluates the final scripts, emphasizing the student's ability to rewrite and accomplish professional-level quality. The head of the program emphasizes the student's ability to rework and rewrite his/her scripts, over what may or may not be regarded as natural "talent." The head of the program encourages and expects final scripts to undergo major transformation from the first draft to the final version. That is a subjective value, but a script put through this process usually shows 50% revision or more.

8. Professional internship: In their third year, student playwrights participate in a professional internship related to their field of study. The playwriting faculty determines what opportunity would best serve the specific student and assists him/her to find an appropriate placement. Each student is assigned an off-site supervisor, who reports to the head of the program regarding the student's work experience. Since the nature of internships may vary, the parameters of each individual work experience is discussed and outlined with the head of the program beforehand. Each supervisor is told to contact the head of the program with any questions or concerns during the internship, and the student is also asked to provide updates on their work experiences as requested by them. The criteria for successful completion is determined by the head of the program, and based mainly on the report of the supervisor, who describes to what extent the student met work expectations.

9. Written comprehensive examination: student playwrights must take a written comprehensive exam, answering questions integral to their own work. The exam also assesses the student's historical, theoretical, and practical knowledge of his/her field and the skill at putting some of that knowledge into play independently. The intent is that the exam be the logical culmination of the dialogue between the critical studies and the writing and production work in which each student playwright participates throughout his/her program. To be eligible, students must have completed, or be in the process of completing, all course and practicum requirements. Typically, students take the exam in the final semester of the degree program around mid March.

10. M.F.A. Thesis: To meet the thesis requirement, a playwright must write a full-length play, submit the script to the head of the playwriting program for final evaluation and submit the play for workshop production by the Drama Department. Student playwrights must fully participate in rehearsals and contribute rewrites for their culminating thesis workshops. The Thesis script is developed under the guidance of the head of the program, with additional input by the play's director and dramaturg. The thesis grade, also determined by the head of the program, is based on the quality of the written script, and to what extent it is demonstrated to be ready for the stage. Playwrights may request to meet with the members of their committee to discuss their play script and thesis workshop. This optional meeting takes place after the committee has evaluated the student's written exams. It does not impact the outcome of the student's exam.

M.A. Programs

Theater History and Criticism

The M.A. in Theater History and Criticism prepares students to enter the field of advanced theater studies and work as scholars, teachers, and dramaturgs. The M.A. requires the satisfactory completion of 30 credit hours, 2 crew credits, a language exam, and a comprehensive examination. The course requirements for the M.A. degree are: DR 601, DR 604, DR 606, and DR 610; two research seminars, DR 983 and DR 984, and four electives selected from the list below; or two electives and two sections of Master's Thesis Guidance selected with the adviser's approval. Other seminars may be available in this or other departments, but students may select only one course outside of the Drama Department and must get the approval of their program director and associate dean before enrolling in that course. Students are not required to complete a thesis in order to earn the M.A. degree. The program director recommends this option for students who plan to enter a Ph.D. program in theatre history. To complete a thesis, M.A. students must take two semesters of Thesis Guidance (DR 696). Course choices are determined in consultation with the program director and in consideration of the student's background and objectives.

The time and sequence of course offerings are such that students should plan to take two classes each semester for four semesters and two courses over one or two summer sessions; this sequence allows a student to complete the degree within two academic years. Up to 6 hours of graduate work at another accredited institution may be applied toward the M.A.; these credits can be transferred once the student has successfully completed one full-time semester (or its equivalent) at CUA.

Entrance Requirements

To apply to the M.A. program in Theatre History and Criticism, you must have a B.A. or an equivalent degree; submit official transcripts and GRE scores to the University; and supply a resume, three letters of recommendation as well as a writing sample (normally a scholarly paper no less than ten pages long) that demonstrates your interests and skills as a researcher and/or dramaturg. Students whose first language is not English must submit TOEFL, results of 80 or higher (iBT test), (for paper-based test: 550 or higher; for computer-based test: 213 or higher), or the Duolingo examination, results of 105 or higher, to be considered for admission. For the iBT test, at least 20 out of 30 in each of the subcategories is required..

Program of Study	Semester Hours
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First Year, Fall Term	6
DR 601 Introduction to Theatre Research	3
DR 604 Dramatic Structures I (ONLINE)	3
First Year, Spring Term	6
DR 639 Performance Studio II (New Play Development)	3
DR 983 Seminar: Dramaturgy	3
Second Year, Fall Term	6
DR 606 Theatre Theory	3
DR 984 Seminar: Shakespeare in the Theatre	3
Second Year, Spring Term	6
DR 610 Twentieth Century Theatres (ONLINE)	3
DR 831 Masterclass; OR DR 603 Western Theatre and Culture; OR DR 526 Teaching Theatre	3
Electives for Summer Session or Additional Semester (choose two courses from the list below)	6
DR 695A Research Internship	3
DR 695E Dramaturgy Internship	3
DR 576 From Shakespeare to Sheridan: the Irish on the Stage	3
DR 762 Adaptation	3
Master's Thesis Guidance (DR 696); complete two 3-credit courses to replace two electives; this option is for students who intend to enter a Ph.D. program in Theatre History)	6

Capstone Requirements	0
Crew Credits (two for 0 credits) (DR 699A & DR 699B) (see description below)	0
Pass University-approved language exam (language approved by adviser)	0
Master's Comprehensive Examination (DR 698A w/classes; DR 698B wo/classes)	0
Total	30

Graduation Requirements

1. M.A. students must earn two crew credits by completing work on the Drama Department's productions. The first crew credit must be practical (students complete 60 hours of work as crew on a production or by fulfilling the same hours by working in one of the shops); there is no tuition charge for crew credits. Students must complete the two crew credits before they can take the comprehensive examinations. Crew credits are awarded when the Production Manager and the student's adviser agree that the student's work was satisfactory. Students are encouraged to serve as dramaturgs on department productions or on other performance projects with approval of adviser; one of these experiences may serve as one of the two required crew credits for the M.A. in Theatre History and Criticism. The crew credit supports the concentration in Dramaturgy, a series of courses that focus on the work of professional dramaturgs and literary managers. These courses include, but are not limited to, DR 984: Seminar in Dramaturgy, and DR 695E Dramaturgy Internship. Please contact the head of the M.A. program in Theatre History and Criticism for more information concerning the concentration in Dramaturgy.
2. M.A. students must pass a reading comprehension exam in an approved language before they can sit for comprehensive examinations. Reading proficiency can be demonstrated by passing the Graduate School Foreign Language Test or by satisfactory completion of a non-credit intensive language course at CUA. The student whose native language is not English shall be considered to have fulfilled the language requirement without examination if his/her native language has demonstrable value for theater research. (For further information, see the section on language under General Requirements for Graduate Study, in these *Graduate Announcements*.)
3. M.A. students take a comprehensive examination at the end of the program, usually in the semester in which they are completing their final course requirements. The examination includes the completion of two scholarly essays written in response to questions written for each student by the head of the program.

Theater Education

The Program in Theater Education prepares students, teachers, and teaching artists to use the creative and instructional skills of the theater in the classroom, in productions at elementary and secondary schools, and in community programs. The M.A.T.E. includes two tracks: Creative Teaching Through Drama Track and Theatre Educator Track. The two tracks use distinct curricula and allow students to concentrate on one or more of the following areas:

1. Developing practical skills for the creation and production of plays and teaching of theater in K-12 schools and community programs.
2. Advancing the skills of the theater artist as a writer, dramaturg and collaborator working with diverse populations.
3. Using the techniques of dramatists (actors, directors, designers, playwrights) to enhance the learning process across the curriculum and in different educational settings.
4. Creating a more complex understanding of how the dramatic arts can impact the curriculum in K-12 schools and the community as a whole.

The M.A. in Theater Education requires the satisfactory completion of 33 credit hours and passing a comprehensive exam. To earn an M.A. in Theater Education, students must successfully complete 7 required courses in the Drama

Department and 4 electives in the Department of Drama and/or Department of Education. The M.A. in Theater Education includes two tracks: Theatre Education and Creative Teaching Through Drama. The details for each track are listed in the two tables below. The head of the program and the student's advisor determine course choices in consultation with each student, keeping in mind his or her background and objectives. Each student must have a total of 30 credit hours of approved coursework and complete a 3-credit supervised project (DR 951).

M.A. in Theater Education students may choose to pursue an internship or independent study project by registering for DR 931: Field Studies in Theatre Education. Each student is responsible for seeking and winning such an internship position; the availability of internships cannot be guaranteed. The student must develop, in conjunction with the instructor and responsible member(s) of the professional theatre staff, a detailed proposal with a description of the responsibilities of the student, the extent of the time commitment, and the criteria for evaluating the student's performance at the end of the internship. Proposals will be reviewed on a case-by-case basis, considering the impact on the department's productions, the value of the internship for the particular student's development, and the student's overall record.

The M.A. in Theater Education is structured to allow teachers and artists to complete the degree in four semesters and two summer sessions at CUA, followed by one semester of supervised work (DR 951). M.A. students who work or teach full-time can take one course each semester during the academic year. Students may elect to enroll in more than one course each semester and complete the program sooner. Students may add courses each semester to complete a Graduate Teacher Certification Program through the Department of Education. Each course will meet for one night a week. Certain courses(*) in the program are available online during the academic year and in the summer. These courses meet via videoconferencing so that students and instructors interact in real time throughout the semester or summer session.

Entrance Requirements

All applicants must submit an online application, official transcripts, three letters of recommendation, and a personal statement. The documents must demonstrate the applicant's interest in the educational aspects of theatre through the focus and rigor of their undergraduate studies, their current employment, or future career goals. In addition to the stated entrance requirements, an applicant's practical experience in the field of education and educational drama is taken into consideration. An experienced applicant who chooses a graduate degree program focused on educational theatre may be a better candidate than a 4.0 student fresh out of college. Therefore, an applicant's resume and personal statement receive special consideration during the application review process.

Theater Education Track

Program of Study	Semester Hours
Required Courses in Drama (six 3-credit courses listed below)	18
Drama in Education, Part I (DR 507)*	3
Teaching Theatre (DR 526)*	3
Design Applications (DR 542)	3
Production Design and Management (DR 545)	3
Western Theatre and Culture I (DR 603)* OR Theatre Topics III Asian Theatre (DR 575)*	3
Elements of Directing (DR 651)	3
Electives in Drama and Education (select four 3-credit courses from the list below with the approval of adviser)	12
Drama Electives	
Acting/Directing Workshop (DR 524)	3
Audio Drama: Readers Theatre, Radio Drama, and Podcasts (DR 532)	3
Playwriting I (DR 565)	3

Theatre Topics III Asian Theatre (DR 575)*	3
From Shakespeare to Sheridan, the Irish in the Theatre: 1600-1775 (DR 576)	3
Introduction to Theatre Research (DR 601)*	3
Western Theatre and Culture I (DR 603)*	3
Dramatic Structures I (DR 604)*	3
Theatre Theory (DR 606)*	3
Twentieth Century Theatres (DR 610)*	3
Theatre of the Oppressed (DR 624)	3
Directing (DR 651)	3
Adaptation (DR 762)	3
Field Studies in Theatre Education (Independent Study) (DR 931)	3
Seminar: Shakespeare in Theatre (DR 984)	3
Education Electives	
Race, Class, Gender, Disability - Education (EDUC 522)	3
Psychology of Learning - Diverse Populations (EDUC 525)	3
Language and Literacy in Multicultural Contexts (EDUC 530)	3
Literacy and Language Instruction for Diverse Readers (EDUC 531)	3
Instructional Design (EDUC 554)	3
Educating Diverse Learners (EDUC 581)	3
Reading in the Content Areas (EDUC 582)	3
Curriculum & Methods in Adolescent Education (EDUC 586)	3
Curriculum and Program Evaluation (EDUC 637)	3
Human Growth and Development (EDUC 639)	3
Advanced Foundations of Education (EDUC 702)	3
Students may select another graduate course in Drama or Education (500-level or above) with the approval of the advisor and program faculty.	3
Capstone Requirements	3
Supervised Project (Independent Study) DR 951	3
Master's Comprehensive Examination (DR 698A w/classes; DR 698B wo/classes)	0
Total	33

Creative Teaching through Drama Track

Program of Study	Semester Hours
Required Courses in Drama (six 3-credit courses listed below)	18
Drama in Education, Part I (DR 507)*	3
Drama in Education, Part II (DR 509)*	3
Acting/Directing Workshop (DR 524) OR Field Studies in Theatre Education (DR 931)	3
Teaching Theatre (DR 526)	3
Western Theatre and Culture I (DR 603)* OR Theatre Topics III Asian Theatre (DR 575)*	3
History of Drama and Theater in Education (DR 607)*	3
Electives in Drama and Education (select four 3-credit courses from the list below with the approval of adviser)	12
Drama Electives	
Acting/Directing Workshop (DR 524)	3
Audio Drama: Readers Theatre, Radio Drama, and Podcasts (DR 532)	3
Design Applications (DR 542)	3
Production Design and Management (DR 545)	3
Playwriting I (DR 565)	3
Theatre Topics III Asian Theatre (DR 575)	3
From Shakespeare to Sheridan, the Irish in the Theatre: 1600-1775 (DR 576)	3
Introduction to Theatre Research (DR 601)	3
Western Theatre and Culture I (DR 603)	3
Dramatic Structures I (DR 604)	3
Theatre Theory (DR 606)	3
Twentieth Century Theatres (DR 610)	3
Theatre of the Oppressed (DR 624)	3
Directing (DR 651)	3
Adaptation (DR 762)	3
Field Studies in Theatre Education (Independent Study) (DR 931)	3
Seminar: Shakespeare in Theatre (DR 984)	3
Education Electives	
Race, Class, Gender, Disability - Education (EDUC 522)	3

Psychology of Learning - Diverse Populations (EDUC 525)	3
Language and Literacy in Multicultural Contexts (EDUC 530)	3
Literacy and Language Instruction for Diverse Readers (EDUC 531)	3
Instructional Design (EDUC 554)	3
Educating Diverse Learners (EDUC 581)	3
Reading in the Content Areas (EDUC 582)	3
Curriculum & Methods in Adolescent Education (EDUC 586)	3
Curriculum and Program Evaluation (EDUC 637)	3
Human Growth and Development (EDUC 639)	3
Advanced Foundations of Education (EDUC 702)	3
Students may select another graduate course in Drama or Education (500-level or above) with the approval of the advisor and program faculty.	3
Capstone Requirements	3
Supervised Project (Independent Study) DR 951	3
Master's Comprehensive Examination (DR 698A w/classes; DR 698B wo/classes)	0
Total	33

Graduation Requirements

1. Students in the M.A. in Theater Education must complete a total of 33 credits of coursework and pass a comprehensive examination.

2. GPA: Students must complete 11 courses, including a supervised project, with a grade of B- or higher. The program may dismiss a student who earns grades below B- in 3 courses. In the event a student receives a grade lower than a B- in a course, they are put on probation and advised that their continuation will be reevaluated at the end of the following semester. If a student receives a failing grade in a course, they are permitted to retake the course once. If they do not successfully complete the class, they are unable to continue in the program, as all courses are required to complete the degree.

3. Student Evaluations: the head of the M.A.T.E. program, in conjunction with the Associate Chair of the Drama Department and the involved faculty from the Education Department, evaluate each student within the classes themselves. A student's progress is evaluated based on performances on assignments and individual courses. Assignments include producing projects, written papers, scripts, set designs, set renderings, reflective responses, case books, video and audio recordings, and sourcebooks. Assessments of these assignments are based on criteria shared with and frequently developed with the students. Assessments may also take the form of quizzes, tests, and exams. Students are also evaluated for attendance, in-class contributions to discussions, problem-solving, and participatory learning activities. Student evaluations provide feedback to students so they can enhance their performances on future assignments. Evaluation criteria are explicit and clear; faculty members respond to student work in writing and discussion, and students learn from previous assessments how to improve the quality of their work. M.A.T.E. faculty members discuss the student's performance and track student progress. The faculty will develop and implement strategies to assist struggling students.

4. The Supervised Theatre Education Project DR 951: for DR 951, the M.A. in Theater Education students develop their skills as educators and theatre practitioners by proposing and conducting an independent final project. The project may include directing a full-length performance at an elementary school, secondary school or community center or creating and implementing a set of curriculum-based drama lesson plans in an approved educational setting or designing and implementing another robust educational theatre experience. All students must complete 27 credits before they begin the supervised project. They must submit for approval a detailed proposal of the project to their advisor before they plan to begin the project. Each project must include a written component, which will vary to suit the individual student. The advisor or another MATE professor supervises the project and provides a written evaluation of the student's work.

5. Comprehensive Examination: each student must pass a comprehensive examination. This written exam assesses the student's historical, theoretical, and practical knowledge of the field and the ability to put that knowledge into writing. Students take this examination in the final semester of their degree program. To be eligible to take comprehensives, students must have completed, or be in the process of completing, all course requirements. The faculty members develop essay questions for the comprehensives in conjunction with the program head. Essay questions will reflect the individual student's focus within the program (i.e., teaching high school theatre, directing educational theatre productions, conducting educational drama residencies, using drama as a learning method in the study of other content areas, etc.)

Graduate Certificate in Creative Teaching through Drama

This 5-course (15 credits) certificate provides students and working educators with a foundation for approaching the study of a variety of curriculum topics in K-12 classrooms and other educational settings using Drama as a learning method.

Creative Teaching through Drama Graduate Certificate students will study and practice how to harness the power of classroom participation in Drama and Theatre activities in ways that are productive, manageable, engaging, and have genuine learning purposes.

This certificate program is available worldwide. Students may participate completely online, interacting with a cohort of learners from a wide variety of locations via regularly scheduled video meetings. Online learners will document and share their learning via technology.

Students may also choose from the Department of Drama's courses that meet on campus during the academic year or during the summer session.

Professional Speech Communication Program (A Continuing Education Program)

The Professional Speech Communication Program prepares graduate students to organize and deliver information in a persuasive manner through a set of courses that focus on the art of public speaking. It is a non-degree continuing education program designed to serve graduate students who are not Drama majors and intend to work in professions that require advanced vocal and presentational skills.

By taking the courses identified in this program, students who seek employment in fields such as (but not limited to) business, civil service, healthcare, law, ministry, politics, social work and academia will be able to effectively prepare and deliver persuasive speeches and more efficiently communicate with small groups and large audiences. The program is also appropriate for working professionals who want to refine the same skills.

To complete the program, students take three courses in the Department of Drama: DR 505: Speech Communication in the Workplace (1 Credit); DR 517: Voice and Speech for the Professional (1 Credit); DR 703: Public Speaking for the Professional (1 Credit). DR 505 and DR 517 are not sequential. However, DR 703 is the final course in the program.

Each course consists of ten (two-hour) meetings per semester, though instructors may add time to specific meetings to work with individual students. The department has designed each class to meet one night per week for a total of ten weeks. Only six students may enroll in each course. The program does not provide ESL instruction. Applicants must demonstrate that they can communicate effectively in English.

Admission (Non-Degree Programs)

1. Completed CUA Graduate Application for Admission (<https://cardinaladmissions.cua.edu>);
2. Proof of enrollment in a CUA graduate program; or (if an applicant is not enrolled in a CUA graduate program) final and official transcripts from a regionally-accredited U.S. college or university showing completion of a four-year baccalaureate degree, or the international equivalent;
3. Statement of purpose, approximately 250 words in length, describing the reason for enrolling in a certificate or non-degree continuing education program;
4. Résumé, detailing one's professional experiences (work, awards, memberships);
5. A pre-admission interview with the head of the program. If an interview is not possible, requirements 3 and 4 can replace it. Similarly, the head of the program may waive requirements 3 and 4 if an interview is satisfactory;
6. A recommendation from a full-time faculty member at CUA may also replace requirements 3 and 4.
7. International applicants must provide evidence of English language proficiency, as documented by either an official TOEFL score report, with a minimum score of 237 on the "older" TOEFL, or 92 - 93 on the reformatting TOEFL or an official IELTS score report, with a minimum score of 6.5.

Continuation/Dismissal Policy

The full-time faculty regularly assess the progress of each student semester-by-semester and make determinations about continuation based on academic and/or professional criteria defined as follows:

Academic Standard The full faculty may recommend the withdrawal or dismissal of students who receive grades below a B- in three courses. The courses include the work in studio courses, practica and critical studies.

Professional Standards The full faculty evaluates each student's attendance and completion of work on a consistent basis, which raises the craft and trade of the theater to the dignity of a learned profession. Continuation in the program is never guaranteed.

Applications

Full instructions for applying to the graduate programs can be found on the drama Website: <https://drama.catholic.edu/index.html>, Graduate Programs, How to Apply. Applicants ordinarily should present an undergraduate major in drama or a related field, plus supporting materials as specified below. Students with other majors who have had some successful theater coursework (academic or performance) or production experience are welcome to apply.

All applicants for the M.A. or M.F.A. programs must submit their final and official undergraduate transcripts; select programs require applicants to also submit scores of the Graduate Record Examination-taken within the last five years; at least two letters of recommendation testifying to the applicant's academic and creative potential for graduate work; and résumés of acting, directing or other theater experience. Reference letters should testify to the applicant's potential for, and probable commitment to, the chosen program.

The department strongly encourages, in addition, the submission of a formal writing sample (such as an academic paper) by applicants for all programs, most especially applicants who believe their academic potential may not be fully represented by transcripts or GRE scores. Applicants for the acting and directing tracks of the M.F.A. program must audition. Writers must present manuscripts of plays, and applicants for the M.A. program must submit an example of their writing concerning literature, history or performance. Interviews are strongly recommended for anyone interested in the M.F.A. Playwriting Program and M.A. programs. Applicants will be contacted by the department to make arrangements for their audition. Application materials and the appropriate application fee should be sent to the Office of Admissions, The Catholic University of America, Washington, D.C. 20064.

Courses Offered: Consult [Cardinal Station](#) for information about courses and to determine course offerings by semester.

Department of Music Performance

Ordinary Professors	Sharon Christman; Ivo Kaltchev; Murry Sidlin; Jacqueline Leary-Warsaw
Professor Emeritus	Robert Garofalo, Ph.D., Professor Emeritus of Music; Jody Gatwood; B.S., Professor Emeritus of Music, Barbara English Maris, D.M.A., Professor Emerita of Music, Elaine R. Walter, Ph.D., Professor Emerita of Music
Associate Professors	Jay D. Brock; Sharyn Battersby; Nikita Fitenko
Assistant Professors	Rick Christman; James Hampton; Sara M. Pecknold; Simeone Tartaglione
Instructors	Marc Bryan Lilley
Lecturers	Charlie Abel; Gustavo Ahualli; Andrew Balio, Robert Beeson; Amy Baumgarten; Benjamin Bokor; Doug Bowles; Carol Cadby; Nicolas Catravas; Michelle Cho; Jeff Cortazzo; Jose Cueto, Alessandra Cuffaro; David DeArmond; Joao Paulo Figueiroa da Cruz; Katharine Fisher; Shanara Gabrielle; Aaron Goldman, Allyson Goodman; Eric Gramatges; Rosemarie Houghton; Melissa Hooper; Karl Hovey; Francesca Hurst; Seyoung Jeong; Chris Jewell; Maurice Johnson; Lachezar Kostov; David Jones; Benjamin LaPrairie; James Litzleman; Brian Keith Macdonald; Robert Mintz; Madeline Miskie; Celine Mogielnicki; Jennifer Montone; Eric Moore; Marilyn Moore; Tracy Olivera; Jorge Orozco; Alvaro Palomino; Ralitza Pacheva; Glenn Paulson; Pete Perry; Shannon Quinn; Dorotea Racz; Olivia Reed; Oleg Rylatko; Paul Scimonelli; David Sheets; Bobby Smith; Ronald Stolk; Michaela Trnkova; Alice Weinreb; Ken Wolff

Web Address

<https://music.catholic.edu/>

Graduate Programs

MASTER'S PROGRAMS (General Policies A—Z)

The following master's programs are offered:

Master of Music - programs available in Choral Conducting; Orchestral Conducting; Piano Pedagogy; Vocal Pedagogy (with classical emphasis or musical theatre-pop/rock emphasis); Chamber Music (piano), Orchestral Instruments (violin, viola, cello, string bass, orchestral woodwind and brass, percussion, harp, classical guitar); Organ Performance; Piano Performance; Vocal Accompanying; Vocal Performance; Master of Arts in Teaching. Master of Music in Composition (with emphasis in concert music or stage music); Joint Degree: Master of Arts in Musicology and Master of Science in Library Information Sciences.

In addition, the following non-degree programs are offered:

The Graduate Artist Diploma (non-degree); (see curriculum section of the Graduate Artist Diploma for a list of accepted instruments);

Music Teacher Certification (non-degree).

Admission: The following are required for admission to the master's degree programs:

1. A bachelor's degree with a major in music from an accredited institution. A student with a Bachelor of Arts degree may be accepted only after meeting the equivalent requirement for the Bachelor of Music degree at The Catholic University of America, either by taking advanced standing examinations or by completing the additional undergraduate courses.
2. Submission of an application, final and official transcripts, two letters of recommendation, and a statement of purpose. The statement of purpose is a 500-700 word essay stating the purpose for undertaking graduate study in music, an academic objective, research interests and career plans, as well as related qualifications, such as collegiate, professional, and community activities, and any other substantial accomplishment not already mentioned on the application form.
3. At least a B average in all undergraduate music courses.
4. A 10-minute (15-minute for piano students) demonstration of performance proficiency (audition) with classical repertoire in contrasting styles in the applicant's major medium, either by personal audition or recording. Some degree programs also require an entrance recital (see individual programs).

In lieu of a proficiency audition, students applying to the Master of Arts program are required to submit an original research paper on any musical topic. The paper should demonstrate facility with scholarly sources, the ability to formulate an original argument, and strong writing skills. Students applying to the composition program must submit original compositions in lieu of a proficiency audition; the composition applicants must also complete an interview with the composition faculty. This interview is typically conducted in-person or via video chat on audition days. Students who apply to graduate programs in the Area of Sacred Music must complete musicianship diagnostics and an interview in addition to the proficiency audition.

5. Students whose first language is not English must submit TOEFL, results of 80 or higher (iBT test), (for paper-based test: 550 or higher; for computer-based test: 213 or higher), or the Duolingo examination, results of 105 or higher, to be considered for admission. For the iBT test, at least 20 out of 30 in each of the subcategories is required.

Comprehensive Examinations: In keeping with university policy, a student may retake comprehensive examinations only once. If a student fails the comprehensive examinations a second time, the student is no longer considered eligible to receive the degree Master of Arts, Master of Arts/Master of Science in Library and Information Science, or applicable Master of Music programs.

Full-Time Study (in addition to general university policies): The master's degrees are subject to university policies regarding full-time study, as outlined under the heading Enrollment in the General Information section of the *Graduate Announcements*, with the following addition: enrollment for master's graduate recital and at least one credit of private instruction (limit four semesters).

GPA minimum required for graduation and degree progress: For students in graduate programs, an average of B (3.0 cumulative GPA) or better is required for graduation. A graduate student who has received a grade of C or F in a graduate course is permitted to repeat the course one time. The calculation of the grade point average will include only the grade

earned in the repeated course. In keeping with university policy, a graduate student who earns two failing grades is subject to dismissal. A master's student who fails a required hearing, recital, or performance a second time is no longer considered eligible to receive the master's degree.

Graduate Review Courses: Incoming graduate students must take the Music History Placement Examination and Theory Placement Examination before their first semester of classes. If the results of the Music Theory Placement Exam warrant placement into the Graduate Harmony Review course (MUS 491) or the results of the Music History Placement Exam warrant placement into the Graduate Music History Review course (MUS 490), the student must fulfill these courses within a year of having taken the exams. For more details related to the placement examinations, please refer to the section "Placement Examinations" below. These placement exams are administered by faculty in the Department of Music Theory, History, and Composition and are always offered in-person on the Saturday before a given term starts.

Handbook for Students: Students are to consult the online Handbook found at <https://music.catholic.edu/academics/incoming-current-music-students/student-handbook/index.html> for forms and procedures not detailed in these Announcements.

Incompletes and Extensions of Incomplete: The departments of music follow university policy with regard to Incompletes and Extensions of Incomplete, with the following clarification: only one Extension of Incomplete will be granted for a given course. This extension requires the dean's permission and documentation supporting the reason for the request. Further extensions will only be considered for extreme cases and with the approval of the instructor, the relevant department chair, and the dean.

Independent Study: Excluding students in the Professional Studies track or in cases approved by the dean, graduate students should take no more than one-sixth of the total credit hours in their program of graduate studies as Independent Study. (This refers to graduate level courses, not undergraduate prerequisites that may have to be fulfilled.)

Juries: Degree requirements for many of the master's degree programs include performance juries (major, principal, and secondary) and a degree recital. All students enrolled in applied composition are required to submit samples of their work to a jury of the composition faculty for evaluation at the end of the semester.

Location of Degree Recital: Master's recitals and related required performances must normally be performed on campus. Exceptions require consultation with advisor and dean's permission. Policies and procedures pertaining to degree recitals, whether on or off campus, may be found in the music handbook <https://music.catholic.edu/academics/incoming-current-music-students/student-handbook/index.html>.

Master of Music degree programs requiring concerto, chamber music, and/or vocal accompanying performances: The student must register for the appropriate MUS numbers according to the student's degree program. The student must consult the curriculum for the specific MUS numbers. If there will be no faculty member, private instructor, or advisor present at the above performances, for evaluation purposes the student must submit to his/her advisor within 24 hours of the performance a video recording with sound of the entire performance along with the official printed program.

Master of Music Programs in Performance: In particular circumstances where the candidate is actively engaged in a recognized performance career and either represented by artist management or affiliated with a professional organization of acceptable status, the Master of Music degree programs that follow may be offered with special and individualized study options by permission of the dean and the cognizant performance area head/committee.

Overelection: The normal maximum course load for a full-time graduate music student is 15 credit hours per semester. Overelection is not allowed except in extraordinary circumstances and only with permission of the dean. Unless approved by the dean, teaching or research assistants may not enroll for more than nine semester hours per semester, depending upon the number of hours of teaching or research per week required by their appointments.

Participation in Productions: Music students derive benefit from participation in many aspects of the management and the production of performances. Students may, as part of their educational experience, be assigned various duties in the production of operas, musical theater productions, and orchestral, choral and chamber music concerts.

Part-Time Faculty and Private Instruction: Part-time faculty members teaching private instruction are appointed at an hourly rate by the University. Study with part-time applied faculty is subject to their availability, and some part-time applied faculty teach off campus. Students studying with a part-time faculty member may be required to pay an additional studio rate.

Placement Examinations: Incoming graduate students are required to take a Music History Placement Examination and Theory Placement Examination (which has two parts: a harmony section and an aural skills section) before initial registration is completed. These examinations are taken only once, and are typically offered on the Saturday before the start of a given term. If the results indicate areas of deficiency, the student must remove these deficiencies by taking specified graduate review courses (see below) or undergraduate courses. These courses do not count toward degree requirements. The applicant is expected to take the placement examinations at the beginning of the semester in which

he/she has been admitted. For serious reasons, the advisor may grant permission to postpone to the second semester of residency, but normally not beyond.

Private instruction and degree recital: Students in specific graduate programs must be registered for private instruction during the semester in which their degree recital is performed. Check with the head of your area to determine if this is required by your program.

MASTER OF MUSIC

CHORAL CONDUCTING

Entrance Requirements

The undergraduate music degree (typically the Bachelor of Music degree) is a prerequisite except in extraordinary circumstances. Graduate entrance examinations will be administered according to previously stated policy.

Prior to submitting a formal application, persons interested in the degree Master of Music in Choral Conducting must communicate with the director of the program. A formal application to the M.M. in Choral Conducting will include the following:

1. Letter of Application
2. Current Curriculum Vitae
3. Personal Statement relating candidate's professional goals to the practice of choral music, in particular sacred choral music (500-1000 words).
4. Pre-screening Performance Video (not required to be from an actual performance): 20-30 minutes of conducting (where the candidate is visible from the front) demonstrating works of contrasting styles; it is preferred to show examples of both rehearsal and performance if possible. Live on-campus audition requirements will be stipulated upon invitation.

Invitation to campus for audition, interview, and testing is based on an evaluation of the application materials. Testing consists of demonstration of keyboard proficiency, open score-reading, dictation, and sight-singing. Conducting audition repertoire will be stipulated upon invitation to the live on-campus audition.

In addition to these application requirements for the degree program, a formal application to the University through Graduate Admissions is also necessary.

All graduate students entering the Master of Music in Choral Conducting must take the Music Theory Placement Examination and the Music History Placement Examination.

Program of Study: M.M. in Choral Conducting	Semester Hours
Sacred and Choral Music	8
MUS 584 Liturgical Music	3
MUS 746 Seminar in Sacred Music	3
MUS 483 Composing for the Liturgy	2
Applied Skills	7
MUS 635 Repertory Chorus and Lessons	4
Secondary Private Music Instruction (organ or voice)	3
Music History	3
MUS 556 History of Sacred Music	3

Music Theory	6
MUS 711 Analytical Techniques I	3
MUS 712 Analytical Techniques II	3
Music Literature	12
MUS 634 Choral Seminar (taken in all four semesters)	3
Music Performance: MUS 507 Chamber Choir	2
Upon completion of unit requirement, non-credit participation in CUA Chamber Choir is required each semester in residence. For this non-credit participation, the student should register for MUS 507A.	
Comprehensive Examinations: MUS 698A w/classes; MUS 698B w/o classes (see below)	0
Recital: MUS 697A w/classes; MUS 697B w/o classes (see below)	0
Total	38

Graduation Requirements

1. The student may schedule comprehensive examinations (MUS 698A w/ classes; MUS 698B w/o classes) following the advisor's written approval. The comprehensive examination format is composed of written and oral elements, the particular details of which are determined by the student's academic advisor in consultation with the major teacher.
2. A one-hour public recital (MUS 697A w/classes; MUS 697B w/o classes) in the area of concentration is required. This may be fulfilled by accruing the one hour's worth of performance over several concerts or recitals during the student's academic career at CUA in the degree program.

Minor in Latin American Music

Requirements listed above apply, with the following exceptions:

1. A minimum of 44 hours of graduate work is required.
2. Six semester hours of Latin American music electives are required.
3. A significant portion of the student's performance repertoire for the final recital must consist of music by Iberian or Latin American composers. For the composer, a significant portion of compositions must be works for Hispanic/Latin American liturgical needs.

ORCHESTRAL CONDUCTING

Entrance Requirements

The applicant must demonstrate prior experience in conducting orchestral ensembles. In addition to meeting the general requirements for admission, students entering the Master of Music degree program in Orchestral Conducting must take the Music Theory Placement Examination and the Music History Placement Examination. These placement exams are administered by faculty in the Department of Music Theory, History, and Composition and are always offered in-person on the Saturday before a given term begins. The following are also required: the student must (a) pass an entrance audition on campus with the CUA Symphony Orchestra, (b) pass an examination (both written and aural), and (c) have an interview with the faculty audition committee. In cases where (a), (b), and/or (c) cannot be undertaken due to time or distance constraints, every effort will be made to evaluate the candidate as fairly as possible, by viewing a video or live rehearsal and scheduling an interview by telephone. This is a select program and the above procedure is used when there are openings for candidates.

Students admitted into this program will take advantage of an open studio policy among the orchestra conducting faculty in the fulfillment of private instruction requirements. In the first year of the graduate conducting program, the student will study with one of the major orchestral conducting faculty members, but may participate in the open studio opportunity for short-term study with a specialist in specific repertoire, including choral music and musical theatre, from the music faculty.

Beginning in the second full year of study, the student will alternate between the major orchestral conducting faculty each semester to receive the full benefit of varied interpretative and technical perspectives.

Typically this graduate degree program will take four semesters to complete.

Program of Study	Semester Hours
Applied Conducting (4 semesters at 2 credits each). The student is expected to register for private instruction every semester in residence. A variety of instructional formats, individual and collective, may be used.	8
Graduate Conducting Seminar MUS 643 (3 semesters at 2 credits each)	6
Practicum in Score Reading & Analysis for Conductors MUS 622 (2 semesters at 2 credits each)	4
Performing Ensemble	2
Analytical Techniques I, II MUS 711, 712	6
Research Methodology MUS 731	3
Music History Electives	6
Orchestral Conducting Recital MUS 902A	0
Orchestral Conducting Lecture-Recital MUS 902B	0
Field Experiences for Orchestral Conductors (see below for details)	
Total	35

Field Experiences for M.M. Orchestral Conductors

The conducting student will observe and assist with at least one Catholic University opera production and at least one Catholic University musical theatre production. The requirement could alternatively be fulfilled with outside organizations with the approval of the major professors. Satisfactory completion of the requirement is contingent upon approval of the major professors and a positive evaluation from the supervising/host conductor. The student will also spend a minimum of two semesters observing one or more approved outside ensembles. The orchestral conducting faculty will assist the student in finding a suitable placement with an outside organization. In the event that an appropriate outside ensemble cannot be found, the student may fulfill the requirement with Catholic University ensembles as approved by the major professors. Satisfactory completion of the requirement is contingent upon approval of the major professor and a positive evaluation from the supervising/host conductor.

Graduation Requirements

Successful completion of two conducting recitals is required: a 40-minute conducting recital (MUS 902A) and a 30-minute lecture-conducting recital (MUS 902B). The recitals are to be conducted in public before a committee of the music faculty, and are graded on a pass/fail basis. The performing ensembles may consist of players from the CUA Symphony Orchestra or another appropriate ensemble from outside of the school.

Minor in Latin American Music

This degree program is not offered with a minor in Latin American music.

DUAL CONCENTRATION IN ORCHESTRAL CONDUCTING AND PIANO PERFORMANCE OR ORCHESTRAL INSTRUMENTS

Entrance Requirements

The applicant must meet the general requirements for admission in orchestral conducting and piano or orchestral instruments. The required entrance auditions in piano or orchestral instruments can be done either in person or by submitting high quality video recordings.

The applicant must demonstrate prior experience in conducting orchestral ensembles. In addition to meeting the general requirements for admission, the entering graduate student in the Master of Music Dual Concentration Major in Orchestral Conducting and Piano or Orchestral Instruments must take the Music Theory Placement Examination and the Music History Placement Examination.

The following are also required: the student must (a) pass an entrance audition on campus with the CUA Symphony Orchestra (b) pass an examination (written and/or aural), (c) have an interview with the faculty audition committee. In cases where (a), (b), and/or (c) cannot be undertaken due to time or distance constraints, every effort will be made to evaluate the candidate as fairly as possible, by viewing a video or live rehearsal and scheduling an interview by telephone. This is a select program and the above procedure is used when there are openings for candidates.

Program of Study	Semester Hours
Applied Conducting (four semesters at 2 credits) A student is expected to register for private instruction every semester in residence.	8
Graduate Conducting Seminar (MUS 643) (three semesters at 2 credits)	6
Practicum in Score Reading & Analysis for Conductors (MUS 622) (two semesters at 2 credits)	4
Analytical Techniques I; II (MUS 711; 712)	6
Research Methodology (MUS 731)	3
Approved Performing Ensemble (two semesters for 1 credit, 4 for 0 credit, total 6 semesters)	2
Orchestral Conducting Recital (MUS 902A)	0
Orchestral Conducting Lecture-Recital (MUS 902B)	0
Private Instruction (6 credits piano, or 9 credits orchestral instruments)	6/9
Piano Pedagogy (piano students only by advisement)	3/0
Music History Elective	3
Piano Literature (by advisement), or Wind/Percussion Orchestral Repertoire I or II (MUS 5XX/5XX), or Orchestral Literature for String Players (MUS 568) (2 credits MUS 5XX/5XX, or 3 credits Piano Literature or Orchestral Literature)	2/3
Piano Solo Recital MUS (902C) or Orchestral Instrument Solo Recital (MUS 902C)	0
Chamber Music (MUS 605 or 605A)	2
Piano Concerto Performance (MUS 943) or Orchestral Instrument Concerto Performance (MUS 944) (see below)	0
Piano Chamber Work Performance (MUS 943A) or Orchestral Instrument Chamber Work Performance (MUS 944A) (see below)	0
Total	45/46

Field Experience requirements for M.M. with Dual Concentration in Orchestral Conducting and Piano or Orchestral Instruments

The conducting student will observe and and/or assist with at least one CUA opera production and/or at least one CUA musical theatre production. The requirement could alternatively be fulfilled with outside organizations with the approval of the Area Head. Satisfactory completion of the requirement is contingent upon approval of the major professors and a positive evaluation from the supervising/host conductor. The student will also spend a minimum of two semesters observing one or more approved outside ensembles. The orchestral conducting faculty will assist the student in finding a suitable placement with an outside organization. In the event that an appropriate outside ensemble cannot be found, the student may fulfill the requirement with CUA ensembles as approved by the major professors. Satisfactory completion of the requirement is contingent upon approval of the major professor and a positive evaluation from the supervising/host conductor.

Graduation Requirements

Conducting: Successful completion of two conducting recitals is required: a 40-minute conducting recital (MUS 902A) and a 30-minute lecture conducting recital (MUS 902B). The recitals are to be conducted in public before a committee of the music faculty and graded on a pass/fail basis. The performing ensembles may consist of players from the CUA Symphony Orchestra or another appropriate ensemble from outside the departments of music.

Piano or Orchestral Instrument: The student is required to present one graduation recital for piano (MUS 902C) or for the orchestral instrument (MUS 902D) of approximately 70 minutes' duration. The Recital is to be performed in public following successful completion of a private hearing before a recital committee, which may grant or withhold permission for public performance. In case of withholding permission, a second hearing will be granted after approval by the adviser of the program. The candidate should apply for a committee hearing at least four weeks in advance of the proposed recital date.

The student will also register for and publicly perform a concerto (MUS 943 or 944) and one major chamber work (MUS 943A or 944A). These performances should be separate from the graduation recitals and must be approved by the student's faculty adviser. The required concerto normally will be accompanied by piano. The securing of the accompanist is the responsibility of the soloist. Repertoire used to satisfy the concertos and chamber music requirements may not be included in the 70 minutes of repertoire required for the graduation solo recitals.

PIANO PEDAGOGY

Entrance Requirements

In addition to meeting the general requirements for admission, students entering the Master's in Music in piano pedagogy must submit a summary of all teaching experience and pass an audition before the piano faculty. This will be a memorized 15-minute audition of classical repertoire. The audition should consist of three pieces in contrasting tempos and styles. All entering graduate students in the Master of Music degree program in piano pedagogy must take the Music Theory Placement Examination and the Music History Placement Examination. These placement exams are administered by faculty in the Department of Music Theory, History, and Composition and are always offered in-person on the Saturday before a given term begins. If necessary, prerequisites may be assigned by the advisor.

Partnership with the Levine School of Music

A partnership has been established between the Levine School of Music consisting of the following:

1. **Internships and Observations:** Selected undergraduate and/or graduate students who are registered for 595A, Internship in Teaching Piano, and who are recommended by both Catholic University and the Levine School of Music (LSM) faculty may be able to carry out their practice teaching at LSM. Full semester/academic year practice teaching assignments may include music sampler classes or individual lessons for scholarship students. Graduate students may be able to substitute teach more advanced students on a need basis, replacing LSM faculty on short-term leaves. Internship students will be required to do a final project related to the internship course, to be evaluated by a Catholic University faculty member. Opportunities for Catholic University students to observe teachers at the LSM are possible.
2. **Credit waiver:**
 - a. Students for whom undergraduate prerequisites in piano pedagogy are required and who have completed the LSM Diploma Program in Piano Pedagogy are eligible for waiver of up to six semester hours of credit in the same upon admission to Catholic University graduate music.
 - b. Courses taken within LSM's Diploma Program in Piano Pedagogy will be considered for partial credit waiver of undergraduate prerequisites pending evaluation by Catholic University faculty.
3. **Independent Study.** Independent study projects in piano pedagogy for registered Catholic University students may be designed in collaboration with the LSM. Reciprocal projects may be created for registered LSM students.

Program of Study	Semester Hours
Piano Private Instruction	6
Piano Pedagogy (includes technical skills, performance practice, graded literature, contemporary music for teaching, class piano methods)	6
Internship in Teaching Piano MUS 595A (2 semesters at 1 credit each)	2
Chamber Music MUS 605	1
Research Methodology MUS 731	3
Analytical Techniques II MUS 712	3
Seminar in Piano Technique or Elective in Music History	3
Piano Literature	3
Solo Recital MUS 936 (see below)	2
Pedagogy Paper MUS 937 (see below)	1
Comprehensive Examination MUS 698A w/classes; MUS 698B w/o classes (see below)	0
Total	30

Graduation Requirements

1. A 60-minute, memorized recital of music (MUS 936) that complements the candidate's previous repertory is to be performed in public, following successful completion of a private hearing before a committee of the music faculty. The recital must include a pre-Bach piece, a principal work of J.S. Bach, a classical sonata or set of variations, a romantic composition, a composition of French impressionism, and a contemporary work.
2. The candidate shall present to a faculty committee a research paper (MUS 937) on an aspect of piano literature, pedagogy, pianism or the piano. The paper shall be written under the guidance of the graduate advisor in piano pedagogy and completed no later than four weeks before the end of the semester in which the student plans to graduate.
3. Students must also successfully complete a final oral comprehensive examination (MUS 698A w/classes; MUS 698B w/o classes) in piano pedagogy integrating material covered in pedagogy courses taken during the degree program.

Minor in Latin American Music

Requirements listed above apply, with the following exceptions:

1. The curriculum requires a total of 33 to 34 semester hours of credit.
2. The six semester hours of piano pedagogy are replaced by six to seven semester hours of piano pedagogy.
3. Six semester hours of Latin American music electives replace the three semester hours of seminar in piano technique or elective in music history.
4. In most of the courses in the curriculum, the student will have opportunities to prepare special projects on topics related to the composition, performance and teaching of piano music of Latin America.
5. A significant portion of the student's performance repertoire for juries and the final recital must consist of music by Latin American composers, and the research paper should incorporate some aspect of piano literature, piano pedagogy or pianism in Latin America.

VOCAL PEDAGOGY

Classical Emphasis

Entrance Requirements

The student's undergraduate degree should be in voice with evidence of vocal proficiency in three languages and a senior recital.

All students entering the Master of Music degree program in Vocal Pedagogy must take the Music Theory Placement Examination and the Music History Placement Examination. These placement exams are administered by faculty in the Department of Music Theory, History, and Composition and are always offered in-person on the Saturday before a given term begins.

Program of Study

This program is designed for the teacher of voice. The recommended length of study for this program is two years, although it can be completed in one year and two summers.

Foreign language prerequisites include two semesters of undergraduate study in each of the following languages: Italian, French, and German, with a grade of B or better, taken at an accredited college or university as approved by the advisor and dean. In lieu of taking undergraduate courses, students who place into Italian 103, French 103, or German 103 on the University's Modern Language Test will be considered to have satisfied the prerequisite requirement in the given language(s).

Coaching is available for graduate vocal pedagogy students by request in the semester in which a recital is scheduled. Further coaching is available with permission from the advisor. For this coaching, students pay the elective study (higher) private instruction fee.

Program of Study	Semester Hours
Voice Private Instruction	6
Analytical Techniques II MUS 712	3
Music History Elective	3
Survey of Solo Vocal Literature MUS 511	2
Lyric Diction	3
Introduction to Vocal Pedagogy and Physiology MUS 535	2
Vocal Pedagogy Practicum MUS 535A	2
Electives (see below)	7
Solo Recital MUS 936 (see below)	2
Pedagogy Paper MUS 937 (see below)	1
Comprehensive Examination MUS 698A w/classes; MUS 698B w/o classes (see below)	0
Total	31

Core Electives:

Chorus (1,1)
 Opera Practicum, Minor Role MUS 538C (1,1)
 Opera Practicum, Minor Role MUS 538B (2,2)
 Opera Practicum, Major Role MUS 538 (3,3)
 Opera Workshop MUS 509, 509A (2,2)
 Seminar in Vocal Performance MUS 661 (3,3)
 Survey of Solo Vocal Literature II MUS 511A (2)
 Advanced French Repertoire MUS 572H (3)
 Survey of German Lied, MUS 702-01
 Any graduate-level courses in Speech and Drama (max. 6)

Graduation Requirements

1. Successful completion of a memorized solo recital (MUS 936) of 60 minutes duration for a faculty committee is required.
2. The candidate shall present to a faculty committee a research paper (MUS 937) on an aspect of vocal pedagogy. The paper shall be written under the guidance of the graduate advisor in vocal pedagogy and completed no later than four weeks before the end of the semester in which the student plans to graduate.
3. Students must also successfully complete a final comprehensive examination (MUS 698A w/classes; MUS 698B w/o classes) in vocal pedagogy integrating material covered in pedagogy courses taken during the degree program. This comprehensive examination typically will be a written examination, though an oral segment may be required at the discretion of the voice faculty.

Minor in Latin American Music

Requirements listed above apply, with the following exceptions:

1. Six semester hours of Latin American music electives and one semester of chorus replace the seven semester hours of electives.
2. A significant portion of the student's performance repertoire for juries and the final recital must consist of music by Latin American composers, and the research paper should be related to Latin American music.

Musical Theatre and Pop/Rock Emphasis

Entrance Requirements

The student's undergraduate degree should be in vocal performance, musical theatre performance, or music education with a choral emphasis. Applicants must demonstrate evidence of vocal proficiency in at least two of the following genres: classical, musical theatre, or pop/rock music. An audition is required in which candidates present a 10-minute audition of at least three (3) pieces in contrasting styles, either in person or by video recording. Repertoire must include: a lyric, legato ballad, up-tempo song, and for those presenting musical theatre repertoire, a pre-1950 ballad.

Musicology prerequisites include The History of American Musical Theatre, MUS 385 and MUS 386, or the equivalent, taken at an accredited college or university as approved by the advisor and dean. Students may opt to take MUS 385 and MUS 386 within the first two semesters of study to satisfy this requirement. Theory and piano coursework requirements are by advisement. All students entering the Master of Music degree program in Musical Theatre and Pop/Rock Emphasis must take the Music Theory Placement Examination and the Music History Placement Examination. Possible review courses include: MUPI 501 Competency Studies in Secondary Areas-Piano (1.0 credit), MUPI 503 Competency Studies in Secondary Areas-Piano (2.0 credits), MUPI 505 Competency Studies in Secondary Areas-Piano (3.0 credits).

Program of Study

This program is designed for the teacher of musical theatre and pop/rock vocal pedagogy. Coaching is available for graduate vocal pedagogy majors by request in the semester in which the recital is scheduled. Further coaching is available with permission of the advisor. For coaching, students pay the elective study (higher) private instruction fee.

Program of Study	Semester Hours
Voice Private Instruction	12
Research Methodology MUS 731	3
Introduction to Vocal Pedagogy and Physiology MUS 535	2
Vocal Pedagogy Practicum: MT-Pop/Rock Concentration—MUS 535MT (3@one credit each)	3
The Business of Independent Studio Teaching MUS 533	2
Survey of Musical Theatre Literature for Teaching MUS 511MT	1
Introduction to Classical Literature for Teaching and IPA MUS 512MT	1

Survey of Pop/Rock Literature for Teaching MUS 514MT	1
Advanced Vocal Pedagogy: Music Theatre & Pop/Rock Methods, Vocal Acoustics, and Voice Disorders MUS 631MT	2
Electives (by advisement)	3
Solo Recital MUS 936 (see below)	2
Pedagogy Paper MUS 937 (see below)	1
Comprehensive Examination MUS 698A w/classes; MUS 698B w/o classes (see below)	0
Total	33

Core Electives:

Seminar in Vocal Performance MUS 661 (3)
 Survey of Solo Vocal Literature II MUS 511A (2)
 Advanced French Repertoire MUS 572H (3)
 Any graduate-level courses in Speech and Drama (max. 3)
 Competency Studies in Secondary Area MUPI 501 (1cr), MUPI 503 (2cr), MUPI 505 (3cr)

Graduation Requirements

1. Successful completion of a memorized solo recital (MUS 936) of 60 minutes duration for a faculty committee is required.
2. The candidate shall present to a faculty committee a research paper (MUS 937) on an aspect of vocal pedagogy. The paper shall be written under the guidance of the graduate advisor in vocal pedagogy and completed no later than four weeks before the end of the semester in which the student plans to graduate.
3. Students must also successfully complete a final comprehensive examination (MUS 698A w/classes; MUS 698B w/o classes) in vocal pedagogy integrating material covered in pedagogy courses taken during the degree program. This comprehensive examination typically will be a written examination, though an oral segment may be required at the discretion of the graduate advisor.

CHAMBER MUSIC (PIANO)**Entrance Requirements**

The applicant's undergraduate degree program should be in piano performance (or the equivalent). In addition to meeting the general requirements for admission, a student who wishes to major in chamber music (piano) must pass an audition before the piano faculty. This will be a 15-minute audition of classical repertoire. The audition should consist of three chamber music works in contrasting tempos and styles. The audition repertoire must be performed with an instrumentalist. Applicants may be asked to sight read. Memorization is not required.

All graduate students entering the Master of Music degree program in chamber music must take the Music Theory Placement Examination and the Music History Placement Examination. These placement exams are administered by faculty in the Department of Music Theory, History, and Composition and are always offered in-person on the Saturday before a given term begins.

Program of Study	Semester Hours
Piano Private Instruction	6
Core Electives (see below)	12
Research Methodology MUS 731	3
Analytical Techniques II MUS 712	3
Music in the Classical Period MUS 537C	3
Music in the Romantic Period MUS 537D	3

Two Chamber Music Recitals MUS 941, 941 (see below)	0
Piano-Vocal Program MUS 941A (see below)	0
Total	30

Core Electives:

Chamber Music (required) MUS 605 or 605A (1,1,1)
 Vocal Literature (2,2)
 Piano Literature (including MUS 522D) (3,3)
 Chamber Music Techniques MUS 524 (3)

Graduation Requirements

Two chamber music recitals (MUS 941, MUS 941) and one piano-vocal program (MUS 941A) are required.

Minor in Latin American Music

Requirements listed above apply, with the following exceptions:

1. Among the core courses, six semester hours of Latin American music electives replace Music in the Classical Period and Music in the Romantic Period.
2. Among the core electives, electives in Latin American music may be included as appropriate and as approved by the advisor.
3. A significant portion of the student's performance repertoire for juries and recitals must consist of music by Latin American composers.

ORCHESTRAL INSTRUMENTS / GUITAR

Entrance Requirements

The student must meet the general requirements for admission.

All students entering the Master of Music degree program in Orchestral Instruments or Guitar must take the Music Theory Placement Examination and the Music History Placement Examination. These placement exams are administered by faculty in the Department of Music Theory, History, and Composition and are always offered in-person on the Saturday before a given term starts.

Program of Study	Semester Hours
Private Music Instruction	12
Wind/Percussion Orchestral Repertoire I or II (MUS 350/351). or Orchestral Literature for String Player (MUS 468)	3
Approved Instrumental Ensemble	4
Research Methodology MUS 731	3
Analytical Techniques II MUS 712	3
Chamber Music MUS 605 or 605A; or Music Electives (if an ensemble containing a particular instrument cannot be formed)	3
Solo Recital MUS 902C (see below)	0
Concerto Performance MUS 944 (see below)	0
Chamber Work Performance MUS 944A (see below)	0
Music Elective	3

	Total	31
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Graduation Requirements

1. The student is required to present a graduation recital (MUS 902C) of approximately 70 minutes duration. This recital is to be performed in public following successful completion of a private hearing before a recital committee, which may grant or withhold permission for public performance. In case of withholding permission, a second hearing will be granted after approval by the advisor of the program. The candidate should apply for a committee hearing at least four weeks in advance of the proposed recital date.
2. The student will also register for and publicly perform a concerto (MUS 944) and a major chamber work (MUS 944A). These performances normally will be separate from the graduation recital and must be approved by the student's faculty advisor. The required concerto normally will be accompanied by piano. Securing an accompanist is the responsibility of the soloist. Repertoire used to satisfy the concerto and chamber music requirements may not be included in the 70 minutes of repertoire required for the graduation recital.

Minor in Latin American Music

Requirements listed above apply, with the following exceptions:

1. Six semester hours of Latin American music electives replace six semester hours of music history electives.
2. A significant portion of the student's performance repertoire for juries and recitals must consist of music by Latin American composers.

ORGAN PERFORMANCE

Entrance Requirements

The undergraduate music degree (typically the Bachelor of Music degree) is a prerequisite except in extraordinary circumstances. Graduate entrance examinations will be administered according to previously stated policy.

Prior to submitting a formal application, persons interested in the Master of Music in Organ Performance degree must communicate with the director of the program. A formal application to the MM in Organ Performance will include the following:

1. Letter of Application.
2. Current Curriculum Vitae.
3. Personal Statement relating candidate's professional goals to the practice of organ performance (500-1000 words).
4. Pre-screening Performance Video (does not need to be from an actual performance): video recording of A Prelude and Fugue by J.S. Bach; a major 19th/early 20th-century piece; a piece written after 1930. For the live audition: The same categories, but at least one of the pieces should be different. Other live audition requirements will be stipulated upon invitation to campus.

Invitation to campus for audition, interview, and testing is based on an evaluation of the application materials. Testing consists of demonstration of keyboard proficiency, open score-reading, dictation, and sight-singing.

In addition to these application requirements for the degree program, a formal application to the University through Graduate Admissions is also necessary.

All graduate students entering the Master of Music in Organ Performance must take the Music Theory Placement Examination and the Music History Placement Examination.

Program of Study: MM in Organ Performance	Semester Hours
Sacred and Choral Music	8
MUS 584 Liturgical Music	3
MUS 746 Seminar in Sacred Music	3
MUS 483 Composing for the Liturgy	2

Applied Skills	14
MUPI 791 Private Organ Instruction (4 semesters)	12
MUS 647 Organ Improvisation	2
Music History	3
MUS 556 History of Sacred Music	3
Music Theory	3
MUS 712 Analytical Techniques II	3
Music Literature	6
MUS 516 Organ Literature I	3
MUS 516A Organ Literature II	3
Choral Studies	4
MUS 634 Choral Seminar	3
MUS 635 Repertory Chorus	1
Music Performance: MUS 507 Chamber Choir	0
Non-credit participation in CUA Chamber Choir is required each semester in residence. For this non-credit participation, the student should register for MUS 507A.	
Comprehensive Examinations: MUS 698A w/classes; MUS 698B w/o classes (see below)	0
Recital: MUS 697A w/classes; MUS 697B w/o classes (see below)	0
Total	38

Graduation Requirements

1. The student may schedule comprehensive examinations (MUS 698A w/ classes; MUS 698B w/o classes) following the advisor's written approval. The comprehensive examination format is composed of written and oral elements, the particular details of which are determined by the student's academic advisor in consultation with the major teacher.
2. A one-hour public recital (MUS 697A w/classes; MUS 697B w/o classes) in the area of concentration is required.

Minor in Latin American Music

Requirements listed above apply, with the following exceptions:

1. A minimum of 44 hours of graduate work is required.
2. Six semester hours of Latin American music electives are required.
3. A significant portion of the student's performance repertoire for the final recital must consist of music by Iberian or Latin American composers. For the composer, a significant portion of compositions must be works for Hispanic/Latin American liturgical needs.

PIANO PERFORMANCE

Entrance Requirements

The student must meet the general requirements for admission. Applicants should prepare a memorized 15-minute audition of classical repertoire. The audition should consist of three pieces in contrasting tempos and styles.

All students entering the Master of Music degree program in piano performance must take the Music Theory Placement Examination and the Music History Placement Examination. These placement exams are administered by faculty in the Department of Music Theory, History, and Composition and are always offered in-person on the Saturday before a given term begins.

Program of Study	Semester Hours
Piano Private Instruction	6
Piano Literature	6
Piano Pedagogy (or Seminar in Piano Technique)	3
Chamber Music MUS 605 or 605A	2
Research Methodology MUS 731	3
Analytical Techniques II MUS 712	3
Music Electives	4
Solo Recital MUS 902 (see below)	3
Concerto Performance MUS 943 (see below)	0
Chamber Work Performance MUS 943A (see below)	0
Total	30

Graduation Requirements

1. A solo recital (MUS 902) of 70 minutes duration is to be publicly performed from memory after approval by the candidate's instructor and after private hearing before the recital committee, which may grant or withhold permission for public performance. In case of withholding permission, a second hearing will be granted after approval by the advisor of the program. Candidates should submit their application for committee hearings at least four weeks in advance of the proposed recital date.
2. A concerto (MUS 943) from the standard repertory is to be memorized and performed publicly. The required concerto normally will be accompanied by piano. Securing an accompanist is the responsibility of the soloist.
3. A chamber music performance (MUS 943A), in a public concert of a major work for piano with strings or winds will be scheduled with approval of the candidate's instructor in ensemble. Memorization is not required.

Minor in Latin American Music

Requirements listed above apply, with the following exceptions:

1. The curriculum requires a total of 31 to 32 semester hours of credit.
2. The three semester hours of Piano Pedagogy (or Seminar in Piano Technique) are replaced by two to three semester hours of Piano Pedagogy.
3. Projects in the music of Latin America may be assigned or elected in the following curriculum areas: private piano instruction, piano literature, piano pedagogy, chamber music, and recital.
4. Six semester hours of Latin American music electives replace four semester hours of electives (in music).
5. A significant portion of the student's performance repertoire for juries and recitals must consist of music by Latin American composers.

DUAL CONCENTRATION IN PIANO PERFORMANCE AND ORCHESTRAL INSTRUMENTS

Entrance Requirements

The student must meet the general requirements for admission in piano and orchestral instruments. Entrance auditions can be done either in-person or by submitting high quality recordings. All entering graduate students in the Master of Music with Dual Concentration in Piano Performance and Orchestral Instruments program must take the Music Theory Placement Examination and the Music History Placement Examination.

Program of Study	Semester Hours
Private Instruction (9 piano +12 orchestral instrument)	21
Piano Literature (by advisement)	3
Wind/Percussion Orchestral Repertoire I or II (MUS 5XX/5XX), or Orchestral Literature for String Players (MUS 568)	2/3
Piano Pedagogy (by advisement)	3
Approved Instrumental ensemble (six semesters total, two for 1 credit, 4 for 0 credit)	2
Chamber Music (MUS 605) (two semesters Piano for 1 credit each) and (MUS 605A) (two semesters Orchestral Instrument for 1 credit each)	4
Research Methodology (MUS 731)	3
Analytical Techniques II (MUS 712)	3
Piano Solo Recital (MUS 902C)	0
Orchestral Instrument Solo Recital (MUS 902D)	0
Piano Concerto Performance (MUS 943) (see below)	0
Piano Chamber Work Performance (MUS 943A (see below)	0
Orchestral Instrument Concerto Performance (MUS 944) (see below)	0
Orchestral Instrument Chamber Work Performance (MUS 944A)	0
Music History Elective	3
Total	44/45

Graduation Requirements

The student is required to present two graduation recitals, one for piano (MUS 902C) and another for the orchestral instrument (MUS 902D) of approximately 70 minutes duration. Each recital is to be performed in public following successful completion of a private hearing before a recital committee, which may grant or withhold permission for public performance. In case of withholding permission, a second hearing will be granted after approval by the adviser of the program. The candidate should apply for a committee hearing at least four weeks in advance of the proposed recital date.

The student will also register for and publicly perform two concertos (one for piano (MUS 943) and another for orchestral instrument (MUS 944)) and two major chamber works (one for piano (MUS 943A) and another for orchestral instrument (MUS 944A)). Normally, these performances will be separate from the graduation recitals and must be approved by the student's faculty adviser. It is customary that the required concerti will be accompanied by piano. The securing of the accompanist is the responsibility of the soloist. Repertoire used to satisfy the concertos and chamber music requirements may not be included in the 70 minutes of repertoire required for the graduation solo recitals.

VOCAL ACCOMPANYING

Entrance Requirements

The applicant's undergraduate degree program should be in piano performance (or the equivalent). In addition to meeting the general requirements for admission, a student who wishes to enter the Master of Music in vocal accompanying

program must pass an audition before the piano faculty. Applicants should prepare a 15-minute audition of classical repertoire. The audition should consist of works in contrasting tempos and styles from the vocal repertoire. The audition repertoire must be performed with a vocalist. Applicants may be asked to sight read. Memorization is not required.

All students entering the Master of Music degree program in Vocal Accompanying must take the Music Theory Placement Examination and the Music History Placement Examination. These placement exams are administered by faculty in the Department of Music Theory, History, and Composition and are always offered in-person on the Saturday before a given term begins.

Program of Study	Semester Hours
Piano Private Instruction	6
Core Electives (see below)	6
Two Lyric Diction courses in either Italian MUS 572, French MUS 572A, or German MUS 572B	6
Research Methodology MUS 731	3
Analytical Techniques II MUS 712	3
Music in the Classical Period MUS 537C	3
Music in the Romantic Period MUS 537D	3
Chamber Music Recital MUS 942 (see below)	0
Three Piano-Vocal Programs MUS 942A (see below)	0,0,0
Foreign Language Requirement (see below)	
Total	30

Core Electives:

Survey in Solo Vocal Literature MUS 511, 512 (2,2)
 Opera Practicum (major role) (3) MUS 538 (3)
 Opera Practicum (minor role) MUS 538B (2)
 Opera Practicum (minor role) MUS 538C (1)
 Introduction to Vocal Pedagogy and Physiology MUS 535 (2)
 Survey of German Lied MUS 702, 703 (2,2)
 Advanced French Repertoire MUS 572H (2)

Graduation Requirements

1. One chamber music recital (MUS 942) and three piano-vocal programs (MUS 942A x3) are required.
2. Satisfactorily passing a language examination in two languages (French, German or Italian, no substitutions) is also required.

Minor in Latin American Music

Requirements listed above apply, with the following exceptions:

1. Among the core courses, six semester hours of Latin American music electives replace Music in the Classical Period and Music in the Romantic Period.
2. Among the core electives, electives in Latin American music may be included as appropriate and as approved by the advisor.
3. A significant portion of the student's performance repertoire for juries and recitals must consist of music by Latin American composers.

VOCAL PERFORMANCE

Entrance Requirements

After completing the general admission requirements, a student who wishes to enter the Master of Music in Vocal Performance program must successfully complete an entrance recital of approximately 60 minutes duration for a faculty committee. This should include recital lieder, art songs, and contemporary works displaying vocal proficiency in at least three languages. Graduate credits in private music instruction apply toward degree requirements beginning with the semester during which the entrance recital is passed.

All students entering the Master of Music degree program in Vocal Performance must take the Music Theory Placement Examination and the Music History Placement Examination. These placement exams are administered by faculty in the Department of Music Theory, History, and Composition and are always offered in-person on the Saturday before a given term begins.

The student's undergraduate degree should be in voice, although advanced standing will be considered as a result of private work.

Foreign language prerequisites include two semesters of undergraduate study in each of the following languages: Italian, French, and German, with a grade of B or better, taken at an accredited college or university as approved by the advisor and dean. In lieu of taking undergraduate courses, students who place into Italian 103, French 103, or German 103 on the University's Modern Language Test will be considered to have satisfied the prerequisite requirement in the given language(s).

Coaching is available for graduate vocal performance majors by request in the semester in which a recital is scheduled. Further coaching is available with permission from the advisor. For this coaching, students pay the elective study (higher) private instruction fee.

Each Vocal Performance student is expected to audition for all opera productions and actively participate as assigned by the voice faculty. This may entail specific roles or participation in opera chorus as needed.

Program of Study	Semester Hours
Voice Private Instruction	6
Analytical Techniques II MUS 712	3
Music History Elective	3
Introduction to Vocal Pedagogy and Physiology MUS 535	2
Survey of Solo Vocal Literature MUS 511	2
Electives appropriate to the curriculum (see below)	13
Solo Recital MUS 902 (see below)	3
Total	32

Electives appropriate to the curriculum:

Chorus (1,1)
 Lyric Diction and Repertoire (3)
 Combined Lyric Diction I,II MUS 572A, 572B (2,2)
 Opera Practicum (major role) MUS 538 (3)
 Opera Practicum (minor role) MUS 538B (2)
 Opera Practicum (minor role) MUS 538C (1)
 Opera Workshop MUS 509, 509A (2,2)
 Seminar in Vocal Performance MUS 661 (3,3)
 Survey in German Lied MUS 702, 703 (2,2)
 Survey of Solo Vocal Literature II MUS 511A (2)
 History of Opera MUS 553 (3)
 Stage Movement for Singers I,II MUS 536, 536A (1,1)
 Vocal Pedagogy Practicum MUS 535A (2)
 Advanced French Repertoire MUS 572H (3)
 Any graduate language courses in German, French, or Italian (max. 6)
 Any graduate-level courses in Speech and Drama (max. 6)

Graduation Requirement

A memorized solo public recital (MUS 902) of 70 minutes duration is required, to be presented following successful completion of a private hearing before a committee of the music faculty.

Minor in Latin American Music

Requirements listed above apply, with the following exceptions:

1. Six semester hours of Latin American music electives replace Analytical Techniques I (three semester hours) and three semester hours of electives.
2. A significant portion of the student's performance repertoire for juries and recitals must consist of music by Latin American composers.

MASTER OF MUSIC IN SACRED MUSIC

This Master of Music degree is not accepting applications at this time. You may apply to the Master of Music in Choral Conducting or the Master of Music in Organ Performance, both of which are related to the Master of Music in Sacred Music.

Entrance Requirements

The undergraduate music degree (typically the Bachelor of Music degree) is a prerequisite except in extraordinary circumstances. Graduate entrance examinations will be administered according to previously stated policy.

Prior to submitting a formal application, persons interested in the Master of Music in Sacred Music degree must communicate with the director of the program. A formal application to the M.M. in Sacred Music will include the following:

1. Letter of Application
2. Current Curriculum Vitae
3. Personal Statement relating candidate's professional goals to the practice of Sacred Music (500-1000 words)
4. Pre-screening Performance Video (does not need to be from an actual performance)

a - For organists: video recording of A Prelude and Fugue by J.S. Bach; a major 19th/early 20th-century piece; a piece written after 1930. For the live audition: the same categories, but at least one of the pieces should be different. Other live audition requirements will be stipulated upon invitation to campus.

b - For choral conductors: 20-30 minutes of conducting video (where the candidate is visible from the front) demonstrating works of contrasting styles; it is preferred to show examples of both rehearsal and performance, if possible. Live on-campus audition requirements will be stipulated upon invitation to campus.

Invitation to campus for auditions, interviews, and testing is based on evaluation of the Applicants will perform for the faculty at the time of their visit.

5. Demonstration of conducting skills is required for both concentrations. Testing consists of demonstration of keyboard proficiency, open score-reading and sight-singing. Repertoire for conducting auditions will be stipulated upon invitation to the live on-campus audition. Auditions are held once a year, early in the spring semester; detailed information is posted on the music website.

All students entering the Master of Music degree program in Sacred Music must take the Music Theory Placement Examination and the Music History Placement Examination. These placement exams are administered by the Department of Music Theory, History, and Composition faculty, and are always offered in-person on the Saturday before a given term begins.

Liturgical Prerequisite

TRS 540, Introduction to Liturgy. Equivalency in this field may be demonstrated by written examination. Incoming students must consult with the School of Theology and Religious Studies in May before their first fall semester. Credit for TRS 540 is prerequisite and cannot be applied to the degree program total credits.

Program of Study: M.M. in Sacred Music (choral conducting)	Semester Hours
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Liturgical Studies	6
TRS 741A Liturgy: Theological and Historical Perspectives (typically to be taken in the first fall semester)	3
TRS 744 Eucharist: A Liturgical Theology (typically to be taken in the second fall semester)	3
Sacred and Choral Music	6
MUS 584 Liturgical Music	3
MUS 746 Seminar in Sacred Music	3
Applied Skills	4
MUS 635 Repertory Chorus and Lessons	4
Music History	6
MUS 556 History of Sacred Music	3
MUS 731 Research Methodology	3
Music Theory	6
MUS 711 Analytical Techniques I	3
MUS 712 Analytical Techniques II	3
Music Literature	12
MUS 634 Choral Seminar (taken all four semesters)	3
Music Performance: MUS 507 Chamber Choir	2
Upon completion of unit requirement, non-credit participation in CUA Chamber Choir is required each semester in residence. For this non-credit participation, the student should register for MUS 507A.	
Electives	6
General Electives	3
Music Electives	3
Comprehensive Examinations: MUS 698A w/classes; MUS 698B w/o classes (see below)	0
Recital: MUS 697A w/classes; MUS 697B w/o classes (see below)	0
Total	48

Program of Study: M.M. in Sacred Music (organ performance)	Semester Hours
Liturgical Studies	6
TRS 741A Liturgy: Theological and Historical Perspectives (typically to be taken in the first fall semester)	3

TRS 744 Eucharist: A Liturgical Theology (typically to be taken in the second fall semester)	3
Sacred and Choral Music	6
MUS 584 Liturgical Music	3
MUS 746 Seminar in Sacred Music	3
Applied Skills	8
Organ Private Instruction	8
Choral Studies	4
MUS 635 Repertory Chorus	1
MUS 634 Choral Seminar	3
Music History	3
MUS 556 History of Sacred Music	3
Music Theory	3
MUS 712 Analytical Techniques II	3
Music Literature	6
MUS 516 Organ Literature I	3
MUS 516A Organ Literature II	3
Music Performance: MUS 507 Chamber Choir	2
Upon completion of unit requirement, non-credit participation in CUA Chamber Choir is required each semester in residence. For this non-credit participation, the student should register for MUS 507A.	
Electives	6
General Electives	3
Music Electives	3
Comprehensive Examinations: MUS 698A w/classes; MUS 698B w/o classes (see below)	0
Recital: MUS 697A w/classes; MUS 697B w/o classes (see below)	0
Total	44

Graduation Requirements

1. The student may schedule comprehensive examinations (MUS 698A w/ classes; MUS 698B w/o classes) following the adviser's written approval. Four two-hour examinations are administered over a two-day period; the student must pass all four examinations.

The examinations will be given as per the following schedule:

Day 1: Liturgical Studies (two hours)

TRS 741A Liturgy, Theological and Historical Perspectives
 TRS 744 Eucharist: A Liturgical Theology
 Sacred and Choral Music (two hours)
 MUS 584 Liturgical Music
 MUS 746 Seminar in Sacred Music

Day 2: Music History and Music Theory (two hours)
 MUS 556 History of Sacred Music
 MUS 712 Analytical Techniques II
 Music Literature* (two hours)
 MUS 634 Choral Seminar (4 semesters) or:
 *MUS 516 and 516A Organ Literature I & II

*Candidate takes the Music Literature portion of the examination based on his/her MMSM specialization and coursework: choral music or organ performance.

2. A one-hour public recital (MUS 697A w/classes; MUS 697B w/o classes) in the area of concentration is required.

Minor in Latin American Music

Requirements listed above apply, with the following exceptions:

1. A minimum of 44 hours of graduate work is required.
2. Six semester hours of Latin American music electives are required.
3. A significant portion of the student's performance repertoire for the final recital must consist of music by Iberian or Latin American composers. For the composer, a significant portion of compositions must be works for Hispanic/Latin American liturgical needs.

MUSIC EDUCATION

This non-certification program is designed for qualified graduate students who currently hold a Bachelor or Music degree in music education and seek an advanced professional degree in Music Education that culminates with a final project. The curriculum leading to the Master of Music in music education offers specialization in general-choral, or instrumental music. This degree is ideal for music teachers seeking to improve and develop their knowledge base, skill sets, musicianship, performance, and professional research. It provides flexibility in electives so that students who wish to do so may emphasize such subfields as conducting, performance (principal and secondary instruments), historical, theoretical, or pedagogical studies. Students may select from a number of approved music electives to satisfy their preference for additional instruction in a subfield(s). The curriculum for Masters in Music Education programs in area universities are similar in that they offer the same music education core curriculum courses and credits as projected in this document. The number of electives is 12 credits, culminating in a total number of 33 program credits.

Entrance Requirements

The student must meet the general admission requirements for the Benjamin T. Rome School of Music, Drama, and Art and have a Bachelor or Music degree in music education. In addition to the review of the official transcripts of academic record, applicants must submit a writing sample and list other professional experiences in teaching, community, etc., provide a personal statement, and perform a brief audition in the student's applied instrument. Students who are admitted to the M.M. in Music Education must also complete an examination in music history and music theory to demonstrate undergraduate level proficiency in these areas prior to commencing graduate courses for credit toward the degree. Finally, English proficiency is required for students to be admitted to this graduate program.

Program of Study	Semester Hours
Major Area	12
Research in Music Education (MUS 549)	3

History and Philosophy of Music Education (MUS 762)	3
Current Trends in Music Education (MUS 779)	3
Psychology of Music Education (MUS 700)	3
Other Studies in Music (select one)	3
Analytical Techniques I or II (MUS 711 or 712)	3
Electives	12
Music History Elective	3
Approved Music Electives (3 courses appropriate to curriculum)	9
Music Education Studies (2 semesters at 3 credits)	6
Research Guidance for Thesis (MUS 696)	6
Total	33

Graduation Requirements

The M.M. in Music Education requires students to successfully complete 33 credits over at least four semesters of residency. Students must also complete a Thesis or Final Project. They must pass comprehensive examinations. These comprehensive examinations are written and cover the courses in each student's major area. The exams typically take place during the final semester of each student's track.

MASTER OF ARTS IN TEACHING (MAT)

Entrance Requirements

The undergraduate music degree with a posted cumulative GPA of at least 3.0 is required. Any previous graduate study that might be accepted for transfer credit must also have at least a 3.0 GPA. Audition and faculty interview required.

Prior to submitting a formal application, persons interested in the Master of Arts in Teaching degree must communicate with the director of the program.

All students entering the Master of Arts in Teaching degree program must take the Music Theory Placement Examination and the Music History Placement Examination before their first semester of classes. These placement exams are administered by faculty in the Department of Music Theory, History, and Composition and are always offered in-person on the Saturday before a given term begins.

All entering graduate students must pass a Piano Proficiency Exam before student teaching.

All entering students must also pass the Praxis Core Academic Skills Test (Test Code 5751) with scores in all three areas (reading, writing, and math) sufficient to meet D.C. public school licensure requirements.

All Instrumental Emphasis students will prove themselves proficient in all areas of instrumental technique, as established by the Catholic University Music Education Instrumental Proficiency standards, or in course, i.e., by completing music education techniques courses as a prerequisite to degree completion.

Program of Study	Semester Hours
Major Area (either Emphasis)	11

MUS 538E Introduction to Music Education	2
MUS 550E Field Experiences in Music Education	0
EDUC 581 Educating Diverse Learners	3
EDUC 652 Psychology of Learning: Implications for Instructional Design	3
EDUC 702 Advanced Foundations of Education	3
Other Studies: Gen/Choral Music Emphasis	21
MUS 516E Instrumental Techniques for Gen/Choral Music Educators	3
MUS 521E Elementary Gen/Choral Student Teaching	4
MUS 521F Secondary Gen/Choral Student Teaching	4
MUS 521G Gen/Choral Student Teaching Seminar	1
MUS 521H Action Research in Music Education	3
MUS 553E Elementary Gen/Choral Music Methods	3
MUS 554E Secondary Gen/Choral Music Methods	3
or:	or:
Other Studies: Instrumental Music Emphasis	21
MUS 515E Gen/Choral Techniques for the Instrumental Music Educator	3
MUS 522E Elementary Instrumental Student Teaching	4
MUS 522F Secondary Instrumental Student Teaching	4
MUS 522G Instrumental Student Teaching Seminar	1
MUS 521H Action Research in Music Education	3
MUS 553EE Elementary & Middle School Instrumental Music Methods	3
MUS 554EE Secondary Instrumental Music Methods	3
Secondary Instrumental Techniques classes: Brass, Woodwind, String, Percussion, and/or Guitar (by advisement, as determined by in-place proficiency exam standards)	
Electives (either Emphasis)	3
MUS/MUPI/EDUC One Music or Education Elective	3
Total	35

Graduation Requirements

Successfully completing the Master of Arts in Teaching program qualifies students to be eligible to apply for the District of Columbia Certification. Students eligible to apply for licensure in the District of Columbia are required to pass mandatory exams.

1. All students entering the program must pass the Praxis Core Academic Skills for Educators (Reading, Writing, Mathematics, formerly Praxis I with qualifying scores), and after all course requirements are satisfied, must also pass Praxis Subject Assessments (Praxis II) with qualifying scores sufficient to meet District of Columbia public school licensure requirements.
2. A piano proficiency exam and, for instrumental majors, instrument proficiencies must also be passed before the student teaching internship. These performance competencies must be satisfied by playing examinations, based upon established School of Music standards, or in course(s) through enrollment in remedial private instruction or class instrument techniques courses.
3. Students must pass all their courses and maintain a 3.0 GPA or better.
4. The MAT's requirements include the successful completion of a research project and paper, along with both formative and summative evaluations of the student teaching internship. Students are required to submit their research posters for the Annual Research Day held by the university in April.
5. Capstone experiences for the degree include both a student teaching internship and a companion action research document. Both the internship and the research document are supervised and assessed by a university supervisor and a cooperating P-12 music teacher. The purpose of this capstone experience is twofold: 1) to provide a practical context for the development of the knowledge, skills, and dispositions of an effective music educator, and 2) to equip the student with an effective methodology for reflective and ongoing examination of teaching and learning principles that are both effective and responsive to evolving curricular and methodological innovations.

DOCTOR OF MUSICAL ARTS (General Policies A—Z)

The Doctor of Musical Arts (D.M.A.) degree is offered to a select number of qualified students as a recognition of high professional attainment in composition, pedagogy, or performance. Applicants who qualify for entrance to this program will major in one of the following areas: composition, pedagogy (piano or voice), performance (chamber music, orchestral instruments*, piano, vocal accompanying, voice), or orchestral conducting.

*The Doctor of Musical Arts degree is not offered in the area of guitar, euphonium, or saxophone.

The objective of the Doctor of Musical Arts degree is to provide an opportunity for advanced study at the highest artistic and pedagogical level. For this reason, admission to candidacy is highly selective.

Admission Process:

The required D.M.A. admission documents listed below must be submitted electronically, directly to the Office of Graduate Admissions. Each of these documents must be checked off as received by the Office of Graduate Admissions.

The admission process to the doctoral programs consists of two separate steps:

1. University admission to graduate music study includes:
 - a. application and fee.
 - b. statement of purpose.*
 - c. final and official transcripts of all previous degrees and course work (documents must show degree conferral date and the name of the university).
 - d. two letters of recommendation.
 - e. audition: a demonstration of performance proficiency with classical repertoire in contrasting styles in the applicant's major medium (15-minute audition for piano [performance, pedagogy, chamber music, vocal

accompanying] and orchestral instruments; 10-minute audition for voice [performance and pedagogy]) by in-person audition (preferred) or DVD and/or interview (when entrance recital is not required) or, for composers, submission of a portfolio of scores and interview (interviews are conducted on audition days either in-person or via video chat).

- f. Students whose first language is not English must submit TOEFL, results of 80 or higher (iBT test), (for paper-based test: 550 or higher; for computer-based test: 213 or higher), or the Duolingo examination, results of 105 or higher, to be considered for admission. For the iBT test, at least 20 out of 30 in each of the subcategories is required..

*The statement of purpose is a 500-700 word essay stating the purpose for undertaking graduate study in music, an academic objective, research interests and career plans, as well as related qualifications, such as collegiate, professional, and community activities, and any other substantial accomplishment not already mentioned on the application form.

2. Admission to degree study in music includes, for each major area:

- a. Composition. (i) prerequisites; (ii) two letters of recommendation (see above 1c); (iii) original compositions; (iv) an interview with the composition faculty conducted in-person or via video chat on audition days; (v) placement examinations in music history and music theory.
- b. Orchestral Conducting. (i) prerequisites; (ii) repertoire list, description of conducting and related professional experience <https://music.catholic.edu/academics/graduate/index.html>; (iii) programs and critical reviews, if available; (iv) two letters of recommendation; (v) placement examinations in music history and music theory; and (vi) additional requirements listed in the section Doctor of Musical Arts in Orchestral Conducting.
- c. Pedagogy. (i) prerequisites; (ii) repertoire and professional experience record, obtainable at: <https://music.catholic.edu/academics/graduate/index.html>; (iii) programs and critical reviews, if available; (iv) two letters of recommendation; (v) placement examinations in music history and music theory; and (vi) interview.
- d. Performance. (i) prerequisites; (ii) repertoire and professional experience record, obtainable at: <https://music.catholic.edu/academics/graduate/index.html>; (iii) programs and critical reviews, if available; (iv) two letters of recommendation; (v) entrance recital (only for vocal performance); (vi) placement examinations in music history and music theory; and (vii) interview.

Advisement: Students will be guided in their studies by an advisory committee of faculty members appointed by the dean. This committee shall:

1. administer the entrance, comprehensive, and final examinations;
2. submit in writing to the dean the student's program of study;
3. where appropriate, recommend to the faculty, supervise the writing of and give final approval to the student's research paper (pedagogy);
4. certify to the dean the completion of curriculum, examinations, and graduation requirements.

Applicants must satisfy their advisory committee that their knowledge of the field in which they propose to study is equivalent to a master's degree in that field. Areas of weakness must be strengthened by taking and passing courses of formal study assigned by the advisory committee.

Through personal interviews and evaluation of completed work, the advisory committee will assist the student in planning a program of study that will prove most advantageous to his/her particular needs, resulting in a certain amount of individual variance.

Comprehensive Examinations: In keeping with university policy, a student may retake comprehensive examinations only once. If a student fails the comprehensive examinations a second time, the student may not be considered for admission to candidacy and is no longer considered eligible to receive the Doctor of Philosophy degree or Doctor of Musical Arts degree.

Degree Candidacy in D.M.A. Programs: In the areas of composition, pedagogy, and performance, the student will be regarded as a degree candidate after passing the entrance examinations and/or entrance recital as required.

Degree Progress: At any point in the program of study, the advisory committee may, if convinced that the general level of the candidate's work has proven unsatisfactory, recommend to the dean that the student no longer be regarded as a

degree candidate. A graduate student who has received a grade of C or F in a graduate course is permitted to repeat the course one time. The calculation of the grade point average will include only the grade earned in the repeated course. For students in graduate programs, an average of B (cumulative GPA of 3.0) or better is required for graduation. In keeping with University policy that a graduate student who earns two failing grades is subject to dismissal, a doctoral student who fails two required recitals or the same required recital a second time is no longer considered eligible to receive the Doctor of Musical Arts degree. A student in the Doctor of Philosophy degree program pursuing a minor in performance who fails the required recital a second time is no longer eligible to pursue that minor.

D.M.A. Entrance Recital: In programs that require an entrance recital, the applicant is expected to perform the entrance recital at the beginning of the semester in which he/she has been admitted. For serious reasons, permission may be granted by the relevant department chair to postpone to the second semester of residency, but normally not beyond. An applicant who fails the entrance recital may, with permission of the dean, be allowed a second recital, but a third recital will not be permitted.

Full-Time Study, in addition to general university policies: The doctoral degrees in music are subject to university policies regarding full-time study, as outlined under the heading "Enrollment" in the General Information section of the Graduate Announcements, with the following addition: enrollment for doctoral recitals or doctoral compositions.

General university policies and exceptions regarding program of study and transfer of credits: The Doctor of Musical Arts degree is subject to the policies stated under the heading "The Doctoral Degree" in the General Information section of the *Graduate Announcements*, with the following exceptions:

1. The program of study in the advisory degree includes no fewer than 54 semester hours beyond the master's degree.
2. The provisions regarding the transfer of credits stated under the heading "The Doctoral Degree" in the General Information section of the *Graduate Announcements* do not usually apply to the D.M.A. degree. A limited number of post-master's degree credits earned at another institution at a grade level of B or better prior to the student's first enrollment at Catholic University may be accepted with the approval of the faculty and dean of the school. Likewise, a limited number of previous master's or previous doctoral degree credits earned at another institution at a grade level of B or better prior to the student's first enrollment at Catholic University may be accepted with the approval of the faculty and dean of the school. In either case, before credit transfer can be considered, (a) a course description and/or syllabus must be submitted and (b) depending on the circumstances, written confirmation from an administrator of the other institution, e.g. dean of the school or university registrar, may have to be submitted in order to verify that the credits were not required for a previous, completed degree. The student is asked to consult the dean's office for details.
3. For the D.M.A. degree, at least four semesters of full-time graduate work beyond the master's degree must be spent in residence at The Catholic University of America. Each semester of residence is equated with 12 semester hours of accumulated part-time study.

Graduate Review Courses: As explained above, incoming graduate students must take the Music History Placement Examination and Theory Placement Examination (which has two parts, a harmony and an aural skills section). If the results of the Theory Placement Exam warrant placement into the Graduate Harmony Review course (MUS 491) or the results of the Music History Placement Exam warrant placement into the Graduate Music History Review course (MUS 490), the student must fulfill these courses within a year of having taken the exams.

Handbook for Students: Students should consult the online Handbook found at <http://music.catholic.edu/> for forms and procedures not detailed in these Announcements.

Incompletes and Extensions of Incomplete: The departments of music follow university policy with regards to Incompletes and Extensions of Incomplete with this clarification: only one Extension of Incomplete will be granted for a given course, requiring dean's permission and documentation supporting the reason for the request. Further extensions will be considered only in extreme cases and with the approval of the instructor, the relevant department chair, and the dean.

Independent Study: Other than students in the Professional Studies track or in cases approved by the dean, graduate students should take no more than one-sixth of the total credit hours in their program of graduate studies as Independent Study. (This refers to graduate level courses, not undergraduate prerequisites that may have to be fulfilled.)

Overelection: The normal maximum course load for a full-time graduate student in music is 15 credit hours per semester. Overelection is not allowed except in extraordinary circumstances and only with permission of the dean. Unless approved by the dean, teaching or research assistants may not enroll for more than nine semester hours per semester, depending upon the number of hours of teaching or research per week required by their appointments.

Placement Examinations: A Placement Examination in Music History and Music Theory will be given to each applicant. These placement exams are administered by faculty in the Department of Music Theory, History, and Composition and

are always offered in-person on the Saturday before a given term begins. The Placement Examinations in Music History and Music Theory are taken only once. If the results indicate areas of deficiency, the student must address these deficiencies by taking specified graduate review courses or undergraduate courses, as specified below. These courses do not count toward degree requirements. Placement examinations are given during the fall and spring semester registration periods. The applicant is expected to take the placement examinations at the beginning of the semester in which he/she has been admitted. For serious reasons, the advisor may grant permission to postpone to the second semester of residency, but normally not beyond. Note: Incoming doctoral students who are admitted after one semester of having received their master's degree from Catholic University do not have to retake the placement examinations.

Program-Specific Entrance Examinations: Some degree programs also require program-specific entrance examinations pertaining to the applicant's intended degree program. Please see the individual program for details. Program-specific entrance examinations are given during the fall and spring semester registration periods. The applicant is expected to take any required program-specific entrance examinations at the beginning of the semester in which he/she has been admitted. For serious reasons, the relevant department chair may grant permission to postpone to the second semester of residency, but normally not beyond. An applicant who fails the program-specific entrance examinations may, with permission of the dean, be given a re-examination, but a third examination will not be permitted.

Time Limit for Completion of the D.M.A.: Final degree requirements for all Doctor of Musical Arts degree programs must be completed within five years after the completion of all coursework and successful completion of comprehensive examinations, where applicable.

ORCHESTRAL CONDUCTING

Prerequisites and Entrance Requirements

The applicant must be accepted as a graduate student and must have a master's degree from an accredited institution. The applicant must also submit the following to the advisory committee:

1. a repertoire list, and a complete description of conducting and related professional experience;
2. programs and critical reviews if available; and
3. as stated in the Admission Process section above, two letters of recommendation (one from a professional colleague, not teacher of the applicant) attesting to the applicant's past and potential ability as a conductor.

The following entrance examination requirements must be completed successfully:

1. an entrance audition with the CUA Symphony Orchestra before a faculty committee;
2. a written examination pertaining to general knowledge of the orchestral field;
3. an aural examination;
4. an individual interview with the orchestra director;
5. Research Methodology or its equivalent;
6. written examinations (two hours each): music history placement examination and music theory placement examination.

Program of Study

In the first year of the graduate conducting program, each student will study with one of the major orchestral conducting faculty but may participate in the open studio opportunity for short-term study with other music faculty who specialize in specific repertoire, including choral music and musical theatre. In the second full year of study, the student will alternate between the major orchestral conducting faculty each semester to receive the full benefit of varied interpretative and technical perspectives.

The D.M.A. committee, in consultation with the student, will arrange a program of study of 54 semester hours beyond the master's degree. Although the program will be organized to meet the individual needs of the student, it will normally include:

Program of Study	Semester Hours
Conducting Private Instruction	12
Graduate Conducting Seminar MUS 643	8
Music History and Literature	6
Music Theory and Analysis	6
Advanced Orchestration MUS 581	3
Combined Lyric Diction I and II MUS 576A and 576B (at 2 credits each)	4
Music Electives (at least 2 credits should be in Piano -MUPI 720A- or other instrument by advisement)	5
The Assistant Conductor MUS 504	2
Required Recitals (see below under Graduation Requirements) MUS 902A-902B	0
Required Recital (see below under Graduation Requirements) MUS 917	4
Internship in Opera Conducting MUS 695	0
Score Reading at the Keyboard MUS 500 (at 2 cr. each)	4
Final Oral Comprehensive Examination MUS 998A w/classes; MUS 998B w/o classes (see below for details)	0
Field Experiences for Orchestral Conductors (see below for details)	
Total	54

Field Experiences for D.M.A. Orchestral Conductors

Doctoral students will observe and assist with at least one Catholic University opera production and at least one Catholic University musical theatre production. The requirement could alternatively be fulfilled with outside organizations with the approval of the major professor. Satisfactory completion of the requirement is contingent upon approval of the major professor and a positive evaluation from the supervising/host conductor. The student will also spend a minimum of two semesters observing one or more approved outside ensembles. The orchestral conducting faculty will assist the student in finding a suitable placement with an outside organization. In the event that an appropriate outside ensemble cannot be found, the student may fulfill the requirement with Catholic University ensembles as approved by the major professor. Satisfactory completion of the requirement is contingent upon approval of the major professor and a positive evaluation from the supervising/host conductor.

Graduation Requirements

Four recitals. The exact nature of two of them (each MUS 902A, 0 credit) is flexible and will be determined by the adviser, private teacher and the student. One recital (MUS 917, 4 credit hours) must be conducting an opera or musical theater production. The last recital must be a lecture-recital (MUS 902B, 0 credit).

All recitals must be videotaped [video recorded]. Two copies of each recital program and one videotape [video recording] of each recital must be submitted to the advisor within two weeks after each recital has been performed in public. After review by the advisory committee, recital programs will be deposited in the student's academic file.

The lecture-recital differs from the other degree recitals both in scope and format. It should last approximately one hour, with no intermission. The advisory candidate should assume that it will be delivered before a group of graduate music students at a university. The topic of the lecture-recital must be approved by the advisor at least six months prior to the

presentation date. During the research and writing stages, each student will meet regularly with their advisor.

The lecture-recital should reflect a balance between speaking and performing. All musical examples need not be performed live; limited use of taped [recorded] examples is acceptable. In addition to the lecture-recital, each student must complete a scholarly research paper on the topic of the lecture-recital presentation. The paper must reflect a high standard of scholarship, both in research and writing, that is appropriate for the doctoral level. Two copies of the research paper must be submitted to the advisor. Approval of the paper is required before the lecture/recital requirement is satisfied.

Reading proficiency examination (noncredit). Each student must pass a reading proficiency examination in two languages, normally in German and Italian. With the advisor's approval, French may be substituted.

Final Comprehensive Oral Examinations (noncredit). Successful completion of the final comprehensive examination before a faculty committee constitutes the final requirement. During the examination, candidates will be tested on transposing instruments; failure to demonstrate appropriate competence in the last topic will require retaking that portion of the examination before being able to graduate.

Minor in Latin American Music

This degree program is not offered with a minor in Latin American music.

Minor in Musicology

The advisory committee, in consultation with the student, will arrange a program of study of 62 to 65 semester hours beyond the master's degree, which will include at least 12 semester hours of musicology courses beyond the minimum number of hours required for the degree. Three of those semester hours must be Research Methodology (MUS 731) unless the student has taken a similar course for the master's degree. At the conclusion of coursework, the student will take a written, four-hour minor comprehensive examination (based on four musicology courses selected by the student).

PIANO PEDAGOGY

Prerequisites and Entrance Requirements

Acceptance as a graduate student is required. The applicant must have extensive performance and teaching experience after receiving a master's degree from an accredited institution in piano performance.

The applicant must submit the following to the advisory committee:

1. as stated in the Admission Process section above, two letters of recommendation (one must be from a professional colleague, not teacher of the applicant) attesting to the applicant's past and potential ability as a concert performer and teacher;
2. programs and critical reviews, if available;
3. completed repertoire and professional experience record, obtainable at:
<https://music.catholic.edu/academics/graduate/index.html>.

The applicant must successfully complete the following entrance requirements:

1. a memorized 15-minute audition of classical repertoire. The audition should consist of three pieces in contrasting tempos and styles.
2. written placement examinations (two hours each) in music history and music theory.

Placement examinations are given during the first and second semester registration periods, typically the Saturday before the start of a given term.

Program of Study

Based on the results of the entrance examinations, the advisory committee, in consultation with the student, will arrange a program of study of 55 to 72 hours beyond the master's degree. The courses and repertoire to be completed as part of the degree requirements will be communicated to the student in writing. Although the program will be organized to meet the individual needs of the student, a typical program will include:

Program of Study	Semester Hours
Piano Private Instruction	12
Piano Literature	3--9
Piano Pedagogy	12
Chamber Music MUS 605 or 605A	2
Music History and Music Theory (by advisement)	12--24
Research Paper: Directed Doctoral Research [MUS 993 (3 credits); MUS 993A (2 credits); MUS 993B (1 credit)]	6
The research paper, on a topic approved by the D.M.A. committee, must explore in depth some aspect of piano pedagogy or literature.	
Required Recitals (two options: see below)	8
Final Comprehensive Examination MUS 998A w/classes; MUS 998 w/o classes (see below)	0
Total	55-72

Recital Option 1 (may be given in any order):

1. a public lecture-demonstration recital and a written document, to be approved by the advisory committee, on a topic related to piano pedagogy or performance (MUS 907 or MUS 908, 3 semester hours);
2. a public advisory pedagogy recital of solo repertoire (MUS 907 or MUS 908, 3 semester hours);
3. a public chamber music recital (MUS 912, 2 semester hours).

Recital Option 2 (may be given in any order):

1. a public lecture-demonstration recital and a written document, to be approved by the advisory committee, on a topic related to piano pedagogy or performance (MUS 907 or MUS 908, 3 semester hours);
2. two public chamber music recitals (MUS 912 and MUS 913, 2 semester hours each);
3. a public accompanying recital of vocal repertoire (MUS 914, 1 semester hour).

Final Comprehensive Examinations (MUS 998A w/classes; MUS 998B w/o classes) (see below)

The final comprehensive examinations may be scheduled, with the approval of the advisory committee, following the completion of coursework, recitals, and the research paper. They will include written examinations in piano pedagogy and literature, a teaching demonstration, and an oral examination by the advisory committee.

Minor in Latin American Music

The advisory committee, in consultation with each student, will arrange a program of study of 55 to 72 semester hours beyond the master's degree, which will include at least 12 semester hours of Latin American music electives. The lecture-recital (MUS 907 or MUS 908) and written document, the research paper, and research guidance will be based on a Latin American music topic. Repertoire for applied piano instruction and recitals must include a significant proportion of Latin American music. Within the pedagogy coursework, projects may be assigned that focus on Latin American music repertoire and pedagogy.

Minor in Musicology

The advisory committee, in consultation with each student, will arrange a program of study of 55 to 72 semester hours

beyond the master's degree, which will include at least 12 semester hours of musicology courses beyond the minimum number of hours required for the degree. Three of those semester hours must be Research Methodology (MUS 731), unless the student has taken a similar course for the master's degree. At the conclusion of their coursework, each student will take a written, four-hour minor comprehensive examination (based on four musicology courses selected by the student).

VOCAL PEDAGOGY

Prerequisites and Entrance Requirements

Acceptance as a graduate student is required. The applicant must have performance and teaching experience after receiving a master's degree from an accredited institution in vocal performance.

The applicant must submit the following to the advisory committee:

1. as stated in the Admission Process section above, two letters of recommendation (one must be from a professional colleague, not a teacher of the applicant) attesting to the applicant's past and potential ability as a performer and teacher;
2. programs and critical reviews, if available;
3. completed repertoire and professional experience record, obtainable at:
<https://music.catholic.edu/academics/graduate/index.html>.

Foreign language prerequisites include two semesters of undergraduate or master's level study in each of the following languages: Italian, French, and German, with a grade of B or better, taken at an accredited college or university as approved by the advisor and dean. In lieu of taking undergraduate courses, students who place into Italian 103, French 103, or German 103 on the University's Modern Language Test will be considered to have satisfied the prerequisite requirement in the given language(s).

Successful completion of the following entrance examinations is required:

1. a public recital of a program of 60 minutes duration selected by the advisor from works on the applicant's repertoire and professional experience record, that includes works of contrasting styles and demonstrating proficiency in at least two languages in addition to English;
2. written examinations (two hours each):
 - a. music history placement examination;
 - b. music theory placement examination.

The applicant is responsible for the overall quality of the performance on all recitals required for the degree. Entrance recitals and placement examinations are given during the first and second semester registration periods. An interview with the advisor takes place after the examinations are completed.

Program of Study

Based on the results of the entrance examinations, the advisor, in consultation with the student, will arrange a program of study of 58 to 72 hours beyond the master's degree. The courses to be completed as part of the degree requirements will be communicated to each student by their advisor. The repertoire is to be selected in conjunction with the applied music instructor and with the approval of the advisor. All degree recitals are to include appropriate program notes and translations to be approved by the applied music instructor and the advisor. Although the program will be organized to meet the individual needs of each student, a typical program may include:

Program of Study	Semester Hours
Voice Private Instruction	12
Music History and Music Theory (by advisement)	3--9
Vocal Literature	6--10

Introduction to Vocal Pedagogy and Physiology MUS 535	2
Vocal Pedagogy Practicum MUS 535A	2
Courses appropriate to the curriculum (by advisement) Note: Three MUPI credits may be permitted by advisement in the fulfillment of this requirement.	9--15
Minor (see below for details)	12--18
Research Paper: Directed Doctoral Research [MUS 993 (3 credits); MUS 993A (2 credits); MUS 993B (1 credit)]	6
The research paper must be in dissertation format and must explore in depth some aspect of vocal pedagogy or literature.	
Required Recitals MUS 907 or 908 (two at 3 credits each)	6
Final Comprehensive Examination MUS 998A w/classes; MUS 998B w/o classes (see below)	0
Final Recital (sixty minutes duration; 90-day program assignment) MUS 997A w/classes; MUS 997B w/o classes	0
Total	58-72

Minor:

An approved minor (a minimum of 12 semester hours in any one field) is required for this degree and may be taken in music theory, musicology (see below), Latin American music (see below), or in a field outside of music, such as a foreign language or English. The foreign language minor may be fulfilled not only by study of the specific language itself, but also by study of representative music history courses/seminars, poetry of song literature, and a lecture-recital, all determined by course offerings and permission from the relevant department chair. Other specialized minors within music may be created upon the approval of the advisor and dean. The student must demonstrate the necessary undergraduate prerequisites for graduate study when the field chosen is outside of music.

The final comprehensive examinations may be scheduled, with the approval of the advisor, following the completion of coursework, recitals, and research paper. They will include written examinations *in the major and minor areas* (one four-hour examination in the major area, to include vocal pedagogy and vocal literature, and one four-hour examination in the minor area). The examinations will be given on two successive days.

Minor in Latin American Music

The advisory committee, in consultation with the student, will arrange a program of study of 58 to 72 semester hours beyond the master's degree, which will include at least 12 semester hours of Latin American music electives. The research paper must be based on a Latin American music topic.

Minor in Musicology

The advisory committee, in consultation with the student, will arrange a program of study of 58 to 72 semester hours beyond the master's degree, which will include at least 12 semester hours of musicology courses beyond the minimum number of hours required for the degree. Three of those semester hours must be Research Methodology (MUS 731), unless the student has taken a similar course for the master's degree. At the conclusion of coursework, the student will take a written, four-hour minor comprehensive examination (based on four musicology courses selected by the student).

CHAMBER MUSIC (PIANO)**Prerequisites and Entrance Requirements**

Acceptance as a graduate student is required. The applicant must have extensive performance and teaching experience

after receiving a master's degree from an accredited institution in piano or chamber music performance. The applicant must submit the following to the advisory committee:

1. as stated in the Admission Process section above, two letters of recommendation (one must be from a professional colleague, not a teacher of the applicant) attesting to the applicant's past and potential ability as a concert performer;
2. programs and critical reviews, if available;
3. completed repertoire and professional experience record, obtainable at:
<https://music.catholic.edu/academics/graduate/index.html>.

The applicant must successfully complete the following entrance requirements:

1. a 15-minute audition of classical repertoire. The audition should consist of three chamber music works in contrasting tempos and styles. The audition repertoire must be performed with an instrumentalist. Applicants may be asked to sight read. Memorization is not required.
2. written placement examinations (two hours each) in music history and music theory.

Placement examinations are given during the first and second semester registration periods. An interview with the committee takes place after the examinations are completed.

Program of Study

Based on the results of the entrance examinations, the advisory committee, in consultation with the student, will arrange a program of study of 54 to 72 hours beyond the master's degree. The courses and repertoire to be completed as part of the degree requirements will be communicated to the student in writing. Although the program will be organized to meet the individual needs of the student, a typical program may include:

Program of Study	Semester Hours
Piano Private Instruction (four semesters)	9--12
Chamber Music MUS 605 or 605A	4
Music History	6--12
Music Theory	3--9
Chamber Music Techniques MUS 524 (may be repeated with permission of the instructor)	3
Core Courses in Piano and Chamber Music Literature, Performance Practice, etc. (by advisement)	15--26
Five Required Recitals (see below)	14
Final Recital MUS 997A w/classes; MUS 997B w/o classes (see below)	0
Total	54-72

The five required public recitals may be given in any order:

1. three chamber music recitals (MUS 907 or MUS 908, 3 semester hours each);
2. one lecture-demonstration recital and a written document, the topic of which must be approved in advance by the committee (MUS 907 or MUS 908, 3 semester hours);
3. one vocal-accompanying recital (MUS 912 or MUS 913, 2 semester hours)

The final comprehensive examination will be a noncredit 70-minute public recital (MUS 997A w/ classes; MUS 997B w/o classes), consisting of music of different periods proposed by the candidate with committee approval. The program content of this recital will be communicated to the candidate 60 days in advance of the performance. To be prepared by

the candidate without the aid of a teacher or coach, this recital should demonstrate high professional standards of performance.

Minor in Latin American Music

The advisory committee, in consultation with the student, will arrange a program of study of 54 to 72 semester hours beyond the master's degree, which will include at least 12 semester hours of Latin American music electives. Repertoire for applied instruction and for recital programs must include a significant proportion of Latin American music.

Minor in Musicology

The advisory committee, in consultation with the student, will arrange a program of study of 54 to 72 semester hours beyond the master's degree, which will include at least 12 semester hours of musicology courses beyond the minimum number of hours required for the degree. Three of those semester hours must be Research Methodology (MUS 731), unless the student has taken a similar course for the master's degree. At the conclusion of coursework, the student will take a written, four-hour minor comprehensive examination (based on four musicology courses selected by the student).

ORCHESTRAL INSTRUMENTS

Prerequisites and Entrance Requirements

Acceptance as a graduate student is required. The applicant must have extensive performance experience after receiving a master's degree from an accredited institution.

The applicant must submit the following to the advisory committee:

1. as stated in the Admission Process section above, two letters of recommendation (one from a professional colleague, not teacher of the applicant) attesting to the applicant's past and potential ability as a performer;
2. programs and critical reviews, if available;
3. completed repertoire and professional experience record, obtainable at:
<https://music.catholic.edu/academics/graduate/index.html>.

The applicant must successfully complete the following entrance requirements:

Written examinations (two hours each): (a) music history placement examination and (b) music theory placement examination.

The contents of the public recital, determined by the advisory committee from repertoire proposed by the candidate, are to be communicated to the applicant by the committee not less than 30 days in advance of the recital date. The applicant is responsible for the overall quality of the performance on this and all other recitals required for the degree. Entrance recitals and placement and entrance examinations are given during the first and second semester registration periods.

Program of Study

Based on the results of the entrance examinations, the advisory committee, in consultation with the student, will arrange a program of study of 54 to 72 hours beyond the master's degree. The courses to be completed as part of the degree requirements will be communicated to the student in writing. The repertoire is to be selected in conjunction with the applied music instructor and with the approval of the advisor. The candidate must demonstrate that he/she has studied a significant proportion of the standard repertoire for his/her instrument. Although the program will be organized to meet the individual needs of the student, a typical program may include:

Program of Study	Semester Hours
Private Instruction	12
Orchestra (four semesters) MUS 508	4
Music History and Music Theory (by advisement)	18
Chamber Music MUS 605, 605A, Contemporary Music Ensemble (MUS 508E), Production Orchestra (MUS 508J), Repertory Orchestra (MUS 508A), String	14

Pedagogy (MUS 568A), and/or Music Electives appropriate to the curriculum (MUS/MUPI) by advisement	
Wind/Percussion Orchestral Repertoire I or II (MUS 550/551) or Orchestral Literature for String Player (MUS 568)	3
Three required recitals MUS 902C	0
Lecture recital MUS 908	3
Final recital MUS 997A w/classes, 997B w/o classes	0
Total	54

The five required public recitals may be begun after 28 semester hours have been earned on the doctoral level and may be given in any order:

1. Three required recitals (MUS 902C);
2. Lecture recital, the topic of which must be approved in advance by the committee and must relate to an aspect of performance practice or a phase of music history (MUS 908, 3 semester hours);
3. Upon successful completion of all courses and the first four recitals, the student may begin preparation for the final recital (MUS 997A w/ classes; MUS 997B w/o classes), of approximately 60 minutes duration, for which the candidate will be required to learn and perform in a satisfactory manner a public recital, the program being assigned by the advisory committee 90 days before the date of performance. This program must be prepared by the candidate without the assistance of a coach or teacher. The program may be evaluated by externs.

Minor in Latin American Music

The advisory committee, in consultation with the student, will arrange a program of study of 54 to 72 semester hours beyond the master's degree, which will include at least 12 semester hours of Latin American music electives. The lecture-recital must be based on a Latin American music topic.

Minor in Musicology

The advisory committee, in consultation with the student, will arrange a program of study of 54 to 72 semester hours beyond the master's degree, which will include at least 12 semester hours of musicology courses beyond the minimum number of semester hours required for the degree. Three of those semester hours must be Research Methodology (MUS 731), unless the student has taken a similar course for the master's degree. At the conclusion of coursework, the student will take a written, four-hour minor comprehensive examination (based on four musicology courses selected by the student).

PIANO PERFORMANCE

Prerequisites and Entrance Requirements

Acceptance as a graduate student is required. The applicant must have extensive performance and teaching experience after receiving a master's degree from an accredited institution in piano performance.

The applicant must submit the following to the advisory committee:

1. as stated in the Admission Process section above, two letters of recommendation (including one from a professional colleague, not teacher of the applicant) attesting to the applicant's past and potential ability as a concert performer and teacher;
2. programs and critical reviews, if available;
3. completed repertoire and professional experience record, obtainable at:
<https://music.catholic.edu/academics/graduate/index.html>.

The applicant must successfully complete the following entrance requirements:

1. a memorized 15-minute audition of classical repertoire. The audition should consist of three pieces in contrasting tempos and styles.
2. written placement examinations (two hours each) in (a) music history, (b) music theory.

Placement examinations are given during the first and second semester registration periods. An interview with the committee takes place after the examinations are completed.

Program of Study

Based on the results of the entrance examinations, the advisory committee, in consultation with the student, will arrange a program of study of 54 to 72 hours beyond the master's degree. The courses and repertoire to be completed as part of the degree requirements will be communicated to the student in writing. Although the program will be organized to meet the individual needs of the student, a typical program may include:

Program of Study	Semester Hours
Piano Private Instruction (four semesters)	12
Chamber Music MUS 605 or 605A	4--5
Piano Literature and Pedagogy	6--12
Music History and Music Theory (by advisement)	12
Music Electives (by advisement) No more than three credits of Music Electives can be taken in the major instrument	5--7
Five Required Recitals (see below)	15
Final Recital MUS 997A w/classes; MUS 997B w/o classes (see below)	0
Total	54-72

The contents of the five required recitals are to be selected by the candidate in consultation with the committee, each is to be of approximately 70 minutes playing time and must be performed from memory, except for the chamber music recital. The concerto repertoire (two concertos) must together total 70 minutes of performance time. The required concertos will normally be accompanied by piano. Securing an accompanist is the responsibility of the soloist. The recitals may be given in any order:

1. a public solo recital (MUS 907 or MUS 908, 3 semester hours);
2. a public chamber music performance (MUS 907 or MUS 908, 3 semester hours);
3. a public lecture-demonstration recital, the topic of which must be approved in advance by the committee (MUS 907 or MUS 908, 3 semester hours), together with a written document on the topic;
4. two concerto recitals (MUS 907 and MUS 908, each 3 semester hours).

A final recital (MUS 997A w/ classes; MUS w/o classes) (0 semester hours) of 70 minutes' duration is the final comprehensive examination and demonstrates the candidate's ability to solve performance issues related to technique, learning, discipline and style independently. The program content of this recital will be communicated to the candidate 90 days in advance of the performance, and the candidate must prepare this program without the aid of a teacher or coach.

Minor in Latin American Music

The advisory committee, in consultation with the student, will arrange a program of study of 54 to 72 semester hours beyond the master's degree, which will include at least 12 semester hours of Latin American music electives. Repertoire for applied piano instruction and for the required solo, chamber, and concerto recitals must include a significant proportion

of Latin American music. The lecture- demonstration recital and written document must be based on a Latin American music topic.

Minor in Musicology

The advisory committee, in consultation with the student, will arrange a program of study of 54 to 72 semester hours beyond the master's degree, which will include at least 12 semester hours of musicology courses beyond the minimum number of hours required for the degree. Three of those semester hours must be Research Methodology (MUS 731), unless the student has taken a similar course for the master's degree. At the conclusion of coursework, the student will take a written, four-hour minor comprehensive examination (based on four musicology courses selected by the student).

VOCAL ACCOMPANYING

Prerequisites and Entrance Requirements

Acceptance as a graduate student is required. The applicant must have extensive performance and teaching experience after receiving a master's degree from an accredited institution in piano, vocal accompanying, or chamber music performance.

The applicant must submit the following to the advisory committee:

1. as stated in the Admission Process section above, two letters of recommendation (including one from a professional colleague, not teacher of the applicant) attesting to the applicant's past and potential ability as a concert performer;
2. programs and critical reviews, if available;
3. completed repertoire and professional experience record, obtainable at:
<https://music.catholic.edu/academics/graduate/index.html>.

The applicant must successfully complete the following entrance requirements:

1. A 15-minute audition of classical repertoire. The audition should consist of works in contrasting tempos and styles from the vocal repertoire. The audition repertoire must be performed with a vocalist. Applicants may be asked to sight read. Memorization is not required.
2. written placement examinations (two hours each) in (a) music history and (b) music theory.

Placement examinations are given during the first and second semester registration periods. An interview with the committee takes place after the examinations are completed.

Program of Study

Based on the results of the entrance examinations, the advisory committee, in consultation with the student, will arrange a program of study of 54 to 72 hours beyond the master's degree. Candidates must pass language examinations in French, German and Italian. Graduate courses in these languages may be taken as part of the core courses with the advisor's approval. The courses and repertoire to be completed as part of the degree requirements will be communicated to the student in writing. Although the program will be organized to meet the individual needs of the student, a typical program may include:

Program of Study	Semester Hours
Piano Private Instruction (four semesters)	9--12
Chamber Music MUS 605 or 605A	2
Music History	6--12
Music Theory	3--9
Opera Coaching Techniques (musical preparation)	6

Core Courses in Vocal Literature, Performance Practice, etc. (by advisement)	15--28
Six Required Recitals (see below)	13
Final Recital MUS 997A w/classes; MUS 997B w/o classes (see below)	0
Total	54-72

The contents of the six required public recitals are to be selected by the candidate in consultation with the committee and each is to be of approximately 70 minutes playing time. They may be given in any order:

1. four vocal-accompanying recitals to consist of: one French art song recital, two German Lieder recitals, each of which must contain a major song cycle, and one 20th century song recital; (MUS 912 or MUS 913, each 2 Semester Hours);
2. one vocal-instrumental recital (MUS 912 or MUS 913, 2 semester hours);
3. one chamber music recital (MUS 907 or MUS 908, 3 semester hours).

A final 70-minute public recital (MUS 997A w/ classes; MUS 997B w/o classes) (0 semester hours), consisting of music of different periods proposed by the candidate with the committee's approval, is the final comprehensive examination. The program content of this recital will be communicated to the candidate 60 days in advance of the performance. To be prepared by the candidate without the aid of a teacher or coach, this recital should demonstrate high professional standards of performance.

Minor in Latin American Music

The advisory committee, in consultation with the student, will arrange a program of study of 54 to 72 semester hours beyond the master's degree, which will include at least 12 semester hours of Latin American music electives. Repertoire for applied instruction and of recital programs must include a significant proportion of Latin American music.

Minor in Musicology

The advisory committee, in consultation with the student, will arrange a program of study of 54 to 72 semester hours beyond the master's degree, which will include at least 12 semester hours of musicology courses beyond the minimum number of hours required for the degree. Three of those semester hours must be Research Methodology (MUS 731), unless the student has taken a similar course for the master's degree. At the conclusion of coursework, the student will take a written, four-hour minor comprehensive examination (based on four musicology courses selected by the student).

VOCAL PERFORMANCE

Prerequisites and Entrance Requirements

Acceptance as a graduate student is required.

The applicant must have extensive performance and teaching experience after receiving a master's degree from an accredited institution in vocal performance. The applicant must submit the following to the advisory committee:

1. as stated in the Admission Process section above, two letters of recommendation (including one from a professional colleague, not teacher of the applicant) attesting to the applicant's past and potential ability as a performer;
2. programs and critical reviews, if available;
3. completed repertoire and professional experience record, obtainable at:
<https://music.catholic.edu/academics/graduate/index.html>.

Foreign language prerequisites include two semesters of undergraduate or master's level study in each of the following languages: Italian, French, and German, with a grade of B or better, taken at an accredited college or university as approved by the advisor and dean. In lieu of taking undergraduate courses, students who place into Italian 103, French 103, or German 103 through the university's Modern Language Test will be considered to have satisfied the prerequisite requirement in the given language(s).

The applicant must successfully complete the following entrance requirements:

1. a public recital of a program of 60 minutes duration selected by the advisor from works on the applicant's repertoire and professional experience record, to include works of contrasting styles and demonstrating proficiency in at least two languages in addition to English;
2. written examinations (two hours each): a. music history placement examination, b. music theory placement examination

The applicant is responsible for the overall quality of the performance on all recitals required for the degree. Entrance recitals and placement and entrance examinations are given during the first and second semester registration periods. An interview with the committee takes place after the examinations are completed.

Program of Study

Based on the results of the entrance examinations, the advisor, in consultation with the student, will arrange a program of study of 62 to 81 hours beyond the master's degree. The courses to be completed as part of the degree requirements will be communicated to the student by the advisor. The repertoire is to be selected in conjunction with the applied music instructor and with the approval of the advisor. All degree recitals are to include appropriate program notes and translations to be approved by the applied music instructor and the advisor.

Each vocal performance major is expected to audition for all opera productions and actively participate as assigned by the voice faculty. This may entail specific roles or participation in opera chorus as needed.

Although the program will be organized to meet the individual needs of the student, a typical program may include:

Program of Study	Semester Hours
Voice Private Instruction (four semesters)	12
Music History and Music Theory (by advisement)	9--12
Vocal Literature	6--10
Introduction to Vocal Pedagogy and Physiology MUS 535	2
Courses appropriate to the curriculum (by advisement) Note: Three private instruction (MUPI) credits may be permitted by advisement in the fulfillment of these courses.	21--33
Four Recitals or Opera Roles MUS 907 or 908	12
Final Recital MUS 997A w/classes; MUS 997B w/o classes	0
Total	62-81

A final 0-credit public recital (MUS 997A w/ classes; MUS 997B w/o classes) of approximately 60 minutes' duration, proposed by the candidate with the committee's approval, is the final comprehensive examination. The program content of this recital will be communicated to the candidate 90 days in advance of the performance. To be prepared by the candidate without the aid of a teacher or coach, this recital should demonstrate high professional standards of performance.

Minor in Latin American Music

The advisory committee, in consultation with the student, will arrange a program of study of 62 to 72 semester hours beyond the master's degree, which will include at least 12 semester hours of Latin American music electives. A significant portion of the repertoire for applied instruction and of recital programs must consist of music by Latin American composers.

Minor in Musicology

The advisory committee, in consultation with the student, will arrange a program of study of 62 to 72 semester hours beyond the master's degree, which will include at least 12 semester hours of musicology courses beyond the minimum

number of hours required for the degree. Three of those semester hours must be Research Methodology (MUS 731), unless the student has taken a similar course for the master's degree. At the conclusion of coursework, the student will take a written, four-hour minor comprehensive examination (based on four musicology courses selected by the student).

DOCTOR OF MUSICAL ARTS IN SACRED MUSIC

Applicants are not currently being accepted to the Doctor of Musical Arts in Sacred Music.

Concentrations in Choral Music, Organ

Prerequisites and Entrance Requirements

For general information pertaining to all advisory degree programs, please consult the Doctor of Musical Arts Degree section of these *Graduate Announcements*.

Prior to submitting a formal application, persons interested in the Doctor of Musical Arts in Sacred Music degree must communicate with the director of the program.

The applicant must have completed the Master of Music in sacred music or equivalent. Acceptance as a graduate student is required.

The applicant must submit the following:

1. as stated in the Admission Process section above, two letters of recommendation (including one from a professional colleague, not teacher of the applicant) attesting to the applicant's past and potential ability in the field of sacred music and music ministry; and
2. completed repertoire and professional experience record, obtainable at: <http://music.cua.edu/graduate/doctoral.cfm>.

Applicants in the areas of performance (choral music and organ) will submit a 30-minute tape, video preferred, audio acceptable. Applicants in composition will submit representative manuscripts in lieu of the audition tape. Tapes and manuscripts must be sent to the Office of Graduate Admissions with all other application documents. Invitation to campus for audition, interview and testing is based on evaluation of the above materials. Applicants in organ concentration will perform for the organ faculty at the time of their visit. All concentrations require an on-campus visit for testing and demonstration of conducting skills. Testing consists of demonstration of keyboard proficiency, open score reading, and sight-singing. The conducting audition comprises two specified works with The Catholic University of America's Chamber Choir and will determine placement in the conducting sequence. Auditions are held once each academic year. The applicant should contact the music office for details and dates.

Written examinations (two hours each):

1. music history placement examination;
2. music theory placement examination;
3. entrance examination in sacred and choral music.

In addition, the student must consult with the School of Theology and Religious Studies regarding prior equivalent course work, prerequisite courses, and/or testing-out procedures in the area of liturgical studies.

Placement and entrance examinations are given during the first and second semester registration periods.

The student must also demonstrate a reading knowledge of one foreign language and is expected to pass an examination in that language within one year after beginning doctoral studies. The language will be chosen in consultation with the director of the program.

Program of Study

Based on the results of the entrance requirements and examinations, the advisory committee, in consultation with the student, will arrange a program of study of 61 to 72 hours beyond the master's degree. The courses to be completed as part of the degree requirements will be communicated to the student in writing. Although the program will be organized to meet the individual needs of the student, a typical program may include:

Program of Study	Semester Hours
Sacred and Choral Music (by advisement with director of program)	12
Prerequisites: Liturgical Music (MUS 584), Choral Development (MUS 637), Advanced Conducting I (MUS 638), Choral Literature I, II, III (MUS 640, 640A, 640B), or M.M. music literature coursework equivalence in the area of specialization.	
Music History and Music Theory (by advisement with director of musicology)	12
Prerequisites: Research Methodology (MUS 731), History of Sacred Music (MUS 556), Analytical Techniques II (MUS 712)	
Liturgical Studies (by advisement of director of liturgical studies)	12
Prerequisites: Introduction to Liturgy (TRS 540), Liturgy: Theological and Historical perspectives (TRS 741A), Eucharist: A Liturgical Theology (TRS 744)	
Private Instruction in Primary Field	12
Vocal Pedagogy	2
Music Performance: CUA Chamber Choir (MUS 507)	2
Upon completion of unit requirement, non-credit participation in CUA Chamber Choir is required each semester in residence. For this non-credit participation, the student should register for MUS 507A (0 credits).	
Recitals	3
Three Performance Recitals (MUS 914, 1 credit each). The public recitals, in the candidate's performance area, must include one with an instrumental ensemble. Two Composition Recitals (MUS 914, 1 credit each; MUS 913, 2 credits). The public recitals for the Composition specialization must include a two-credit lecture-recital.	
Treatise (see below for details) Directed Doctoral Research [(MUS 993 (3 credits); 993A (2 credits); 993B (1 credit)]	6
Total	61-72

The required treatise, on a topic approved by the advisory committee, must be in dissertation format and must explore in depth some aspect of sacred music. For the composer, the submission and performance of a treatise-composition approved by the advisory committee. The treatise is a substantive and formal scholarly research work addressing a specific topic in the field of sacred music. The treatise follows the same format as that required for a dissertation but is typically not equivalent to the dissertation in length or scope. It may treat kinds of research other than those typical in dissertations, such as cataloging of works or repertory studies, or a compilation of choral works for various liturgical seasons and their performance needs. The treatise shares the following elements in common with the dissertation: topic approval by the faculty, with treatise topic approval form submitted to the Office of Graduate Studies; work written under the direction of the major professor and treatise committee; oral defense; deposit with the Office of Graduate Studies. The procedures for the treatise differ from those for the dissertation in the following elements: approval by the faculty constitutes the sole determinant of the appropriateness of the topic, and the topic does not require external review; members for the oral defense are chosen from the members of the music faculty, as well as theology faculty as may be deemed appropriate.

Oral Defense

Successful completion of an oral defense is required upon completion and acceptance of the treatise.

Graduation Requirements

Comprehensive Examinations (MUS 998A w/classes; MUS 998B w/o classes). At the completion of coursework, three four-hour written comprehensive examinations are required in:

1. sacred and choral music;
2. music history and music theory; and
3. liturgical studies.

Upon the successful completion of all three comprehensive examinations, the student may be admitted to candidacy.

Minor in Latin American Music

The degree program consists of between 61 to 72 semester hours of credit beyond the master's degree. The above requirements apply with the following exceptions.

1. Depending on the results of the entrance examination in the area of music history, the student may be assigned from 0-12 semester hours of credit in this area by advisement.
2. The program of study will include 12 semester hours of Latin American music electives.
3. The treatise must be written on an Iberian or Latin American topic.

GRADUATE ARTIST DIPLOMA

The Artist Diploma may be the most appropriate option for a student seeking total concentration in performance at the graduate level. Thus, the Department of Music Performance offers the Graduate Artist Diploma, a graduate-level non-degree performance program intended for only the most talented and outstanding performers. This program is offered to students in the performing areas of orchestral conducting, piano, strings (violin, viola, violoncello, double bass), woodwinds (flute/piccolo, oboe/English horn, clarinet, bassoon, saxophone), brass (French horn, trumpet, trombone, tuba), harp, percussion, and voice.

Entrance Requirements

Applicants to this program will typically have completed a master's degree with a major in performance or a Performer's Certificate that represents a minimum of a three-year performance-intensive program. For the Graduate Artist Diploma in orchestral conducting, a master's degree or its equivalent is preferred. Required credentials for admission include an application, application fee, final and official transcripts of all postsecondary studies, two letters of recommendation, a repertoire list and evidence of a performing career in progress (such as programs and/or critical reviews).

Students whose first language is not English must submit TOEFL results of 80 or higher (iBT test), (for paper-based test: 550 or higher; for computer-based test: 213 or higher), to be considered for admission. For the iBT test, at least 20 out of 30 in each of the subcategories is required.

Final admission to the program is granted following successful completion of a 60-minute artist diploma entrance recital (excluding **Conducting** students for whom videos of previous performances and auditions will be sufficient and **Orchestral Instruments** students), which is typically presented by the close of the first semester, and should include selections demonstrating the student's ability to perform in various styles. The singer's audition program must also demonstrate proficiency in French, German, and Italian.

The applicant must audition in person or via electronic means. Applicants for the Graduate Artist Diploma in orchestral conducting are asked to submit a videotape of a public performance, reading session or rehearsal, minimum length of 30 minutes, demonstrating diverse styles of orchestral repertoire; in addition, they will take a written and aural examination.

Placement Examinations

Incoming Artist Diploma students have the opportunity to take a Music History Placement Examination and Theory Placement Examination if they plan on taking history or theory courses as electives during the course of their study. Students entering the Artist Diploma Program in **Conducting** are required to take a Music History Placement Examination and Theory Placement Examination (which has three parts, a harmony section, an aural skills section, a score reading

section of transposing instruments played at the piano or other instrument of student's choice) before their initial registration is completed. Students entering the Artist Diploma Program in **Orchestral Instruments** (Strings, Woodwinds, Brass, Harp and Percussion) are required to take a Music History Placement Examination and Theory Placement Examination (which has two parts, a harmony section and an aural skills section) before they plan to take a history or theory class. For students entering the **Conducting** program, if the results indicate areas of deficiency, they will be required to take specified graduate review courses before taking history or theory electives. These review courses do not count toward degree requirements. Artist Diploma students in **Piano** and **Voice** are not expected to take the exams, but should consult with their area head if they are interested in taking theory or history courses as part of their curriculum.

Program of Study

To receive the Graduate Artist Diploma, the student must successfully complete a curriculum of 35 or 36 semester hours, as described below, with an average of B or better. Enrollment for a minimum of four semesters is required, with a maximum period of three years allowed for completion of the program. Transfer credits may not be accepted to satisfy course requirements. Credits for coursework apply to the program requirements after the artist diploma entrance recital is passed.

Classes chosen for the music electives requirement should be lecture or lecture/activity courses to be determined with the program advisor. Examples include music theory, music history or similar courses appropriate to the major. All required recitals are to be performed in public before a committee of the music faculty and will be graded on a pass/fail basis.

Orchestral Conducting

Program of Study	Number of Semesters	Semester Hours
Private Instruction	4	8
Graduate Conducting Seminar MUS 643	4	8
Music Electives (by advisement)	4	10
Three Recitals MUS 938 (see below)	3	9
TOTAL		35

*In the first year of the graduate conducting program, the student will study with one of the major orchestral conducting faculty, but may participate in the open studio opportunity for short-term study with a specialist in specific repertoire, including choral music and musical theatre, from the school of music faculty. Beginning in the second full year of study, the student will alternate between the major orchestral conducting faculty each semester to receive the full benefit of varied interpretative and technical perspectives.

Three 70-minute recitals are required, the orchestral repertoire for which is to be decided upon between the candidate and the conducting professor. The candidate must demonstrate that he/she has studied a significant proportion of the standard orchestral repertoire, including music written after 1920. Opportunities for meeting the recital requirement will be provided by arrangement with the university orchestra, appropriate public performances or designated performances with The Catholic University of America's opera.

Piano

Program of Study	Number of Semesters	Semester Hours
Private Instruction	4	12
Music Electives (by advisement)	3	8
Chamber Music MUS 605 or 605A	4	4
Four Recitals MUS 938 (see below)	4	12
TOTAL		36

Four recitals are required: two solo recitals, one recital consisting of two concertos and one chamber music or chamber music/accompanying recital. The soloist is responsible for securing an accompanist for the concerto recital and the additional performers for the chamber music or chamber music/accompanying recital.

Strings (violin, viola, violoncello, double bass)

Woodwinds (flute/piccolo, oboe/English horn, clarinet, bassoon, saxophone)

Brass (French horn, trumpet, trombone, tuba), Harp, Percussion

Program of Study	Number of Semesters	Semester Hours
Private Instruction	4	12
Music Electives (by advisement)	1	3
Orchestra MUS 508	4	4
Chamber Music MUS 605 or 605A	4	4
Four Recitals MUS 938 (see below)	4	12
TOTAL		35

Four recitals are required: three solo recitals and one recital consisting of two concertos. The soloist is responsible for securing an accompanist for all recitals.

Voice

Program of Study (GAD in Voice)	Number of Semesters	Semester Hours
Private Instruction MUPI 885	4	12
Vocal Coaching	2	6
Music Electives (by advisement)	2	6
Four Recitals MUS 938 (see below)	4	12
TOTAL		36

Four solo recitals or two solo recitals and two major opera roles are required. The soloist is responsible for securing an accompanist for all recitals.

The student must complete, or must have already completed, two semesters of undergraduate study in Italian, French and German at an accredited college or university. In lieu of undergraduate study, the student may successfully complete placement examinations in these languages, administered by the modern languages department, verifying placement into second-year study.

Music Teacher Certification Program

This non-degree program, approved by NCATE and NASDTEC, was originally designed to meet the needs of those who hold a bachelor's degree in music and who wish to be certified to teach music in elementary or secondary school. This program is available also, however, to undergraduate students who wish to pursue music education certification simultaneously with the completion of a Bachelor of Music degree in a field other than music education.

Graduate students may complete this program entirely on a non-degree basis, as a means of obtaining certification without the additional requirements associated with a master's degree, or they may pursue this program in conjunction with a master's degree.

Students who wish to pursue the latter option must successfully complete the admission and curriculum requirements listed below, plus all admission and curriculum requirements in their specific master's degree program. For students pursuing a master's degree, those graduate-level courses taken as part of this Music Teacher Education Program may, with the approval of the advisor and dean, be accepted as electives.

In addition to meeting the general requirements for admission as a graduate non-degree student, a graduate student who wishes to pursue this program must successfully complete the following additional entrance requirements: (1) a 10-minute

proficiency audition on the student's major instrument (or voice) prior to admission; (2) a music theory placement examination and a music history placement examination prior to first enrollment for courses*; (3) a keyboard proficiency examination; and (4) the Pre-Professional Skills Test, which must be passed before the student can enroll in MUS 453, 454, 455 or 456. In addition, those who wish to become certified in general-choral music education must complete a vocal proficiency examination. A thorough review of the student's final and official transcript(s) will be made. Based upon the transcript review and the results of the audition and the proficiency and placement examinations, required prerequisite study may be assigned by the advisor if necessary.

*If the results of these examinations indicate areas of deficiency, the student must remove these deficiencies by taking specified graduate review or undergraduate courses.

Program of Study

Program of Study	Semester Hours
Core Courses for both Gen/Choral and Instrumental Emphasis:	
Introduction to Music Education MUS 538E	1
Field Experiences in Music Education MUS 550E (minimum 100 hours required)	0
The Education of the Exceptional* EDUC 581	3
Psychology of Learning: Implications for Instructional Design EDUC 652 or one of the following courses: Psychology of Education, Philosophical Foundations of Education, Foundations of Education	3
Total Credits for Core Courses	10
Additional Courses for the Gen/Choral Emphasis:	
Elementary Gen/Choral Student Teaching MUS 521E	4
Secondary Gen/Choral Student Teaching MUS 521F	4
Gen/Choral Student Teaching Seminar MUS 521G	1
Elementary Gen/Choral Music Methods MUS 553E	3
Secondary Gen/Choral Music Methods MUS 554E	3
Voice Private Instruction (by advisement, as needed) (MUPI)	0--4
Total Credits for Additional Gen/Choral Emphasis Courses	15--19
Total Music Teacher Certification Program: Gen/Choral Emphasis	25--29
Additional Courses for the Instrumental Emphasis:	
Elementary Instrumental Student Teaching MUS 522E	4
Secondary Instrumental Student Teaching MUS 522F	4
Instrumental Student Teaching Seminar MUS 522G	1
Elementary & Middle School Instrumental Music Methods MUS 553EE	3
Secondary Instrumental Music Methods MUS 554EE	3
Secondary Instrument Classes: Brass, Woodwind, Strings, Percussion, and/or Guitar (by advisement), as needed)	0--12
Total Credits for Additional Instrumental Emphasis Courses	15--27
Total Music Teacher Certification Program: Instrumental Emphasis	25--37

*Core courses at the graduate level (EDUC 581, 586, 652, 701) may be applicable to master's degree curriculum.

Courses Offered: Consult **Cardinal Station** for information about courses and to determine course offerings by semester.

Department of Music Theory, History, and Composition

Professors	Andrew Simpson, Ordinary Professor; Andrew H. Weaver, Ordinary Professor
Associate Professors	Stephen Gorbos
Lecturers	Emily Bell; Richard Desinord; Joel Friedman; William Kenlon; Juan Megna

Web Address <http://music.catholic.edu>

Graduate Programs

MASTER'S PROGRAMS (General Policies A—Z)

The following master's programs are offered:

The degree Master of Arts in Musicology and a joint degree in Music Librarianship: Master of Arts in Musicology and the Master of Science in Library and Information Science.

Admission: The following are required for admission to the master's degree programs:

1. A bachelor's degree with a major in music from an accredited institution. A student with a Bachelor of Arts degree may be accepted only after meeting the equivalent requirement for the Bachelor of Music degree at The Catholic University of America, either by taking advanced standing examinations or by completing the additional undergraduate courses.
2. Submission of an application, final and official transcripts, and two letters of recommendation. Also to be included is a statement of purpose, a 500-700 word essay stating one's purpose for undertaking graduate study in music, one's academic objective, research interests and career plans, as well as related qualifications, such as collegiate, professional, and community activities, and any other substantial accomplishment not already mentioned on the application form.
3. At least a B average in all undergraduate music courses.
4. A 10-minute (15-minute for piano) demonstration of performance proficiency (audition) with classical repertoire in contrasting styles in the applicant's major medium, either by personal audition or recording. Some degree programs also require an entrance recital (see individual programs). In lieu of a proficiency audition, students applying to the Master of Arts program are required to submit an original research paper on any musical topic. The paper should demonstrate facility with scholarly sources, the ability to formulate an original argument, and strong writing skills. The student applying to the composition program must submit original compositions in lieu of a proficiency audition; the composition applicant must also complete an interview with the composition faculty. This interview is typically conducted in-person or via video chat on audition days. Students who apply to graduate programs in the Area of Sacred Music must complete musicianship diagnostics and an interview in addition to the proficiency audition.
5. Students whose first language is not English must submit TOEFL results of 80 or higher (iBT test), (for paper-based test: 550 or higher; for computer-based test: 213 or higher), to be considered for admission. For the iBT test, at least 20 out of 30 in each of the subcategories is required.

Comprehensive Examinations: In keeping with university policy, a student may retake comprehensive examinations only once. If the student fails comprehensive examinations a second time, the student is no longer considered eligible to receive the degree Master of Arts, Master of Arts/Master of Science in Library and Information Science, or applicable Master of Music programs.

Full-time study: addition to general university policies: The master's degrees are subject to university policies regarding full-time study, as outlined under the heading Enrollment in the General Information section of the *Graduate Announcements*, with the following addition: 1. enrollment for master's graduate recital and at least one credit of private instruction (limit four semesters).

GPA minimum required for graduation and degree progress: For students in graduate programs, an average of B (3.0

cumulative GPA) or better is required for graduation. A graduate student who has received a grade of C or F in a graduate course is permitted to repeat the course one time. The calculation of the grade point average will include only the grade earned in the repeated course. In keeping with university policy that a graduate student who earns two failing grades is subject to dismissal, a master's student who fails a required hearing, recital, or performance a second time is no longer considered eligible to receive the master's degree.

Graduate Review courses: Incoming graduate students must take the Music History Placement Examination and Theory Placement Examination before their first semester of classes. If the results of the Music Theory Placement Exam warrant placement into the Graduate Harmony Review course (MUS 491) or the results of the Music History Placement Exam warrant placement into the Graduate Music History Review course (MUS 490), the student must fulfill these courses within a year of having taken the exams. For more details related to the placement examinations, please refer to the section Placement Examinations below. These placement exams are administered by faculty in the Department of Music Theory, History, and Composition and are always offered in-person on the Saturday before a given term starts.

Handbook for students Students are to consult the online Handbook found at <https://music.catholic.edu/academics/incoming-current-music-students/student-handbook/index.html> for forms and procedures not detailed in these Announcements.

Incompletes and Extensions of Incomplete: The departments of music follow university policy with regard to Incompletes and Extensions of Incomplete, with this clarification: only one Extension of Incomplete will be granted for a given course, requiring dean's permission and documentation supporting the reason for the request. Further extensions will be considered only in extreme cases and with the approval of the instructor, the relevant department chair, and the dean.

Independent Study: Other than students in the Professional Studies track or in cases approved by the dean, graduate students should take no more than one-sixth of the total credit hours in their program of graduate studies as Independent Study. (This refers to graduate level courses, not undergraduate prerequisites that may have to be fulfilled.)

Juries: Degree requirements for many of the master's degree programs include performance juries (major, principal, and secondary) and a degree recital. All students enrolled in applied composition are required to submit samples of their work to a jury of the composition faculty for evaluation at the end of the semester.

Location of degree recital: Master's recitals and related required performances must normally be performed on campus. Exceptions require consultation with advisor and dean's permission. Policies and procedures pertaining to degree recitals, whether on or off campus, may be found in the music handbook <https://music.catholic.edu/academics/incoming-current-music-students/student-handbook/index.html>.

MASTERS OF ARTS

MUSICOLOGY

The student's bachelor's degree program must include at least 18 semester hours in music theory and 6 semester hours in music history. Any deficiencies must be made up in the first year.

An original research paper on any musical topic is required as part of the application. The paper should demonstrate facility with scholarly sources, the ability to formulate an original argument, and solid writing skills.

All entering graduate students in the Master of Arts degree program must take the Music Theory Placement Examination and the Music History Placement Examination. These placement exams are administered by faculty in the Department of Music Theory, History, and Composition and are always offered in-person on the Saturday before a given term starts.

Program of Study	Semester Hours
Two Musicology Period Courses	6
Research Methodology MUS 731	3
Analytical Techniques I, II MUS 711, 712	6
Two Seminars MUS 720 (at three credits each)	6
Music Elective	3
Research Guidance (for thesis) MUS 696	6*
Musicology Colloquium MUS 599	0

Comprehensive Examination (MUS 698A w/classes; MUS 698B w/o classes) (see below)	0
Thesis (see below)	
Foreign language requirement (see below)	
Total:	30

*Upon deposit of the written thesis, 6 semester credit hours will be posted to the student's academic record and will be counted toward the total number of semester credit hours required for the master's degree program.

Graduation Requirements

A thesis on some subject in the field of music history is required for completion of the degree. The candidate must pass one modern foreign language examination, typically German or French, or pass a reading course in that language. Successful completion of a comprehensive examination (MUS 698A w/classes; MUS 698B w/o classes) in the major field is an additional requirement. The student may schedule the comprehensive examination following the advisor's written approval. For more specific information about language requirements, thesis and comprehensive examinations, the candidate is referred to the section Master's and Licentiate Degrees found in the general section of these *Graduate Announcements*.

Minor in Latin American Music

Requirements listed above apply, with the following exceptions:

1. Six semester hours of Latin American music electives replace music electives.
2. Graduation requirements: the thesis topic must be in the area of Latin American music. The language requirement is waived.

JOINT-DEGREE PROGRAM IN MUSIC LIBRARIANSHIP

Entrance Requirements

Applicants seeking admission to the joint M.A. in Musicology/M.S.L.I.S. in Library and Information Science degree program will be required to fulfill the admission requirements of the Department of Music and the Department of Library and Information Science, as published in their current Announcements. Among the requirements for admission to the M.A. in Musicology is the submission of an original research paper on any musical topic. The paper should demonstrate facility with scholarly sources, the ability to formulate an original argument, and strong writing skills. In addition, students will be required to take a Music Theory Placement Examination and to make up any deficiencies by taking the graduate review course before being admitted to graduate courses in music theory. All entering students must also take a Music History Placement Examination and make up any deficiencies with a graduate music history review course before being admitted to most graduate courses in music history. A student who is admitted to the M.S.L.I.S. program but not to the M.A. can choose to matriculate only in the department of library and information science; however, a student admitted only to the M.A. and not to the M.S.L.I.S. cannot matriculate in music without obtaining permission from the musicology faculty, which usually requires the submission of additional application materials. These placement exams are administered by faculty in the Department of Music Theory, History, and Composition and are always offered in-person on the Saturday before a given term starts.

Program of Study

The joint-degree program requires a total of 51 graduate semester hours of credit in the two disciplines: 21 hours in music and 30 hours in library and information science.

Music Librarianship Program of Study:	Semester Hours
Library Science Basic Courses (12 credit hours)	
LSC 551 Organization of Information	3
LSC 553 Information Sources and Services	3
LSC 555 Information Systems in Libraries and Information Centers	3
LSC 557 Libraries and Information in Society	3

Library Science Specialty Courses (9 credit hours)	
LSC 844 Music Bibliography	3
LSC 833 Music Librarianship	3
LSC 606 Cataloging and Classification <i>or</i> LSC 634 Humanities Information (by advisement)	3
Library Science Electives (by advisement)	9
Comprehensive Examinations (LSC 698A w/classes; LSC 698B w/o classes) (see below) Language requirement (see below)	
Total:	30

Musicology Program of Study	Semester Hours
MUS 711 Analytical Techniques I	3
MUS 712 Analytical Techniques II	3
MUS 731 Research Methodology	3
MUS 720 Seminar in Music History Topics and/or MUS 720A Seminar in Music Theory Topics	3
Music History Period Courses	9
Comprehensive Examinations (MUS 698A w/classes; MUS 698B w/o classes) (see below)	0
Total:	21

Graduation Requirements

The successful completion of a foreign language examination or successful completion of a reading course in a foreign language is required for the M.A. degree in music.

Comprehensive examinations are required for both the M.A. and the M.S.L.I.S. degrees. The music comprehensive examination (MUS 698A w/classes; MUS 698B w/o classes) will include three hours in music history and one hour in analytical techniques. Degrees are awarded simultaneously upon completion of the requirements for both degrees.

A student can choose to withdraw from the M.A. program and still receive the M.S.L.I.S. degree; however, a student who withdraws from the M.S.L.I.S. program cannot continue in the M.A. and must reapply for the M.A. program in musicology if he/she wishes to complete the degree.

Minor in Latin American Music

This joint degree program is not offered with a minor in Latin American music.

MASTER OF MUSIC

COMPOSITION

Concert Music Emphasis

Entrance Requirements

In addition to meeting the general requirements for admission a student who desires to major in composition, concert music emphasis, must submit original compositions for evaluation and complete an interview with the composition faculty. This interview is typically conducted in-person or via video chat on audition days. A student whose major for the undergraduate degree was something other than composition must show evidence of having completed the equivalent of the requirements of an undergraduate composition major. Any deficiencies must be made up by taking the necessary undergraduate courses or by passing proficiency examinations. All entering graduate students in the Master of Music degree program in composition must take the Music Theory Placement Examination and the Music History Placement

Examination. These placement exams are administered by faculty in the Department of Music Theory, History, and Composition and are always offered in-person on the Saturday before a given term starts.

Students whose baccalaureate programs exhibit significant curricular deficiencies may be required to take remedial courses to satisfy these deficiencies as prerequisites to the master's program. Remedial courses may be taken concurrently with courses in the master's program.

All students enrolled in applied composition instruction are required to submit samples of their work to a jury of the composition faculty for evaluation at the end of the semester.

Program of Study	Semester Hours
Composition	8
Masters Composition Colloquium MUS 629/629A	0
Research Methodology MUS 731	3
Analytical Techniques I, II MUS 711, 712	6
Music History Elective	3
Music Since 1900 MUS 537E	3
Advanced Orchestration MUS 581	3
Music Electives	9
Recital MUS 940	0
Thesis (see below)	0
Comprehensive Examinations (MUS 698A w/classes; MUS 698B w/o classes) (see below)	0
Total:	35

Graduation Requirements

1. As a thesis, the student must deposit a score of an extended work for orchestra or large instrumental ensemble.
2. Successful completion of comprehensive examinations (MUS 698A w/classes; MUS 698B w/o classes) is also required. The student may schedule the comprehensive examinations following the advisor's written approval.

Minor in Latin American Music

Requirements listed above apply, with the following exceptions:

1. Six semester hours of Latin American music electives replace the music history elective (three semester hours) and three of the six semester hours of music electives.
2. The final composition must be related to Latin American music.

Stage Music Emphasis

Entrance Requirements

A student seeking admission to the Master of Music degree program in composition, stage music emphasis, must have earned a bachelor's degree in music composition, or a bachelor's degree in music that preferably includes a strong compositional component. The prospective student must also submit a representative portfolio of compositions for review by the composition committee. The applicant must complete an interview with the composition faculty. This interview is typically conducted in-person or via video chat on audition days. The prospective student's portfolio should include at least some examples of concert works such as instrumental solo and chamber music and orchestral or wind ensemble music. Recordings (not MIDI realizations) of the portfolio compositions, if available, are strongly encouraged. All entering graduate students in the Master of Music degree program in composition must take the Music Theory Placement Examination and the Music History Placement Examination. These placement exams are administered by faculty in the

Department of Music Theory, History, and Composition and are always offered in-person on the Saturday before a given term starts.

A student whose baccalaureate programs exhibit significant curricular deficiencies may be required to take remedial courses to satisfy these deficiencies as prerequisites to the master's program. Remedial courses may be taken concurrently with courses in the master's program.

All students enrolled in applied composition instruction are required to submit samples of their work to a jury of the composition faculty for evaluation at the end of the semester.

Program of Study	Semester Hours
Composition	12
Masters Composition Colloquium MUS 629/629A	0
Research Methodology MUS 731	3
Stage Music Practicum MUS 617	3
Topics in Stage Music MUS 555	3
Advanced Orchestration MUS 581	3
Music Theory/History (by advisement) *See below for a list of possible courses.	6
Theatre, Film, or Dance History (graduate level) **See below for a list of possible courses.	3
Piano (if necessary)	0
Applied Study Elective (audition required)	2-3
Performance/Production MUS 940	0
Comprehensive Examinations (MUS 698A w/classes; MUS 698B w/o classes) See below under Graduation Requirements.	0
Total:	35 (36)

*Music Theory/History courses:

Advanced Orchestration MUS 581 (3)
History of Opera MUS 553 (3)
Analytical Techniques I MUS 711 (3)
Analytical Techniques II MUS 712 (3)
Music Since 1900 MUS 537E (3)
Advanced Counterpoint MUS 714 (3)
History of Jazz Through Analysis MUS 665 (3)
Survey of American Song MUS 707 (3)
Introduction to Music Notation Software MUS 573 (3)

**Theatre, Film, or Dance History courses (graduate level):

Playwriting I DR 565 (3)
Western Theatre/Culture I DR 603 (3)
Modern European Drama DR 605 (3)
Twentieth Century Theatres DR 610 (3)
The Rhetoric of Advertising MDIA 524 (3)
The Rhetoric of Propaganda MDIA 530 (3)

Graduation Requirements

1. A public performance/production (MUS 940, 0 cr) featuring the student's original music, in context, in one or more of the following genres:

opera (workshop);
musical (workshop);
incidental music for a dramatic production;
music for dance (ballet, modern, jazz, folk);
performance art piece

A minimum of 30 minutes of fully composed music is required (improvised music is not included in this total).

More than one work may be necessary in order for this minimum time to be reached. The graduation recital is subject to the approval of the composition committee, based upon submission of the complete musical score (or, in the case of non-notated, electronic music, the complete edited recorded version of the music) at least 30 calendar days prior to the recital date. The composition committee must approve the graduation recital program in order for the student to receive credit. Although the student will be assisted as far as possible in assembling the requisite personnel and facilities for the graduation recital, it is ultimately the student's responsibility to assemble and present the graduation recital.

2. Successful completion of comprehensive examinations (MUS 698A w/classes; MUS 698B w/o classes) is also required. The student may schedule the comprehensive examinations following the advisor's written approval.

Minor in Latin American Music

This degree program is not offered with a minor in Latin American music.

DOCTOR OF MUSICAL ARTS (General Policies A—Z)

The Doctor of Musical Arts (D.M.A.) degree is offered to a select number of qualified students as a recognition of high professional attainment in composition, pedagogy, or performance. Applicants who qualify for entrance to this program will major in one of the following areas: composition, pedagogy (piano or voice), performance (chamber music, orchestral instruments*, piano, vocal accompanying, voice), or orchestral conducting. The Doctor of Musical Arts degree is not offered in the area of percussion, guitar, harp, euphonium, or saxophone.

The objective of the degree of Doctor of Musical Arts is to provide an opportunity for advanced study at the highest artistic and pedagogical level. For this reason, admission to candidacy is highly selective.

Admission Process:

The required D.M.A. admission documents listed below must be submitted electronically directly to the Office of Graduate Admissions. Each of these documents must be checked off as received by the Office of Graduate Admissions.

The admission process to the doctoral programs consists of two separate steps:

1. University admission to graduate music study includes:
 - e. application and fee;
 - f. statement of purpose*;
 - g. final and official transcripts of all previous degrees and course work (documents must show degree conferral date and the name of the university);
 - h. two letters of recommendation;
 - i. audition: a demonstration of performance proficiency with classical repertoire in contrasting styles in the applicant's major medium (15-minute audition for piano [performance, pedagogy, chamber music, vocal accompanying] and orchestral instruments, 10-minute audition for voice [performance and pedagogy]) by in-person audition (preferred) or DVD and/or interview (when entrance recital is not required) or, for composers, submission of a portfolio of scores and interview (interviews are conducted on audition days either in-person or via video chat).
 - j. Students whose first language is not English must submit TOEFL results of 80 or higher (iBT test), (for paper-based test: 550 or higher; for computer-based test: 213 or higher), to be considered for admission. For the iBT test, at least 20 out of 30 in each of the subcategories is required.

*The statement of purpose is a 500-700 word essay stating one's purpose for undertaking graduate study in music, one's academic objective, research interests and career plans, as well as related qualifications, such as collegiate, professional, and community activities, and any other substantial accomplishment not already mentioned on the application form.

2. Admission to degree study in music includes, for each major area:
 - a. Composition. (i) prerequisites; (ii) two letters of recommendation (see above 1c); (iii) original compositions; (iv) an interview with the composition faculty conducted in-person or via video chat on audition days; (v) placement examinations in music history and music theory.

Advisement: Students will be guided in their studies by an advisory committee of faculty members appointed by the dean. This committee shall

1. administer the entrance, comprehensive and final examinations;
2. submit in writing to the dean the student's program of study;
3. where appropriate, recommend to the faculty, supervise the writing of and give final approval to the student's research paper (pedagogy) or treatise (sacred music), and
4. certify to the dean the completion of curriculum, examinations and graduation requirements.

Applicants must satisfy their advisory committee that their knowledge of the field in which they propose to major is equivalent to a master's degree in that field. Areas of weakness must be strengthened by taking and passing courses of formal study assigned by the advisory committee.

Through personal interviews and evaluation of completed work, the advisory committee will assist the student in planning a program of study that will prove most advantageous to his/her particular needs, resulting in a certain amount of individual variance.

Comprehensive Examinations: In keeping with university policy, a student may retake comprehensive examinations only once. If the student fails comprehensive examinations a second time, the student may not be considered for admission to candidacy and is no longer considered eligible to receive the Doctor of Philosophy degree or Doctor of Musical Arts degree.

Degree Candidacy in D.M.A. programs: In the areas of composition, pedagogy and performance the student will be regarded as a degree candidate after passing the entrance examinations and/or entrance recital as required. In the area of sacred music, the student will be regarded as a degree candidate after having passed the comprehensive examinations.

Degree progress: At any point in the program of study, the advisory committee may, if convinced that the general level of the candidate's work has proven unsatisfactory, recommend to the dean that the student no longer be regarded as a degree candidate. A graduate student who has received a grade of C or F in a graduate course is permitted to repeat the course one time. The calculation of the grade point average will include only the grade earned in the repeated course. For students in graduate programs, an average of B (cumulative GPA of 3.0) or better is required for graduation. In keeping with university policy that a graduate student who earns two failing grades is subject to dismissal, a doctoral student who fails two required recitals or the same required recital a second time is no longer considered eligible to receive the Doctor of Musical Arts degree. A student in the Doctor of Philosophy degree program pursuing a minor in performance who fails the required recital a second time is no longer eligible to pursue that minor.

D.M.A. Entrance Recital: In programs that require an entrance recital, the applicant is expected to perform the entrance recital at the beginning of the semester in which he/she has been admitted. For serious reasons, permission may be granted by the relevant department chair to postpone to the second semester of residency, but normally not beyond. An applicant who fails the entrance recital may, with permission of the dean, be allowed a second recital, but a third recital will not be permitted.

Full-time study: addition to general university policies: The doctoral degrees in music are subject to university policies regarding full-time study, as outlined under the heading "Enrollment" in the General Information section of the Graduate Announcements, with the following addition: enrollment for doctoral recitals or doctoral compositions.

General university policies and exceptions regarding program of study and transfer of credits: The Doctor of Musical Arts degree is subject to the policies stated under the heading "The Doctoral Degree" in the General Information section of the *Graduate Announcements*, with the following exceptions:

1. The program of study in the advisory degree includes no fewer than 54 semester hours beyond the master's degree.
2. The provisions regarding the transfer of credits stated under the heading "The Doctoral Degree" in the General Information section of the *Graduate Announcements* do not usually apply to the D.M.A. degree. A limited number of post-master's degree credits earned at another institution at a grade level of B or better prior to the student's first

enrollment at CUA may be accepted with the approval of the faculty and dean of the school. Likewise, a limited number of previous master's or previous doctoral degree credits earned at another institution at a grade level of B or better prior to the student's first enrollment at CUA may be accepted with the approval of the faculty and dean of the school. In either case, before credit transfer can be considered, (a) a course description and/or syllabus must be submitted and (b) depending on the circumstances, written confirmation from an administrator of the other institution, e.g. dean of the school or university registrar, may have to be submitted in order to verify that the credits were not required for a previous, completed degree. The student is asked to consult the dean's office for details.

3. For the D.M.A. degree, at least four semesters of full-time graduate work beyond the master's degree must be spent in residence at The Catholic University of America. Each semester of residence is equated with 12 semester hours of accumulated part-time study.

Graduate Review courses: As explained above, incoming graduate students must take the Music History Placement Examination and Theory Placement Examination (which has two parts, a harmony and an aural skills section). If the results of the Theory Placement Exam warrant placement into the Graduate Harmony Review course (MUS 491) or the results of the Music History Placement Exam warrant placement into the Graduate Music History Review course (MUS 490), the student must fulfill these courses within a year of having taken the exams.

Handbook for students: Students should consult the online Handbook found at <http://music.catholic.edu/> for forms and procedures not detailed in these Announcements.

Incompletes and Extensions of Incomplete: The departments of music follow university policy with regards to Incompletes and Extensions of Incomplete with this clarification: only one Extension of Incomplete will be granted for a given course, requiring dean's permission and documentation supporting the reason for the request. Further extensions will be considered only in extreme cases and with the approval of the instructor, the relevant department chair, and the dean.

Independent Study: Other than students in the Professional Studies track or in cases approved by the dean, graduate students should take no more than one-sixth of the total credit hours in their program of graduate studies as Independent Study (this refers to graduate level courses, not undergraduate prerequisites that may have to be fulfilled).

Overelection: The normal maximum course load for a full-time graduate student in music is 15 credit hours per semester. Overelection is not allowed except in extraordinary circumstances and only with permission of the dean. Unless approved by the dean, teaching or research assistants may not enroll for more than 9 semester hours per semester, depending upon the number of hours of teaching or research per week required by their appointments.

Placement Examinations: A Placement Examination in Music History and Music Theory will be given to each applicant. These placement exams are administered by faculty in the Department of Music Theory, History, and Composition and are always offered in-person on the Saturday before a given term starts. The Placement Examinations in Music History and Music Theory are taken only once. If the results indicate areas of deficiency, the student must address these deficiencies by taking specified graduate review courses or undergraduate courses, as specified below. These courses do not count toward degree requirements. Placement examinations are given during the fall and spring semester registration periods. The applicant is expected to take the placement examinations at the beginning of the semester in which he/she has been admitted. For serious reasons, the advisor may grant permission to postpone to the second semester of residency, but normally not beyond. Note: Incoming doctoral students who are admitted after one semester of having received their master's degree from CUA do not have to retake the placement examinations.

Program-Specific Entrance Examinations: Some degree programs also require program-specific entrance examinations pertaining to the applicant's intended major area. Please see the individual program for details. Program-specific entrance examinations are given during the fall and spring semester registration periods. The applicant is expected to take any required program-specific entrance examinations at the beginning of the semester in which he/she has been admitted. For serious reasons, the relevant department chair may grant permission to postpone to the second semester of residency, but normally not beyond. An applicant who fails the program-specific entrance examinations may, with permission of the dean, be given a re-examination, but a third examination will not be permitted.

Time limit for completion of the D.M.A.: Final degree requirements for all Doctor of Musical Arts degree programs must be completed within five years after the completion of all coursework and successful completion of comprehensive examinations where applicable.

COMPOSITION

Prerequisites and Entrance Requirements

The applicant must be accepted as a graduate student and must have a master's degree from an accredited institution. The applicant must submit to the composition faculty a portfolio of original compositions demonstrating experience and

superior talent as a composer capable of independent work. A full score, plus a recording (if available), should be submitted for each composition. These compositions should include:

1. a major work that was the applicant's master's thesis;
2. another major work for large instrumental and/or vocal forces;
3. a chamber work, and
4. a vocal work, either for chorus or solo voice.

In addition to the portfolio, the applicant must also complete an interview with the composition faculty as part of the audition process. This interview is typically conducted in-person or via video chat on audition days.

As stated in the Admission Process section above, the composition faculty must receive two letters of recommendation from composers or the applicant's former composition teachers.

Prior to the first semester of enrollment, the applicant will be given (1) a written placement examination in music history, (2) a written placement examination in music theory.

Program of Study

The advisory committee, in consultation with the student, will arrange a program of study of 54 to 72 semester hours beyond the master's degree. The courses to be completed as part of the degree requirements will be communicated to the student in writing.

Program of Study	Semester Hours
Composition Private instruction (six semesters)	18
DMA Composition Colloquium MUS 829 (enrollment required each semester in residence)	0
Research Methodology MUS 731	3
Music Theory (by advisement)	12
Music History (by advisement)	9
Music Electives	12
Comprehensive Examinations (see below under Graduation Requirements)	0
DMA Composition Research Document MUS 905A (see below under Graduation Requirements)	0
DMA Composition Recital MUS 905B (see below under Graduation Requirements)	0
DMA Composition Dissertation MUS 905C (see below under Graduation Requirements)	0

Graduation Requirements

Comprehensive Examinations (MUS 998A; MUS 998B w/o classes) (written and oral; 0 semester hours). The comprehensive examinations may be scheduled, with the approval of the student's advisory committee, following the completion of all credit-bearing coursework. The examination consists of a written and oral portion. The written portion will be scheduled during the regular University time for comprehensive examinations offered every semester. The student must schedule the oral portion of the comprehensive examination within three weeks after the successful completion of the written portion.

DMA Research Document (MUS 905A; 0 semester hours; no grade). The DMA document is an article-length (ca. 10,000 words, excluding footnotes and bibliography) scholarly essay of original research undertaken while in residence in the doctoral program, on a topic approved by the candidate's advisory committee. The candidate must submit a formal DMA document proposal to the committee for approval after having been admitted to candidacy. In order to be admitted to candidacy, the student must pass the comprehensive examinations and must be recommended by the faculty in the area of study.

DMA Composition Recital (MUS 905B; 0 semester hours; pass-fail). The DMA recital is to be an original program of 30-45 minutes of solo and chamber music composed while in residence in the DMA Composition program. The program is subject to approval by the student's advisory committee and must be submitted at least one month in advance of the proposed recital date.

DMA Dissertation Composition (MUS 905C; 0 semester hours; no grade). The dissertation composition is an original work of 20-30 minutes' duration, for a large ensemble, to be approved by the student's advisory committee.

Applied Study in the DMA Composition Program

With the composition advisor's permission, and by audition, a DMA student may substitute up to 12 semester hours of applied music instruction (MUPI) for music electives. The student must be accepted for graduate-level study on the applied instrument or voice by the applied faculty, and must take a jury every semester in which credit is sought.

Minor in Latin American Music

The advisory committee, in consultation with the student, will arrange a program of study of 54 to 72 semester hours beyond the master's degree, which will include at least 12 semester hours of Latin American music electives. The DMA research document and/or the dissertation composition should be based on Latin American subject matter. In addition, the recital should include at least one composition related to a Latin American topic.

Minor in Musicology

The advisory committee, in consultation with the student, will arrange a program of study of 54 to 72 semester hours beyond the master's degree, which will include at least 12 semester hours of musicology courses beyond the minimum number of hours required for the degree. Three of those semester hours must be Research Methodology (MUS 731), unless the student has taken a similar course for the master's degree. At the conclusion of coursework, the student will take a written, four-hour minor comprehensive examination (based on four musicology courses selected by the student).

DOCTOR OF PHILOSOPHY

The Doctor of Philosophy (Ph.D.) degree is offered only in the field of musicology. Musicology in this sense is interpreted to mean the entire field of music that is appropriate for scholarly research. A suitable subject for the dissertation must be selected from the specific field of music history.

Entrance Requirements

1. The student must file an application with the Ph.D. committee for admission to the Ph.D. program and must conform to the general requirements for admission to candidacy as outlined in the section on the doctoral degree in the general information section of these *Graduate Announcements*. Two letters of recommendation are required, at least one of which should be from a professor of music history, music theory, or other academic courses. The application must include at least one substantial original research paper on any musical topic. The writing sample should demonstrate solid bibliographical skills, critical use of sources, strong writing and organizational skills, and proficiency in identifying a problem and formulating an original argument. The master's thesis (or a portion thereof) is often appropriate.
2. Students whose first language is not English must submit TOEFL results of 80 or higher (iBT test), (for paper-based test: 550 or higher; for computer-based test: 213 or higher), to be considered for admission. For the iBT test, at least 20 out of 30 in each of the subcategories is required.
3. The M.A. in musicology or a comparable preparation is a prerequisite for entry into the Ph.D. program. The M.M. in performance may constitute preparation comparable to the M.A. in some instances, but in others additional work in the form of specific courses may be required. The master's degree, however, is only a minimal prerequisite and in itself is not sufficient. An admissions committee will screen all applicants to determine their ability to pursue doctoral work. Judgment will be based on the following: demonstrated ability in previous studies, writing and research skills, academic references indicating the aptitude and desire for research in the field and interviews with the admissions committee and with certain other members of the faculty, depending on the particular interests of the applicant. A student who intends to complete both the M.A. and the Ph.D. at The Catholic University of America must normally complete the master's thesis before the Admissions Committee will consider an application for admission to the Ph.D. program.
4. Applicants must complete music history and music theory placement examinations before registration is completed. These placement exams are administered by faculty in the Department of Music Theory, History, and Composition and are always offered in-person on the Saturday before a given term starts. If the results of these examinations indicate areas of deficiency, the student must remove these deficiencies by taking specified graduate review or undergraduate courses. These courses do not count toward degree requirements.

5. The student must also work out a clear program of study in consultation with the advisor and dissertation major professor. The subject for dissertation research can be one of the strongest factors in determining the student's actual courses. All students must choose a minor field as part of their program of study; this minor field is often a related area within music, though other fields may be chosen as appropriate to the student's interests and qualifications. Proficiency in the major and minor fields will be tested in written comprehensive examinations (MUS 998A w/classes; MUS 998B w/o classes). Students will consult with the advisor as to their preparedness before presenting themselves for these examinations. To be admitted to candidacy, the student must pass both major and minor comprehensive examinations and must be recommended by the faculty in the area of study.

Program of Study

The Ph.D. degree in music history is a research degree for students primarily interested in the field of music history. The program for each student will be planned by the student's advisor and is subject to the approval of the dean. It will normally include the following courses listed in the program of study below.

Students must also demonstrate a reading knowledge of French and German. In some instances another language (such as Latin, for example) may be substituted for one of these if it is pertinent to the candidate's research. Students are expected to pass at least one foreign language examination during the first semester of graduate study (or, if part time, before completing 12 semester hours), and the other examination within one year after they begin graduate work (or, if part time, before completing 24 semester hours). Both foreign language requirements must be completed before the student is permitted to take the comprehensive examinations.

A graduate student who has received a grade of C or F in a graduate course is permitted to repeat the course one time. The calculation of the grade point average will include only the grade earned in the repeated course. For students in graduate programs, an average of B or better is required for graduation.

Candidates for the Doctor of Philosophy degree in Musicology are referred to the general section of these *Graduate Announcements* under the heading 'The Doctoral Degree' for information regarding coursework, transfer of credits, language, comprehensive examinations, admission to candidacy, dissertation, criteria for dissertation, oral examination, publication of dissertation, copyright and completion of requirements and request for extension.

Program of Study	Semester Hours
Three Musicology Period Courses	9
Research Methodology MUS 731	3
Music Paleography MUS 729	3
Four Seminars	12
Five Electives	15
Musicology Colloquium MUS 599	0
Language Requirement	
Major Comprehensive Examinations MUS 998A w/classes; MUS 998B w/o classes (in both the major and minor fields)	0
Minor Comprehensive Examinations MUS 998A w/classes; MUS 998B w/o classes (in both the major and minor fields)	0
Dissertation	
TOTAL	42

Graduation Requirements

Enrollment is required each semester in residence. Students must successfully complete 42 credits as detailed above. They must pass a language exam. They must pass their Major and Minor Comprehensive Examination (MUS 998A w/classes; MUS 998B w/o classes), and write and successfully defend their Dissertation.

The selection of period courses shall be made in consultation with the advisor; the required period courses shall be determined by performance on the music history placement exam, and previous course experience in the Master of Arts degree, as well as the need to provide a well-rounded selection of courses covering all periods of music history. If deemed

necessary, period courses may replace one or more electives. A minimum of 12 additional semester hours must be taken in the minor field, with the expectation that these 12 hours are sufficient to provide a solid base of knowledge in the subject area. If additional hours are deemed necessary for the minor, these shall be drawn from the electives. If the minor field is in music theory, the student shall take the following courses: Analytical Techniques I and II (6 semester hours) and electives in theory (6 semester hours). A minor field outside of music may be chosen if the student has the necessary undergraduate prerequisites to qualify for graduate courses and if such a field is pertinent to the student's program. For example, students who wish to write dissertations on subjects in the medieval period and who have adequate preparation will be encouraged to take 12 semester hours of medieval Latin as part of their minor. Other minor fields that provide a valuable complement to courses in music history are anthropology, history and art history. Minor fields in performance may be permitted, pending a successful audition and approval by both the musicology faculty and the appropriate applied music faculty; a minor in performance requires 15 semester hours and a graduate-level recital, as explained in the section below. In deciding on a minor field, students should consult with both their musicology advisor and appropriate faculty advisor in the field in which they propose to take their minor. Students who select a minor field other than music theory are still strongly encouraged to select Analytical Techniques I and II as two of their electives.

Minor in Performance

A student who wishes to pursue a minor in performance must first audition for the appropriate applied music faculty, who will determine whether or not the student qualifies for applied music study at the graduate level. If approved by both the applied music faculty and the musicology faculty, the minor field will then consist of 15 semester hours: 6 in applied music and 9 in pedagogy and literature.

The student must also give one graduate-level recital and take a written comprehensive examination on pedagogy and literature of that performance discipline.

For a student who minors in performance, the total requirements for both the major and minor field will be as follows:

Program of Study	Semester Hours
Major:	
Three Musicology Period Courses	9
Research Methodology MUS 731	3
Music Paleography MUS 729	3
Four Seminars	12
Four Electives	12
Musicology Colloquium MUS 599	0
Language Requirement	
Major Comprehensive Examinations MUS 998A w/classes; MUS 998B w/o classes	
Dissertation	
Minor:	
Pedagogy and Literature Courses	9
Applied Music	6
Recital MUS 939	0
Minor Comprehensive Examinations MUS 998A w/classes; MUS 998B w/o classes	
TOTAL	54

Minor in Latin American Music

A student who wishes to pursue a minor in Latin American music will determine, in consultation with the faculty advisor, a program containing at least 12 semester hours of Latin American music electives. The student must pass a

comprehensive examination in the minor area. In addition, one of the student's two foreign languages should be Spanish, and the dissertation must be written on a Latin American music topic. If the student elects to use applied music instruction as part of the minor area requirements, a significant portion of the repertoire studied must consist of music by Latin American composers. In lieu of the dissertation on a topic in Latin American music, a student who has elected to pursue the Minor in Latin American music may, in consultation with the faculty advisor, elect to complete two significant research projects (beyond the requirements of a class) and present these as formal papers to the Musicology Colloquium. These papers should be fully documented studies around twenty-five pages in length. This option is available for students who have elected to do a dissertation on a topic outside Latin American music. If the student elects this option, the minor still carries with it the other requirements enumerated above.

X. National Catholic School of Social Service

Faculty

Jo Ann R. Regan, Ph.D.	<i>Dean; Associate Professor</i>
Frederick L. Ahearn Jr., Ph.D.	<i>Ordinary Professor, Emeritus</i>
Laura Daugherty, Ph.D.	<i>Associate Professor, Chair, Baccalaureate Program</i>
Peter J. Delany, Ph.D.	<i>Research Associate Professor</i>
Eileen Dombo, Ph.D.	<i>Associate Professor; Chair, Doctoral Program</i>
Michaela Z. Farber, Ph.D.	<i>Ordinary Professor</i>
Melissa D. Grady, Ph.D.	<i>Associate Professor</i>
Ryan Hanlon, Ph.D.	<i>Adjunct Assistant Professor</i>
Jennifer L. Keast Charles, Ph.D.	<i>Assistant Professor</i>
Eun Koh, Ph.D.	<i>Associate Professor</i>
Michael Massey, Ph.D.	<i>Assistant Professor</i>
Lynn Milgram Mayer, Ph.D.	<i>Associate Professor</i>
Randall O'Toole, MSW	<i>Clinical Assistant Professor, Director, Online MSW Program</i>
Danielle Parker, MSW	<i>Assistant Dean, Director of Field Education</i>
Christine Sabatino, Ph.D.	<i>Ordinary Professor, Emerita</i>
Roslynn Scott-Adams, Ph.D.	<i>Clinical Assistant Professor, Chair, MSW Program</i>
Joseph Shields, Ph.D.	<i>Ordinary Professor, Emeritus</i>
Elizabeth M. Timberlake, Ph.D.	<i>Professor Emerita</i>
Aileen Worrell, MSW, MBA	<i>Director of Admissions & Financial Aid; Business Manager</i>
Brooks Zitzmann, Ph.D.	<i>Assistant Professor</i>

History

In 1918 the National Catholic Welfare Conference, seeking to enhance the education of relief and rehabilitation workers in Catholic social service agencies, established a service school. Graduates of the school proved to be valued employees in the burgeoning diocesan social service programs in the United States and abroad. This convinced the American bishops to call upon the National Council of Catholic Women to develop the program into a professional school of social work for women. In 1919, they formed the two-year graduate school and named it the National Catholic School of Social Service, NCSSS.

NCSSS functioned as an autonomous educational institution during its formative years, but in 1923 its independent status changed. In that year it became affiliated with The Catholic University of America, and its graduates henceforth received their master's degrees in social work from the university. In the same year, NCSSS was admitted to the organization later known as the American Association of Schools of Social Work.

The Catholic University of America, in response to requests by the diocesan director of Catholic Charities for the social work education of priests, religious and laymen, decided to establish an additional school of social work in 1934. Because NCSSS limited its enrollment to women, the new Catholic University School of Social Work was a professional school for male social workers. This school became affiliated with the American Association of Schools of Social Work in 1937.

Almost immediately the two schools began exchanging faculty, students, courses and resources, and by 1939 there was an academic fusion. In 1947 the schools were formally merged as the National Catholic School of Social Service of The Catholic University of America.

Education toward the master's degree, M.S.W., was the primary mission of NCSSS at its inception, but additional degree programs have been subsequently established. The doctoral program was established in 1934 and is the third oldest in the world. Through the university's School of Arts and Sciences, an undergraduate degree program in social work was established in 1969.

NCSSS began awarding the Bachelor of Social Work (BSW) degree in 2010. Beginning in the 2010-2011 academic year, all undergraduate Social Work majors have matriculated for the Bachelor of Social Work degree in the National Catholic School of Social Service instead of the School of Arts and Sciences.

In 2014, NCSSS launched its online M.S.W. program with a clinical concentration. Students from across the US and in countries around the world complete all coursework online. The field education practica are completed in the student's home community. The program is ranked in the top ten of all online M.S.W. programs and is fully accredited by the Council on Social Work Education.

Mission

Derived from the mission of The Catholic University of America and that of the social work profession, the mission of the National Catholic School of Social Service is to educate students from diverse faiths and cultures who in their professional endeavors will embody the values of social justice, service, and scholarship. This mission is grounded in the justice and charity foundation of Catholic social teachings and the tradition of a modern university that welcomes all forms of human inquiry.

Goals

In support of its mission, NCSSS has established the following goals:

1. To advance knowledge, values, and competencies through the development, application, and dissemination of theory and research relevant to the social work profession.
2. To serve and empower vulnerable, oppressed, and impoverished people and communities.
3. To promote social and economic justice and individual and societal well-being in the context of The Catholic University of America, the social work profession, and the needs of the local, national, and global communities.

Organization

NCSSS achieves its goals primarily through its three major programs as well as a variety of additional activities and publication of a scholarly journal. The major programs are the PhD program, the MSW program, and the BSW program. Additional activities include the work of several research and training centers, non-degree enrollment programs, summer and part-time programs and continuing education programs. The school actively participates in the publication of the scholarly journal, *Journal of Religion and Spirituality in Social Work: Social Thought*.

The National Catholic School of Social Service is one of the professional schools of The Catholic University of America. As such it is governed by its own faculty and dean, under the jurisdiction of the university's president, Board of Trustees and Academic Senate. The school recommends students in its graduate programs for BSW, MSW, and PhD degrees directly to the Academic Senate and the university president. The BSW and MSW programs are fully accredited by the Council on Social Work Education. The PhD program is accredited through the Middle States Commission on Higher Education's accreditation of the university.

Center for the Advancement of Children, Youth and Families

The Center for the Advancement of Children, Youth, and Families seeks to improve the quality of life, safety, and well-being of children and their families by conducting research, training practitioners and administrators, and translating research to practice. Grounded in social justice, the center's mission is to facilitate multidisciplinary exploration of trends, issues, values, and challenges associated with delivering best practices and culturally competent social work to children and their families.

Center for the Promotion of Health and Mental Health Well-Being

The mission of the center is to develop and conduct research studies that focus on promoting the physical and mental health of individuals, organizations, communities, and society. The primary objective of the center is to generate and disseminate knowledge that informs social work practice, enhances the delivery of social services, and influences state and national policy in the health/mental health fields. In addition, the center sponsors educational seminars and workshops on health and mental health issues.

Journal of Religion and Spirituality in Social Work: Social Thought

In addition to its educational programs and community service, the National Catholic School of Social Service publishes, with Taylor & Francis Publisher, a scholarly journal, *Journal of Religion and Spirituality in Social Work: Social Thought*. This journal is committed to exploring topics pertaining to diverse sectarian and nonsectarian approaches to religion and spirituality related to social work and the helping professions. The journal also publishes philosophical and theoretical papers that deal with professional ethics and innovations in professional paradigms, world views, conceptual frameworks, and the philosophy of social work.

NCSSS Certificate Programs:

Child Protection and Safe Environments

In fulfillment of the mission of The Catholic University of America, the National Catholic School of Social Services is the academic home for the Certificate in Child Protection and Safe Environment. The Child Protection and Safe Environments certificate program, developed by The Catholic Project at Catholic University, is designed for students who wish to study best practices in child protection from a Catholic perspective. This knowledge is urgently needed by the Church, our communities, and the greater society. Graduates would be well-qualified to be diocesan victim assistance coordinators or safe environment coordinators after completing the program.

Upon completion of the Certificate, graduates will be able to:

- Explain the different dynamics involved in sexual abuse and exploitation, particularly within the Catholic Church;
- Explain the history and current practice of safe environment programs, particularly within the Catholic Church;
- Identify the core principles of trauma-informed services;
- Evaluate policies, programs, and clinical interventions designed to help trauma survivors;
- Understand the criminal and civil and legal systems and their roles in addressing abuse;
- Analyze and discuss different child protection programs.

Curriculum

This Certificate program, the first of its kind, is offered either on campus or entirely online and draws from the diverse talents of professors from three schools at Catholic University: The National Catholic School of Social Service, the School of Theology and Religious Studies, and the Columbus School of Law.

The program consists of four courses and can be completed in one year, or spread out over several semesters. The courses and faculty are:

1. The Dynamics of Sexual Abuse and Exploitation (TRS 656B/SSS 656C; Jointly Offered with The School of Theology & Religious Studies), designed and taught by Monsignor Stephen J. Rossetti, Research Associate Professor of Practice, School of Theology and Religious Studies
2. Child Protection Law and Policy (SSS 675), designed and taught by Mary Graw Leary, J.D., Associate Dean for Academic Affairs and Research, Professor of Law, The Columbus School of Law
3. Social Work Responses to Trauma: Creating Trauma-informed Programs and Services (SSS 655), designed and taught by Eileen A. Dombo, PhD, LICSW, Assistant Dean, Associate Professor at NCSSS, and Program Director for the Certificate Program.
4. The Capstone Project (SSS 658), designed and taught by Dr. Eileen Dombo to assist students in applying their knowledge to create or improve child protection and safe environment initiatives.

NCSSS Graduate Degree Programs Master of Social Work Program

In fulfillment of the National Catholic School of Social Services mission, the mission of the MSW Program is to prepare advanced practitioners who, consistent with their chosen concentrations, act as agents of change to promote individual and societal well-being through a curriculum that is current with the demands of the changing practice environment.

Program Goals:

Located in the nation's capital, the NCSSS MSW Program strives to fulfill this mission through a student-centered faculty approach that focuses on providing personalized interaction and mentorship. Our program seeks to prepare the next generation of innovative, person-centered social work leaders who:

1. Develop and demonstrate a commitment to the values and ethical principles of the social work profession as well as to the tenets of Catholic Social Teaching.
2. Pursue social, economic, and environmental justice in local, national, and international communities, and in all practice settings.
3. Foster a commitment to diversity and cultural humility by engaging in anti-oppressive practices and amplifying the voices of people who are marginalized and oppressed.
4. Attend to the spiritual, religious, mindful, and contemplative needs of people in their environments.
5. Demonstrate critical thinking throughout their careers in the use and creation of interventions that are theoretically-based, research-informed, and culturally responsive while working in policy arenas and with communities, organizations, groups, and individuals.

MSW Admissions

The National Catholic School of Social Service is committed to educating students to contribute responsibly to the fulfillment of social welfare objectives and to enhance the effective social functioning of individuals, families, groups, and communities. Through the admissions process, NCSSS seeks to enroll those who will be successful in the MSW program, and effective and proficient as social work professionals.

Once a complete application portfolio has been received by the NCSSS Office of Admissions, applications are reviewed by the Admissions Committee according to the following criteria:

1. Evidence of a student's ability to do graduate work including readiness to engage in scholarly work, evidence of analytic and conceptual thinking, and strong writing skills. Evidence of the above may be found in previous academic work, (usually optional) test scores and the purpose statement. Academic work should reflect a liberal arts foundation, including both social and behavioral sciences. Coursework in human biology as well as social statistics is recommended. A G.P.A. of 3.0 and above is preferred.
2. Evidence of personal qualifications essential for professional practice, including an interest in people and the processes of human relationships; a sensitivity and openness to others; readiness for increased self- knowledge; and respect for the values and ethics of the profession.
3. Commitment to the social work profession, which may be evidenced by human service employment or volunteer experience, to be listed on the résumé and discussed in the purpose statement.

Application Process

Applicants are required to apply online at <https://www.catholic.edu/admission/graduate/index.html>. Applications are accepted for full-time or part-time status for fall semesters and for part-time status only for spring semesters. Application to the Master of Social Work degree program consists of the development of a complete portfolio that comprises the following:

1. Completed and signed Graduate Admissions Application accompanied by a nonrefundable application fee.
2. An official transcript from each undergraduate and graduate college attended. (Offers of admission to those currently enrolled in undergraduate degree programs are made pending receipt of final transcript showing conferral of the bachelor's degree).
3. A purpose statement developed according to the guidelines provided below (four to six typewritten, double-spaced pages):
 - a. Profession of social work as a career goal. Why does professional social work appeal to you? What aspects of social work are of greatest interest to you? Discuss proposed career goals. Why did you choose to apply to NCSSS?
 - b. Life and relationships. Discuss how your background (e.g., family, cultural, religious, economic, ethnic, racial) has affected your desire and ability to work in social work.
 - c. Work experience. Describe current and/or past work experience, including volunteer work, as it relates to the profession of social work. How have these experiences helped prepare you for social work practice?
 - d. Experience in the helping role. Social work is concerned with helping individuals, families, groups, organizations and communities. Using an example from your professional, volunteer, or personal life, discuss and analyze a situation in which you have observed the helping role, including how it changed a problem situation.
 - e. Experience as a student. Evaluate yourself as a student. What differences in performance between your previous educational experiences and your forthcoming graduate experience might you anticipate? Discuss any special circumstances affecting your undergraduate performance.
 - f. Planning. Describe your ability and commitment to undertake graduate education at this time. What family, work, or other responsibilities do you anticipate during the course of your studies at NCSSS? Evaluate your ability to fulfill these obligations including the ability to spend 16 hours per week in the foundation year and 20 hours per week in the advanced year in field placements.
4. Résumé including educational history, work, and volunteer experience.
5. Three current professional letters of reference from persons, other than family and friends, who are able to address personal, professional, and academic capabilities. If possible, the three references should not come from a single source.

The application must be completed and submitted online following the instructions available at <http://admissions.cua.edu/>. Any mailed documents should be sent to:

The Catholic University of America, Office of Graduate Admissions/ McMahon Hall, 620 Michigan Ave., N.E., Washington DC 20064 or via email (parchment) by their institution at cua-gradadmissions@cua.edu.

Applications are reviewed on a rolling admissions basis, once all materials have been received. Applications completed after

published deadlines will be reviewed only if space is available. All applicants are advised in writing of the Admissions Committee's decision.

Letters of admission indicate whether a student has been admitted to the full-time or part-time program. Requests for changes must be made in writing to the director of admissions. Space is reserved for admitted applicants only when they confirm, in writing, the intent to enroll and when a nonrefundable tuition deposit has been received.

Records of applicants who do not respond to the invitation to enroll are not retained unless a written request to defer enrollment is received. Enrollment may be deferred for up to one year.

Application Deadlines

Fall Semester

April 15 Advanced standing and MSW transfer students

July 15 Full and part-time MSW program applicants

Spring Semester

Dec. 1 Part-time MSW applicants

Advanced Standing Applicants

Graduates of social work baccalaureate programs accredited by the Council on Social Work Education may apply for consideration for "advanced standing" status. Individualized education contracts are developed between the applicant and the director of admissions, indicating the number of semester hours to be waived (not to exceed 30 semester hours). Additional courses beyond 30 semester hours may be required. Advanced Standing students in the on campus MSW program are admitted in the summer and must participate in SSS 680, an online course during the summer. Students admitted in the online MSW program complete the SSS 680D course during the first session of the first semester of their enrollment. The criteria for advanced standing status include:

1. A bachelor's degree in social work from a CSWE accredited program (received within five years of enrollment in the MSW Program)
2. A cumulative average of at least 3.5 in all the social work courses of the undergraduate program
3. A cumulative average of at least 3.2 in all courses applied toward the bachelor's degree
4. A minimum of B in each social work course to be considered for waiving of credit
5. A recommendation from the chair of the undergraduate program, explicitly supporting admission directly into the advanced year of the MSW program
6. Satisfactory completion of an undergraduate generalist practicum experience that meets the requirements of CSWE and includes 400 hours of field education, as evidenced in the final field evaluation submitted as part of the admissions packet.
7. Successful completion of the online transition course over the summer prior to enrollment in the Fall semester

Applicants must include with their application a copy of their senior field evaluation for both first and second semesters. Offers of admission are made pending receipt of the final evaluation showing successful completion of the second semester field placement, and receipt of final transcript indicating conferral of bachelor's degree from an undergraduate social work program, and having met our GPA requirements.

All students accepted with advanced standing status are required to take an online course the summer prior to their enrollment. This course was developed to help Advanced Standing students transition from undergraduate to graduate social work education. It is designed to strengthen the student's generalist social work practice competency to enhance their advanced year concentration. In addition, it will help students solidify their understanding of essential concepts from Foundation year courses on Human Behavior and the Social Environment, Human Development and Psychopathology, Diversity in a Multicultural Society, and Research. The course places an emphasis on human behavior theory, human development, psychopathology, cultural competence and being an informed consumer of social work research. Strength and resilience, all forms of diversity and oppression, and the impact of social and economic forces are emphasized as salient influences on social functioning.

Transfer Applicants

NCSSS accepts a limited number of transfer students each year. To be eligible for transfer, courses must have been taken within

five years of entrance into the program and grades of B or better must have been earned. Transfer of semester hours may not be applied toward satisfaction of the minimum residency requirements. No academic credit is granted for life experience or previous work experience. There are two categories of transfer students:

1. Students requesting transfer from another accredited MSW degree program to NCSSS must follow the usual application procedure described above. One of the three letters of recommendation must be from the MSW program chair indicating the applicant has left the program in good standing and is eligible to return. In addition, the applicant must submit course descriptions of MSW courses taken and, when applicable, field work description and evaluation. A maximum of 30 semester hours may be transferred from another MSW program.
2. Students may request transfer of up to six semester hours of elective credits from other accredited graduate programs at the time the advanced year concentration is declared. At that time, the student writes to the MSW program chair, submitting a rationale showing that the course is appropriate to the concentration and submitting a copy of the course description and transcript for approval. Courses that duplicate subject matter of foundation year courses are not transferable.

International Students

An applicant from a foreign country must have obtained a bachelor's degree or its equivalent. It is, therefore, essential that the official transcripts (with an attached English translation) be received for evaluation of course content and credit at the earliest possible date. The Office of Admissions requires an independent evaluation of foreign educational credentials. Complete applications from other countries should be received as early as possible to allow time for processing and overseas communication when necessary.

Students from other countries should have previous experience in the social welfare field before applying for admission to the social work program of this school.

Applicants for whom English is a second language must demonstrate their proficiency by taking the TOEFL (Test of English as a Foreign Language) and have the scores for all three components (listening, writing, vocabulary/comprehension) sent to NCSSS as part of the application process. A minimum score of 80 is expected (with at least 20 out of 30 points in each category). Applicants taking the IELTS (International English Language Testing System) should have a minimum score of 6.5.

Conditional Status

Applicants who do not meet all the requirements for admission to the MSW degree program, but whose applications reflect significant potential for graduate study and competent professional practice, may be admitted to the program on a "conditional" basis. Conditional students may earn no more than one grade of C or below, for a period encompassing the first 18 credit hours of the foundation year curriculum, taken consecutively over a maximum of two semesters and two summer sessions. At the end of this period, the student's performance is reviewed and the conditional status negated, or the student is required to withdraw from the program.

Non-degree Enrollment

With the permission of the program chair, non-degree seeking students may take a maximum of nine credits in NCSSS courses, taking no more than one course per semester. Applicants must submit a completed university non-degree application form; an official transcript, and a nonrefundable application fee.

Enrollment in courses as a nondegree student does not guarantee admission to the MSW program. Course offerings for non-degree students are limited and are offered on a space-available basis after registration for enrolled, degree-seeking students is completed.

Qualifying Examinations

Qualifying examinations are offered to allow degree-seeking students to waive up to nine semester hours in the following areas: Social Welfare Policy and Services I (581), Human Behavior and the Social Environment (571), and Human Development and Psychopathology (572). Students must apply to the MSW program chair for approval to take the examinations. All students take the examinations on the same day in August or January. Students must take any qualifying exams within the first two semesters of their entrance to the school. They must verify that, through previous coursework, they have mastered the course material. The Council on Social Work Education mandates that life or previous work experience cannot be used as justification for application for a qualifying exam. A student must earn a grade of 85 or above on a qualifying examination to waive that course.

Financial Aid

Scholarships are available to MSW students: CUA scholarships, NCSSS scholarships, and federal work study (FWS) funding for MSW students in field internships. Applicants to the National Catholic School of Social Service may contact the school's Office of

Admissions and Financial Aid (202-319-5496) for information about scholarships and federal work study funding.

Loan information can be requested from the Office of Student Financial Assistance, Father O'Connell Hall, CUA, Washington, DC 20064, 202-319-5307, <https://financial-aid.catholic.edu/index.html>.

CUA Scholarships

CUA scholarships are primarily awarded to incoming students based on merit and offered during the admissions process. Students retain the scholarship during their enrollment at NCSSS provided they remain in good academic standing (minimum GPA of 3.0). Available to incoming full and part-time students.

National Catholic School of Social Service Scholarships

The National Catholic School of Social Service has a limited number of scholarships awarded based on merit and financial need. Scholarship applications are available on the school's website and require submission of a resume and an essay providing information about the area of professional interest and financial need. NCSSS scholarships are awarded for one academic year only. Students may apply for another NCSSS scholarship in subsequent years by completing and submitting the NCSSS Scholarship Application to the NCSSS Office of Admissions and Financial Aid.

Applicants for NCSSS scholarships should submit their scholarship applications by **April 1**, and must have been admitted to the MSW program in order to be considered for scholarship funding. Applicants must also submit a FAFSA to be considered for NCSSS scholarships, since financial need is a primary consideration in making these awards.

Health Resources and Services Administration (HRSA) Scholarship for Disadvantaged Students (SDS).

NCSSS has been awarded a five-year grant from HRSA. This scholarship requires financial need, as determined by your FAFSA. It also requires that you meet the definition of either: 1) economically disadvantaged; or 2) environmentally disadvantaged. Available to full-time students enrolled in the clinical concentration. Please contact the NCSSS Office of Admissions for more information: (202-319-5496), cua-ncss-admin@cu.edu.

Federal Work Study

Federal Work Study (FWS) is taxable funding awarded annually to full-time MSW students: (1) enrolled in field placements, and (2) demonstrating financial need (FAFSA). The funding is granted for work completed as part of the regular NCSSS field internship. There is no application deadline, but because funding is very limited, early submission of the FAFSA and the field application is strongly encouraged. To be considered for FWS, (1) complete the FAFSA, and (2) submit the NCSSS field application as early as possible. No separate application is required.

MSW Program Objectives

All students in the MSW program will:

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic, and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities

MSW CURRICULUM ~ On Campus Program

The MSW curriculum consists of foundation knowledge (thirty credits) and advanced knowledge (thirty credits). In the advanced year, we educate two types of advanced social work practitioners:

- (1) social workers engaged in *Clinical Practice*, who are eligible to be licensed clinical social workers in various direct practice settings.
- (2) social workers engaged in *Community, Administration, and Policy Practice*, who are prepared for careers in community organization and development, administration of human service programs, and policy analysis and advocacy.

Students may take selected courses from either concentration as electives to expand their knowledge base, thus creating their own individualized program of studies.

Specialized Areas of Practice (Concentrations)

Clinical

The clinical concentration is an area of specialized practice that focuses on advanced practice theory courses with individuals across the life cycle (children and adolescents or adults and older adults) in the context of family and community. The practice skills emphasized in these courses are rooted in the explanatory concepts of psychodynamic, cognitive, behavioral, and family system theories, that are critiqued and applied within a multicultural context. The intervention skills students are taught are based on evidence-based practice processes and a strengths-perspective. These elected requirements, together with ethics, research, and a field practicum focused on specialized practice competencies, form the core of the clinical concentration. This core enables students to facilitate change that will promote individual and family well-being. Thus, in addition to the objectives above, clinical concentrators will:

1. Apply advanced practice theory to understand the needs of individuals as bio-psycho-social-spiritual beings functioning in a family or family-like structures, as well as the differences between explanatory theories, clinical practice theories, and practice models.
2. Apply advanced clinical skills to facilitate change in individuals as bio-psycho-social spiritual beings, exploring how use of self in clinical practice differs by theory.,
3. Integrate the knowledge and skills learned from the academic educational experiences with those of the practicum developing clinical case formulations that incorporate developmental perspectives.
4. Apply the knowledge and skills of research methods to evaluate practice with client systems and program services.
5. Apply professional values and ethical principles to clinical practice.
6. Apply knowledge of the impact of difference and the mechanisms of oppression on populations-at-risk, including use of strategies for promoting social and economic justice within clinical social work practice.
7. Demonstrate awareness of biases, omissions, and cultural limitations of individual theories, particularly related to race, gender, sexuality, religion, and abilities and apply this knowledge in particular in practice with clients who are oppressed and/or marginalized.

Community, Administration, & Policy Practice (CAPP)

The CAPP concentration is an area of specialized practice that focuses on courses covering approaches to human service agency management, policy analysis and advocacy, social planning and community development and organizing. The practice skills in these courses are rooted in theories of social justice, with an emphasis on anti-oppressive and anti-racist lenses. These requirements, together with ethics, research, and a field practicum within a chosen field of practice, form the core of this concentration. This core prepares students to take leadership roles in organizations and communities and to facilitate change processes to address the structural causes and deleterious consequences of social, economic, and environmental inequities. More specifically, CAPP concentrators will:

1. Apply theories of justice and anti-oppressive, anti-racist, and strengths-based perspectives to assess communities, organizations, and policies in ways that promote solidarity and the dignity and self-worth of the person.
2. Take an evidence-informed approach to facilitate change processes to promote the common good and address the root causes and symptoms of collaboratively defined social problems.
3. Expand the depth, breadth, and specificity of the foundation knowledge of research and evaluation approaches that are sensitive to the complexity of the practice context, competing goals and perspectives, and power dynamics.
4. Apply professional values, ethical principles, ethical decision-making, and professional use of self to practice with groups, organizations, and communities.
5. Apply anti-oppressive and anti-racist lenses to engage with and on behalf of diverse constituents, including use of strategies for promoting social, economic, and environmental justice.

Program of Study Leading to the MSW Degree

The school offers several options for working toward the MSW degree: the full-time two-year program, the part-time program, and the advanced standing program. All three of these programs can be completed on campus or online. The National Catholic School of Social Service and the Columbus School of Law offer a dual-degree program where students may earn both the MSW and the Juris Doctor degrees. See below.

Full-Time Two-Year Program – On Campus and Online

The full-time structure is a four-semester (two academic years) program, which provides for a sequential learning experience of coursework and concurrent field experience.

Part-Time Programs - On Campus and Online

The part-time program allows students to complete their MSW degree requirements over several years. On campus, students complete coursework in the first and third years, and field placement, integrative field seminar, and practice theory coursework in the second and fourth years. Summer school coursework may be required to complete part-time enrollment in four years. Students in the part-time online clinical program generally complete the program in three and half years if they maintain continuous enrollment. All requirements for the degree must be completed within five years. All field internships require daytime hours.

Advanced Standing Program – On Campus and Online

The advanced standing program is individually structured in relation to the courses and credits completed in the social work program at the bachelor's level (see Admissions). All accepted advanced standing students must satisfactorily complete the summer on-line course SSS 680, *Essential Foundations for Advanced Level Social Work Education*, in order to continue in the fall semester.

Dual-Degree Program: Social Work and Law – On Campus Only

The National Catholic School of Social Service and the Columbus School of Law at The Catholic University of America offer a dual-degree program in which qualified full-time students may earn both a Master of Social Work (MSW) and a Juris Doctor degree (JD).

Applicants for admission to the dual-degree program must meet the separate admissions requirements of each school and must be accepted by each school independently.

Although admission to the dual-degree program is usually decided at the onset of student registration, it is possible to consider a candidate after independent completion of the first year of law school.

Interested applicants may contact the Office of Admissions of the National Catholic School of Social Service and the Office of Admissions of the Columbus School of Law, both at The Catholic University of America, Washington, DC 20064 for further information.

MSW Curriculum

The MSW curriculum comprises generalist (foundation) knowledge (30 credits) and advanced knowledge in an area of specialized practice (30 credits). On campus, the concentrations educate two types of advanced social work practitioners: (1) clinical social workers who will be licensed as effective practitioners within the constraints of a fast-paced managed care service delivery system; and 2) professional social workers whose indirect practice reflects a depth and breadth of knowledge and skill for advanced community development, policy analysis, planning, and management. Online, only the clinical concentration is offered in the advanced year. MSW students may complete the 60-credit MSW program within a minimum of two years and a maximum of five years. During the graduate program, students complete 12 credits of field placement (two placements over four semesters) and 48 credits of coursework.

Full-time students complete the 60-credit MSW program in two academic years. All part-time students must take at least six hours of academic credit per semester, and may take up to nine hours of academic credit during the fall and spring semesters. All students must have completed or be concurrently registered for SSS 570, 571, 581, and 606 when registering for SSS 673; similarly, they must have completed or be concurrently registered for SSS 572, 582, 591, and 605 when registering for SSS 674.

Part-time students may have to take course(s) during summer sessions, depending on the number of credit hours taken during fall and spring semesters. While we make every effort to offer many courses during late afternoon and evening hours, it is imperative that students understand that they will not be able to complete the entire MSW curriculum only during evening hours. Part-time students usually complete the MSW program within four years. Students in the part-time online clinical program generally complete the program in three and half years if they maintain continuous enrollment.

Generalist (Foundation) Curriculum

Social Welfare Policy and Services (581, 582) presents the historical and contemporary context for understanding social work practice. Students learn the political and organizational processes that are used to influence policy as well as develop skill in analyzing policy. With a focus on affecting policy change for vulnerable and stigmatized populations, issues of power and oppression are considered. Foundations of Multilevel Social Work (591) integrates practice, theory and research to inform ethical and culturally responsive professional social work or scientific inquiry.

Human Behavior and Social Environment (571) utilizes an ecological perspective to examine micro, mezzo, and macro theoretical frameworks related to the bio-psycho-social-spiritual aspects of human development. and community well-being. Human Development and Psychopathology (572) utilizes a "life course perspective" and introduces students to major milestones of human development and complexities often faced across the lifespan, from conception through late adulthood and death as well as the impact of social and economic forces are highlighted as salient influences on life course trajectories and the emergence of mental, emotional, and behavioral disorders.

Diversity in a Multicultural Society (570) examines the history of diversity and discrimination, enhancing self-awareness and sensitivity for a culturally competent social work practice. The generalist model of social work practice is introduced through the two generalist practice courses (605-Individuals, Families and Groups, and 606-Groups, Organizations and Communities) and an integrative field seminar (673/674), taken concurrently with the foundation year field internship.

Supplementing supervised practice in the field, the seminar provides the opportunity for practicing skills through role play, case and project presentations, and seminar discussion. The seminar instructor serves as the liaison between the field agency and the school, maintaining and enhancing that link.

Foundation Curriculum

570 Diversity in a Multicultural Society

571 Human Behavior and the Social Environment

572 Human Development and Psychopathology

581/582 Social Welfare Policy and Services I and II

591 Foundations of Multi-Level Social Work

605 Generalist Practice with Individuals, Families and Groups

606 Generalist Practice with Groups, Communities and Organizations

673/674 Foundation Field Education and Seminar I and II

Specialized Practice (Advanced) Curriculum

Upon completion of the foundation curriculum, MSW students choose between the Clinical and CAPP concentrations on campus. Online, only the Clinical Concentration is offered in the advanced year.

Clinical concentrators elect advanced practice theory courses within categories on advanced clinical theory, theory and practice with individuals across the life cycle, and theory and practice with family. The practice skills emphasized in these courses are rooted in the explanatory concepts of psychodynamic, cognitive, behavioral, and family system theories, that are critiqued and applied within a multicultural context. The intervention skills students are taught are based on evidence-based practice processes and a strengths-perspective. These elected requirements, together with ethics, research, and a field practicum within a chosen field of practice, form the core of the clinical concentration. This core enables students to facilitate change that will promote individual and family well-being. Thus, in addition to the objectives above, clinical concentrators will:

Clinical concentrators have a two-semester field internship along with a weekly Clinical Field Integrative Seminar (871, 872) Clinical concentrators round out their program with six hours of free electives.

Students select three of the following practice courses: Advanced Policy Analysis, Nonprofit Management, Community Organizing for Equitable Development, or Issues in International Social Development (831, 832, 835, 886). These methods courses are supported with a theory course, either Organizational Theories and Change, or Theories of Social Justice (880, 946). Program Evaluation (757) and Ethics (740) support these indirect methods of social work practice.

Elective courses may include other advanced-year methods and theory courses in the CAPP concentration; relevant courses from NCSSS or other CUA departments (with guidance from the concentration adviser); and relevant courses from the university consortium (with guidance from the concentration advisor and approval from the MSW chair.)

Clinical Concentration Coursework

740	Ethics
758, 759 (elect 1)	Research I & Research II
806 & 807; 808 & 808A	Clinical SW with Adults and Older Adults or Clinical SW with Children and Adolescents (Elect one)
871/872	Clinical Field Education and Integrative Seminar I and II Electives Six semester hours

Nine elective credits complete the concentration. Note that electives may be taken from the CAPP Concentration to create a dual focus.

CAPP Concentration Coursework

740	Ethics
758 & 59	Research I & Research II Program Evaluation
831, 832, 835, 886 (elect 3)	Advanced Policy Analysis; Non-profit Management, Community Organizing for Equitable Development; Issues in International Social Development
880, 946 (elect 1)	Organizational Theories and Change; Theories of Social Justice
875/876	Social Change Field Education and Integrative Seminar I and II Electives

Nine elective credits complete the concentration. Note that electives may be taken from the clinical concentration to create a dual focus. Three semester hours

Field Education

Field internship learning experiences are essential to the achievement of the objectives of the MSW curriculum. In the MSW program each student completes two academic-year internships in two different agencies. In the foundation year, utilizing the generalist model of practice, students gain social work skills with individuals, families, groups, communities and organizations using a range of intervention modalities. Their learning experiences in the internship support what they are learning in the classroom. Direct engagement in service activities enables the student to experience the discipline of professional relationships; to apply human behavior, research, and social policy curriculum content to the theory and practice of social work; to develop the self-awareness required for a professional level of performance; and to learn to integrate social work knowledge, values, skills, and ethics within the context of a professional social work practice setting.

In the advanced year, students practice in agency settings with assignments and activities focused in their chosen area of concentration. Clinical students gain practice skills at an advanced level, learning to differentially apply explanatory theories to the assessment of client systems, to distinguish the appropriate treatment modality for particular client problems, and to differentially apply practice models to treatment planning and intervention. Social Change students learn to differentially apply macro theories to their practice, and they gain the expertise and skills necessary to facilitate change that promotes organizational and community well-being. Combined concentrators have both micro- and macro-practice learning opportunities, acquiring depth in the methodology of both clinical- and macro- social work practice.

Field education is a collaborative endeavor between the National Catholic School of Social Service, the agency and the student. The school, through its Office of Field Education, assumes responsibility for fieldwork being educationally directed, coordinated and monitored.

With some exceptions (i.e. advanced standing students), students complete four semesters of field education (over two academic years) in two different field settings. Students are in the field placement 16 hours per week in the foundation year (total of 480 hours) and 20 hours per week (total of 600 hours) in the advanced year. Most students are assigned to agencies on Wednesdays/Thursdays during the foundation year, and Tuesdays/Wednesdays/half days on Thursdays during the advanced year. A very limited number of flex-time placements are available to part-time students. These placements all require daytime hours for staff meetings, case conferences and training. Every part-time student should plan for a minimum of one eight-hour block per week during regular working hours, with other hours scheduled on evenings and, sometimes, weekends. Students should be prepared to travel to and from the practicum either by car or public transportation. Agencies and students are expected to arrange field learning experiences so that they are in consonance with the academic calendar. It is the school's expectation that students will have only two weeks' break from the practicum between the first and second semesters. Any additional time away from clients must be negotiated between field instructor and student.

Students are placed in agencies and programs that provide specific social services or use qualified social work practitioners in the planning, administration, and delivery of a variety of human services. These agencies and programs are selected and approved by the staff of the school's Office of Field Education. The school works with agencies in the metropolitan Washington, D.C. area, Maryland and Virginia. Supervision in the field setting is the responsibility of the field instructor, who is a qualified and committed social work professional, most often agency-based. The field instructor orients the student to the agency, assigns and oversees the student's activities, and provides the student regular weekly one-on-one supervision. In many agencies, additional training opportunities are available to interns, e.g., case conferences, group supervision, peer supervision, and educational seminars.

In placing foundation-year students, the Office of Field Education considers their prior experience, interests and educational goals, as discussed in the field application. The Office of Field Education assists students by providing agency information via an internet-based search engine. Students research agencies of interest and appropriate to their level in the MSW Program, submit their preferences to the Director of Field Education, and are then referred for interviews, based on availability and suitability of their choices.

The weekly integrative seminar, taken concurrently with the field practicum, helps students to integrate course content and the field work experience. Supplementing supervised practice in the field, the integrative seminar provides the opportunity for practicing skills through role play, case and project presentation, and seminar discussion. The seminar instructor serves as the liaison between the field agency and the school, maintaining and enhancing that link, and providing support and monitoring as necessary. The seminar instructor assigns the grade for field education/integrative seminar at the end of each semester. The final grade is based on evaluation of student performance in field education (60 percent) and seminar work (40 percent).

Students in field practica are required to pay an additional fee for malpractice insurance and to furnish proof of health insurance coverage. Some agencies may have additional requirements, e.g., immunization verification, police clearance, or drug screening.

MSW Degree Requirements

For students entering the MSW program, the Master of Social Work degree is conferred upon students who have:

1. Satisfactorily completed 60 credit hours in accordance with the curriculum requirements as specified by the NCSSS faculty. Some students, who have received a BSW degree from a CSWE-accredited school of social work, may meet the requirements with fewer than 60 credit hours by being awarded up to 30 advanced standing credits. Transfer credits may be accepted in accordance with the school's policy.
2. Satisfied the writing requirement by designating two scholarly papers that are already required in advanced courses and will have been completed and graded to fulfill the University Writing Requirement.

Residency Requirement

The minimum period of residence for the master's degree is one year of full-time study (18 credits) beyond the bachelor's degree. A full-time student may not complete this requirement in less than two semesters. A planned part-time student meets this requirement by completing 18 credits in one consecutive 12-month period.

Leave of Absence

A student who must interrupt his or her studies for adequate reasons - such as sustained ill health, family crisis, or military service - may be granted a leave of absence for a stated period, usually not to exceed one year. The student should apply in writing to the program chair stating the specific reason for requesting the leave.

Withdrawal from Program

To withdraw from the MSW Program, the student should contact the program chair in writing stating the specific reasons for this request.

Grading Policy

Approved by the Academic Senate, beginning September 1990 for all graduate students except students in the Columbus School of Law, the following grading system will be in effect:

Grade	Rating	Numerical Equivalent
A	Excellent	4.00 (95-100)
A-		3.70 (90- 94)
B+		3.30 (87-89)
B	Satisfactory	3.00 (83-86)
B-		2.70 (80-82)
P	Passing but Marginal	2.00 (70-79)
F	Failure	0.00 (<70)
I	Incomplete W	Withdrawal

A grade of C indicates marginal progress toward the degree. Master's students are expected to maintain a minimum of a B (3.00 G.P.A.) to remain in school and to graduate. A Review Committee shall be called by the chair of the MSW program upon a student's receipt of two grades of C or one grade of F or other evidence of unsatisfactory or marginal work. The receipt of more than two grades of C or below, more than one F or termination from a second field placement during his/her academic program is grounds for dismissal by the dean.

Please note that the section entitled General Information at the beginning of these *Announcements* contains information on general university policies which are applicable to all graduate students enrolled in NCSSS.

MSW Academic Review Committee

Students in the MSW program may encounter educational difficulties, have difficulty meeting academic requirements, have exceptional academic or personal problems, or require special attention. To assure that these needs are met without compromising the school's integrity or treating the student unfairly, an orderly procedure has been established. When the student or relevant faculty feels that any of these problems may have arisen, a Review Committee may be called. However, a review committee must be called by the program chair upon a student's receipt of two grades of C, one grade of F, or other evidence of unsatisfactory or marginal work, including grades of Incomplete. The committee provides a formal procedure to deal constructively with the problems. Problems may range from poor academic performance, possible unsuitability for the profession or continued education in the profession, or a student's belief that she or he has been treated unfairly.

The review committee is convened and chaired by the program chair, although a request to have such a committee may be made by the student, the student's adviser, or by any one of the student's instructors. The chair notifies the student and other participants in writing of the date and time of the meeting and invites them to attend. Participants at the review committee shall be only the student, the student's academic adviser, instructors, representatives of the Office of Field Education (when appropriate), and, if the student desires, either one representative from the NCSSS student government, or another member of the NCSSS student body selected by the student. Students who have an identified disability may request the presence of a representative from the Office of Disability Support Services.

Typically the review committee is presented with the concerns and gives each participant, including the student, an opportunity to describe the problem and potential resolution. The student may submit written materials from any source for consideration by the committee, if they are pertinent to the proceeding. The chair may request the presence of the author of the materials to better assist their decision.

Based on the exchange at the meeting, the committee makes a recommendation to help the student successfully complete the program. If a student believes he or she has a disability that has affected his or her ability to participate in the program, it is the responsibility of the student to contact the Office of Disability Support Services. No accommodations can be made for a disability without the involvement of this office. The review committee recommends to the Dean a plan to assist the student. If the committee reaches a finding that is not unanimous, a statement of majority and minority findings is written in some situations, a review committee may recommend that a student be dismissed from the program. In any case, the student may appeal to the Dean the review committee's recommendation. In all cases, the final decision is made by the Dean.

Doctor of Philosophy Program

The Doctor of Philosophy in Social Work degree is awarded by The Catholic University of America as the mark of the highest academic achievement in preparation for active scholarship, research and leadership in the social work profession. The doctoral

program is committed to imbuing students with the knowledge, skills, and vision to promote human rights and social justice. It seeks to further the development of the profession through scholarly research, theory building, and leadership, so that it may increasingly serve society in the prevention, intervention, and ultimate alleviation of social problems as well as the enhancement of social well-being.

Ph.D. Program Goals

Grounded in the content of the curriculum, doctoral graduates are prepared to:

1. Contribute to the critique, transformation, and dissemination of knowledge for the profession in response to existing and emerging social problems.
2. Apply humanistic values, ethical principles, and philosophical and theoretical perspectives to the understanding and alleviation of these problems.
3. Promote and enhance the role of social work in society by assuming leadership and research roles in clinical practice, administration, social policy analysis, and social work education.

Doctoral Admissions

Admission to the doctoral program requires the applicant to hold an MSW degree from an accredited school of social work and to have completed a minimum of one year of successful professional practice subsequent to the attainment of the master's degree. The MSW prerequisite is based on the assumption that acquisition of the core knowledge, values and skills of the profession and professional socialization are accomplished during MSW study. The practice requirement is based on the assumption that mastery of social work practice provides a common set of experiences basic to producing scholarship and research in social work. MSW graduates without subsequent practice experience who wish to proceed directly from a master's to a doctoral program will be considered if they have demonstrated exceptional performance during their MSW program.

Admission is selective and determined by the quality of the total application. NCSSS seeks to enroll those who will be successful in all aspects of the Ph.D. program and competent as future social work scholars, researchers or educators. Application portfolios are reviewed against the following criteria:

1. Evidence of the applicant's readiness for doctoral study including:
 - a. capacity for critical and analytical thinking;
 - b. ability to understand and apply a broad range of conceptual frameworks such as philosophy, sociology and practice theory; and
 - c. facility for strong, clear, cogent and concise critical and analytical writing.These capacities may be demonstrated in previous academic work, especially that of the MSW program, GRE test scores, and writing samples such as scholarly works, monographs, and agency reports.
2. Evidence of personal qualifications indicative of a high level of motivation and capacity for independent study and reflective of a strong identification with the social work profession, its values and standards. Evidence of these qualities may be demonstrated in previous volunteer and employed social work experience, the purpose statement, the views of those providing recommendations, and the personal interview.

Applications are accepted for full-time or under special circumstances part-time status.

Application Process

An application to the Ph.D. Program must be supported by materials listed below using the guidelines below. Applicants are required to apply online at [Graduate Admission - Catholic University of America, Washington, DC | CUA](#). The application portfolio consists of the following:

1. A completed university application form, with the nonrefundable application fee.
2. Official transcripts of all graduate and undergraduate academic work.
3. A detailed purpose statement that includes:
 - a. Professional goals. Reasons for wishing to undertake doctoral studies, which addresses the relevance of a doctoral education at this school to future professional goals.
 - b. Areas of interest. Specific emphasis to be pursued in doctoral study in social work, identifying major professional or scientific interests in the areas of either theory or research.

- c. Work experience. Prior work experience both in social work and other fields, with specific emphasis on post-master's professional experience and evaluating professional experience to date, including the contributions made to professional development, and the limitations of these experiences.
 - d. Research Experience. Description and evaluation of participation in research projects, including a list of any individually or collaboratively written published professional material.
 - e. Research Agenda. Identification of the area or areas of future interest for research, questions regarding social or psychosocial problems of interest to explore. A plan of study; institutions or agencies with which to partner in future research; and any other research relevant ideas.
4. Three letters of recommendation: At least one of the recommendations should be an academic reference.
5. Résumé of all work experience (paid and volunteer).
6. Writing sample of published material or other example of written work that will give evidence of research skills, practice competency, conceptual style and scholarly writing skills.

International Students

NCSSS welcomes qualified international students to its program. In addition to submitting all required items (application fee, transcripts, purpose statement, resume, references, and GRE scores), international students must also submit documentation that shows financial support for tuition and expenses for one year of study.

Applicants for whom English is a second language are required to submit TOEFL scores for both written and spoken English. International applicants must also complete the *Request for Visa Documentation* form in the CUA Graduate Admissions Application Packet.

International students must arrange to have their transcripts translated and credits and/or degrees certified by an independent evaluator, such as the World Education Service (WES.org).

Application Deadlines

Feb 1 Ph.D. applications for full and part-time status in fall semesters.

Financial Aid

The Catholic University of America offers scholarships and loans to incoming doctoral students.

CUA Scholarships: CUA scholarships are primarily awarded to incoming students based on merit. Students retain the scholarship during their enrollment at NCSSS provided they remain in good academic standing (minimum GPA of 3.0). Available to full and part-time students.

Applicants to the National Catholic School of Social Service may contact the school's Office of Admissions and Financial Aid (202-319-5496) for information about scholarships. Applicants should request loan information from the Office of Student Financial Assistance, Father O'Connell Hall, CUA, Washington, DC 20064, 202-319-5307, <http://financialaid.cua.edu/>.

Ph.D. Curriculum

Building upon the earned Master of Social Work degree, the doctoral program requires an additional forty-five semester hours of coursework. Completing coursework full-time over five semesters, the program curriculum is composed of fifteen required courses, two electives, and the capstone is the dissertation.

I. The Coursework

Required courses cover the history and philosophy of the profession, the theory and policy undergirding social work, and advanced research methods and statistics. Within the framework of each required course, papers and assignments are tailored to each student's desired focus on a chosen field, method, or other specific content. The two elective courses provide the opportunity to deepen knowledge of these individualized interests. The course work culminates in an integrative seminar. There are a total of 45 credits prior to the comprehensive examination and dissertation guidance.

A. History and Philosophy: All students take SSS 940, The History and Philosophy of Social Work. This course grounds the overall curriculum within twentieth century movements for social justice and change, the fundamental components of a profession, and the epistemologies for knowledge development within the social work profession.

B. Theory and Policy: Courses in theory include those of classical and contemporary descriptive and explanatory theories that are derived from other disciplines and reformulated and integrated into the knowledge base of social work (SSS 930, Sociological Theories Influencing Social Work Scholarship and Research and SSS 932, Psychological Theories Influencing Social Work Scholarship and Research). The value base of the profession is explored in Theoretical Frame for Ethical Decision Making and Knowledge Development (SSS 944) and Theories of Social Justice (SSS 946). Knowledge and analysis of the policies that empower and constrain the profession are presented in Advanced Policy Analysis (SSS 890). Students select an additional theory course that fits their area of interest.

C. Research Methods and Statistics: Doctoral level social workers are both consumers and producers of research. Students take two semesters of statistical methods for analysis of quantitative data (SSS 947 and 948, Multivariate Statistics and Design I and II). The fundamentals of both quantitative and qualitative methodologies are presented over two semesters in SSS 950 and 953. These courses are followed by advanced courses in the epistemological background of and the gathering and appropriate analysis of both quantitative and qualitative data (SSS 955 and 956, Advanced Qualitative Methodology and Advanced Quantitative Methodology).

C. Electives: Students complete their doctoral coursework with 6 credit hours of individually chosen electives. These may focus on a field of practice, population, problem, or other such area that will provide a foundation for the dissertation. Examples include health, mental health, child welfare, child and family, community development, spirituality, ethics, aging, international development, social work education, or poverty. These courses may be taken at NCSSS, elsewhere at CUA, in the Washington Consortium of Universities, or in another accredited university graduate program. Of these two, only one may be an independent study; the other must be a formal course.

C. Integrative Seminar: The curriculum culminates in an integrative seminar (SSS 913 Integration of Knowledge for Social Work). In this course, students will integrate knowledge of existing theoretical and empirical literature regarding the explanation of or intervention with a particular issue or problem. The course will enable students to think deeply, critically, and creatively about the complexity of their chosen issue or problem and be prepared to take their comprehensive exams and pursue their dissertation research.

The Comprehensive Exam

In order to be admitted to doctoral candidacy, an NCSSS doctoral student must successfully pass the comprehensive examination. Students must formally register with the university for the Doctoral Comprehensive Exam. (See CUA Class Schedule for appropriate registration number and procedure).

To be eligible to sit for the written comprehensive, the student must have completed their 45 hours of coursework. The purpose of these comprehensive exams is to assess the student's ability to organize and integrate knowledge through clear and comprehensively formulated answers during set time limits. The exam will test specifically all required content. Students may add their own elective content as appropriate to inform their answers. The comprehensive exam is composed of three components: the integrative paper from SSS 913, a written comprehensive response to questions related to research, and an oral examination on both theory and research applications. All components of the comprehensive are designed to reflect the individualized interest of the student while also addressing integration of knowledge across the curriculum.

Grading

Although the examination consists of three parts which are each graded separately, the comprehensive exam is graded as a whole. Grading consists of three possible scores: exceeds expectations, meets expectations, and does not meet expectations and is recorded as pass or fail.

A student must pass the whole exam. A student who incurs two failures of the comprehensive examination will be dismissed from the doctoral program. After beginning the written comprehensive examination, whether taking the exam for the first time or re-taking because of failure, a student may choose to withdraw from the examination process with no failure penalty. However, a student is limited to withdrawing **only once**.

Dissertation

For admission to *candidacy* for the doctoral degree, the student must have successfully completed 45 or more credit hours of coursework, and have passed the comprehensive examination. Upon completion of these requirements, the student is officially admitted to candidacy on the first day of the following semester. The candidate must submit a dissertation proposal within two years of acceptance into candidacy. Between the time of admission to candidacy and completion of the doctoral dissertation, the student must maintain continuous enrollment by registering each semester for Dissertation Guidance.

The capstone of the Ph.D. program at NCSSS, production of a scholarly dissertation distinguishes the doctoral degree from all other educational attainments in the social work profession. At its best, the process encourages original thinking, evaluative questioning, in depth objectivity and scholarly independence. Built upon a historical perspective, relevant theory and empirical research, the dissertation fulfills several major functions. It is a production of original research and scholarship that makes a substantive contribution to existing knowledge and to the social work profession. The dissertation involves a process that demonstrates the candidate's mastery of research methodology. Specifically, it requires the ability to address an important professional problem, to use research methodology and tools, to organize the findings and to report them in scholarly fashion.

Doctoral Academic Policies and Procedures Continuous Enrollment

The doctoral program committee supports the policy of the university for continuous enrollment. Students must either be in class or be registered for dissertation guidance.

Transfer of Credit

During the admissions process, applicants to the Ph.D. program may make a written request that up to 24 semester hours of credit be transferred toward the Ph.D. degree. Coursework must be appropriate to the chosen concentration, have been earned at an accredited university graduate program, taken within the past five years and graded at the level of B or above. The written request, accompanied by official transcripts and course description from university catalogue or course outline, must be made to the program chair, who will approve each individually.

Grading Policy

Approved by the Academic Senate, beginning September 1990 for all graduate students except students in the Columbus School of Law, the following grading system will be in effect:

Grade	Rating	Numerical Equivalent
A	Excellent	4.00 (95-100)
A-		3.70 (90- 94)
B+		3.30 (87-89)
B	Satisfactory	3.00 (83-86)
B-		2.70 (80-82)
C	Passing but Marginal	2.00 (70-79)
F	Failure	0.00 (<70) P Pass
I	Incomplete W	Withdrawal

The National Catholic School of Social Service affirms its right to require its students to meet accepted academic requirements that consist of scholastic and behavioral components. Consistent with Catholic social teaching and social work values, NCSSS respects the worth and value of all persons regardless of age, race, religion, gender, sexual orientation, ethnic or national origin, handicapping conditions or diversity of opinion. Students' behavior should reflect the core values of the social work profession- service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence. Standards for professional performance require that students adhere to ethical standards as outlined in the National Association of Social Workers Code of Ethics and the requirements stated below.

Scholastic Requirements

As required by CUA policy, any NCSSS student who is involved in unethical practices in connection with any work required for a course will receive a grade of F (Failure) for the course. Further penalties may be imposed in accordance with specific circumstances. For example, it is strictly prohibited, as an unethical practice, to submit as one's own written work; for example, term papers, research, or professional papers, dissertations, or exams in which material provided by a professional research agency, the internet, or by other persons is utilized. A graduate student who employs such assistance or other unethical practice in the research or writing of a thesis or dissertation shall be liable to expulsion from the university upon proper hearing by the school and dean.

In the Ph.D. Program, a grade of C, a grade point average of less than 3.0, or a pattern of multiple Incompletes indicates unsatisfactory progress toward the degree. Students are expected to maintain a minimum of a B (3.0 G.P.A.) to remain in school and to graduate. One grade of C or F, or a pattern of multiple Incompletes will result in the convening of a review committee. The receipt of more than one grade of C or below is grounds for dismissal by the Dean.

Behavioral Requirements

NCSSS Ph.D. students are expected to maintain accepted standards of professional conduct and personal integrity in the classroom and in the university setting. Students should:

Attend classes regularly and contribute constructively to the classroom culture.

Recognize and avoid behavior that jeopardizes the learning/teaching environment of other students or the instructor.

Demonstrate competence in planning academic activities and in following through on those plans.

Reasonably respond to and respect others' reactions to one's comments or actions in the classroom.

Use an appropriate level of class time and instructor's time and attention in and out of class.

Behave in a manner that is consistent with the ethical principles of the social work profession. Students are expected to show an appropriate level of professional judgment, being careful not to jeopardize the best interests of people for whom they have a professional responsibility.

Students whose professional judgment and performance are hampered in any way are expected to immediately seek consultation and take appropriate remedial action by seeking professional help, and/or making adjustments in workload. Students who are unable to meet any of the academic requirements may be subject to the review committee process.

Review Committees

Students in the Ph.D. program may encounter educational difficulties, have difficulty meeting academic requirements, have exceptional or personal problems or require special attention. To assure that these needs are met without compromising the school's integrity or treating the student unfairly, an orderly procedure has been established. When the student or relevant faculty feels that any of these problems may have arisen, a Review Committee may be called.

However, a review committee must be called by the doctoral program chair upon a student's receipt of one grade of C or F, or other evidence of unsatisfactory or marginal work. The committee provides a formal procedure to deal constructively with the problems. Problems may range from poor academic performance, possible unsuitability for the profession or continued education in the profession or a student's belief that he or she has been treated unfairly.

The Review Committee is convened and chaired by the program chair, although a request to have such a committee may be made by the student, the student's adviser or by any one of the student's instructors. The chair notifies the student and other participants in writing of the date of the meeting and invites them to attend. Participants at the review committee shall be only the student, the student's academic adviser, instructors, and, if the student desires, either one representative from the Doctoral Student Association or another doctoral student selected by the student. Students who have an identified disability and have registered with the Office of Disability Support Services, may request the presence of a representative from that office. No accommodations can be made for a disability without the involvement of this office.

Typically the review committee is presented with the concerns and gives each participant, including the student, an opportunity to describe the problem and potential resolution. Based on the exchange at the meeting, the committee makes a recommendation to help the student successfully complete the program. The review committee recommends to the Dean a plan to assist the student. If the committee reaches a finding that is not unanimous, a statement of majority and minority findings is written.

In some situations, a review committee may recommend that a student be dismissed from the program. In any case, the student may appeal to the Dean the review committee's recommendation. In all cases, the final decision is made by the Dean.

Student Resources

Students at NCSSS have, in all its programs, access to many resources designed to enhance their learning experiences and opportunities. These include a student advisory system, student government associations for each of the three degree programs, and active participation on NCSSS program committees.

In addition, the school provides students and faculty members with opportunities to engage in activities that have a local and national impact on the crucial social issues of the times and to do this in a manner compatible with scholarly endeavor. Such activities include evaluative research, community studies, consultation and demonstration of social work practice in the community.

The school also encourages and arranges for faculty members and students to engage in social planning, social action, and research in the community as events and conditions may require.

Advisement System

After enrollment in any one of the three NCSSS degree programs at CUA, each student is assigned a faculty adviser. The adviser assists the student in planning overall academic programs, reviews educational progress and assists with educational problems that may occur. All students meet with their advisers prior to enrollment each semester in order to ensure that the student's work toward graduation is in accordance with academic requirements and individual educational needs. Other meetings may be scheduled by either student or adviser as needed. It is the school's philosophy that regular meetings between advisers and students contribute to

both the student's growth and the ongoing evaluation of the program.

Students' Rights under the Americans with Disabilities Act (ADA)

Under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, all qualified students with a disability (as defined under the law) are eligible for reasonable accommodations or modifications in the academic environment that enables the qualified individual to enjoy equal access to the university's programs, services or activities. The university is not required to provide any aid or service that would result in a fundamental alteration to the nature of the program.

The Office of Disability Support Services provides disability consultation, advocacy and the coordination of support services and accommodations for all qualified students with disabilities. Services and accommodations are determined individually based on disability documentation.

CUA is committed to promoting the full participation of all qualified students with disabilities in all aspects of campus life. Students with disabilities are required to meet the same academic standards as other students at the university. It is only through a student's voluntary disclosure of their disability and request for accommodations that CUA can support disability needs. Students who have a disability and wish to make a request for disability related accommodations or services must do so through Disability Support Services (DSS). Each student must submit their documentation along with an intake form to DSS in order to apply for services. Students are encouraged to register with DSS prior to arrival on campus for the upcoming semester. Once eligibility is determined, appropriate accommodations, based on the submitted documentation are put in place. Accommodations are determined on a case-by-case basis. (See Student Life Disability Services Policies, Procedures and Services for Students website at:

<https://dss.catholic.edu/index.html>).

Career Services

Career services for students and alumni/ae are offered at the university Office of Career Services. Students are encouraged to meet individually with Career Services staff for assistance in developing résumés and cover letters. They are also encouraged to utilize the job and internship listings of the office. Career Services organizes Career Fairs in the Fall and Spring semesters.

Student Records

The university maintains copies of transcripts of the student's final academic record. Access to transcripts is through the Enrollment Services Office, subject to the guidelines of university policy. All requests for official transcripts must be completed online at:

<https://enrollment-services.catholic.edu/records/transcripts/index.html>

Student Government

The two graduate degree programs have their own student association with officers elected annually by its student body. The student organization for the MSW program is known as the Master's Student Association (MSA) and its membership is composed of all students in the program. It is affiliated with the university's Graduate Student Association. Students working toward their Ph.D. degrees participate in the NCSSS Doctoral Student Association. Delegates from each student government body are invited and encouraged to participate in faculty meetings and all planning committees of NCSSS.

Through these relationships, the students participate in curriculum planning and program development. The student governments also help NCSSS faculty plan educational forums and social events. They sponsor various speakers programs, newsletters, get-acquainted socials and alumni activities. The student body associations also have responsibility for planning their graduation ceremonies and new student orientation programs. Representatives from the student associations also may participate in grievance and review committees.

XI. School of Nursing

Officers of Instruction

Marie T. Nolan, Ph.D., RN, FAAN	<i>Ordinary Professor and Dean</i>
Janice Griffin Agazio, Ph.D., CRNP, RN (Pediatric Nurse Practitioner), FAANP, FAAN (LTC, USA (Ret))	<i>Ordinary Professor and Associate Dean for Doctoral Programs</i>
Reiko Asano, Ph.D., RN	<i>Clinical Assistant Professor</i>
Marysanta D. Bigony, Ph.D., RN, PHCNS-BS	<i>Clinical Assistant Professor</i>
Deirdre Carolan Doerflinger, Ph.D., RN, GNP-BC, ANP-BC, CNS, FAANP, DEGN (Adult and Gerontological Nurse Practitioner)	<i>Clinical Assistant Professor</i>
Rebecca Carson, DNP, APRN, CPNP-AC/ PC (Pediatric Nurse Practitioner – Primary and Acute Care)	<i>Clinical Assistant Professor</i>
Eileen Caulfield, Ph.D., RN	<i>Associate Professor and Associate Dean for the BSN Program</i>
Patricia A. Connor Ballard, Ph.D., MSN, RN ACNS-BC (Adult Clinical Health Nurse Specialist)	<i>Clinical Assistant Professor</i>
Jill Dombrowski, Ph.D., RN	<i>Clinical Assistant Professor (Part-time)</i>
Mary Flynn, D.N.P., RN, CPNP-AC, PPCNP- BC (Pediatric Nurse Practitioner – Primary and Acute Care)	<i>Clinical Assistant Professor</i>
Elizabeth Hawkins-Walsh, Ph.D., RN, CPNP- PC, PMHS, FAANP (Pediatric Nurse Practitioner – Primary Care)	<i>Ordinary Professor of Practice</i>
Nalini N. Jairath, Ph.D., M.Sc.N., RN	<i>Associate Professor</i>
Joyce E. Johnson, Ph.D., RN, NEA-BC, FAONL, FAAN	<i>Ordinary Professor</i>
Marye Dorsey Kellermann, Ph.D., ANP-BC, GNP-BC, FAANP, DEGN, CNE (Adult and Gerontological Nurse Practitioner)	<i>Clinical Assistant Professor</i>
Patricia McMullen, Ph.D., J.D., RN, CNS, WHNP-BC (Women's Health Nurse Practitioner), FAANP, FAAN	<i>Ordinary Professor and Dean Emerita</i>
Janet Merritt, Ph.D., RN, PMHAPRN-BC (Psychiatric/Mental Health Clinical Nurse Specialist)	<i>Clinical Assistant Professor (Part-time)</i>
Jeanne Moore, D.N.P., FNP-BC (Family Nurse Practitioner)	<i>Clinical Associate Professor and Associate Dean for Innovation and Online Learning</i>
Sandra O'Brien, Ph.D., CNE, CFNP, PHCNS- BC, RN (Family Nurse Practitioner, Public Health Clinical Nurse Specialist)	<i>Clinical Assistant Professor</i>

Conway School of Nursing - 2022-23 Graduate Announcements - The Catholic University of America

Sister Mary Elizabeth O'Brien, Ph.D., RN, FAAN	<i>Professor Emerita</i>
Mary A. Paterson, Ph.D., RN	<i>Professor Emerita</i>
Rebecca Robert, Ph.D., RN, CPNP-PC (Pediatric Nurse Practitioner – Primary Care)	<i>Associate Professor</i>
Janet S. Selway, D.N.Sc., RN, A-GNP-C, CPNP-PC, FAANP, DEGN (Adult/Gerontology Primary Care Nurse Practitioner, Pediatric Primary Care Nurse Practitioner)	<i>Associate Professor and Associate Dean for MSN Programs</i>
Jane Taylor, M.S.N., RN	<i>Clinical Instructor</i>
David Want, D.N.P., FNP-BC, RN, CHSE, (Family Nurse Practitioner)	<i>Clinical Assistant Professor</i>

Adjunct Faculty

Ashi Alehossein, .M.S.N., ANP-BC (Adult Nurse Practitioner)	<i>Adjunct Clinical Instructor</i>
Lisa Banta, M.D.	<i>Adjunct Assistant Professor</i>
Caitlin Brady, MSN, CPNP-PC (Pediatric Nurse Practitioner – Primary Care)	<i>Adjunct Assistant Professor</i>
Anne Ciriello, MSN, CPNP-AC, CCRN (Pediatric Nurse Practitioner-Acute Care)	<i>Adjunct Clinical Professor</i>
Michelle Campbell, Ph.D., RN	<i>Adjunct Ordinary Professor</i>
Angela Cooper, M.S.N., AGNP-PC (Adult-Gerontology Nurse Practitioner)	<i>Adjunct Assistant Professor</i>
Shabir Dard, M.D.	<i>Adjunct Clinical Instructor</i>
Joanny Estrella Sanchez, MSN, CPNP-PC/AC (Pediatric Nurse Practitioner – Primary and Acute Care)	<i>Adjunct Assistant Professor</i>
Catherine DeNobile, M.S.N., AGNP-PC (Adult-Gerontology Nurse Practitioner)	<i>Adjunct Clinical Instructor</i>
Christy Engstrom Petyak, MSN, CPNP-PC (Pediatric Nurse Practitioner – Primary Care)	<i>Adjunct Clinical Professor</i>
Dawn Felix, M.S.N., FNP (Family Nurse Practitioner)	<i>Adjunct Clinical Instructor</i>
Jacqueline Gannuscio, D.N.P., ACNP (Acute Care Nurse Practitioner)	<i>Adjunct Clinical Instructor</i>
Allison Greenleaf, M.S.N., RN, CPNP-PC (Pediatric Nurse Practitioner – Primary Care)	<i>Adjunct Assistant Professor</i>
Dorothy Gresham, Ph.D., ANP, FNP CNOR (Adult and Family Nurse Practitioner)	<i>Adjunct Clinical Assistant Professor</i>
Christine Guelcher, M.S., PPCNP-BC (Pediatric Nurse Practitioner – Primary Care)	<i>Adjunct Assistant Professor</i>

Conway School of Nursing - 2022-23 Graduate Announcements - The Catholic University of America

Bernard Hardeman, M.S.N., M.P.H., FNP-BC (Family Nurse Practitioner)	<i>Adjunct Clinical Instructor</i>
Catherine Walsh Holohan, MSN, CPNP-AC (Pediatric Nurse Practitioner)	<i>Adjunct Clinical Assistant Professor</i>
Meganne Leach, M.S.N., PPCNP-BC (Pediatric Nurse Practitioner)	<i>Adjunct Clinical Instructor</i>
Kelly Sullivan McCrady, MSN, CPNP-PC/AC, PMHS (Pediatric Nurse Practitioner – Primary and Acute Care)	<i>Adjunct Clinical Assistant Professor</i>
Angela McKnight, M.S.N., FNP-BC (Family Nurse Practitioner)	<i>Adjunct Clinical Instructor</i>
Heidi Maloni, Ph.D., ANP-PC (Adult Nurse Practitioner), CNRN, MSN/CNS	<i>Adjunct Clinical Assistant Professor</i>
Marisa Mize, D.N.P., RN, CCRN, CPNP-PC, AC (Pediatric Nurse Practitioner – Acute and Primary Care)	<i>Adjunct Assistant Professor</i>
Barbara Moran, Ph.D., MS, M.P.H., CNM, RNC, FAACE, FAANP	<i>Adjunct Assistant Professor</i>
Flora Peri, M.S.N., FNP	<i>Adjunct Clinical Instructor</i>
Lisa Ring, D.N.P., CPNP-AC, (Pediatric Nurse Practitioner- Acute Care)	<i>Adjunct Clinical Assistant Professor</i>
Leslie Rowan, D.N.P., CNL	<i>Adjunct Clinical Assistant Professor</i>
Cathleen Shannon, M.S.N., CPNP-PC	<i>Adjunct Clinical Assistant Professor</i>
Julie Slaats, M.S.N., CPNP (Pediatric Nurse Practitioner – Primary Care) CDE	<i>Adjunct Clinical Instructor</i>
Janet Southby, Ph.D., RN, ANC	<i>Adjunct Assistant Professor</i>
Karen L. Spencer-Patrick, D.N.P., ACNP-BC (Adult Nurse Practitioner-Acute Care)	<i>Adjunct Clinical Professor</i>
Meenakshi Tomer, M.S.N., AGNP (Adult- Gerontology Nurse Practitioner)	<i>Adjunct Clinical Instructor</i>
Natalie Tukpah, M.S.N., FNP-BC (Family Nurse Practitioner)	<i>Adjunct Clinical Instructor</i>
Sarah F. Viall, M.S.N., CPNP (Pediatric Nurse Practitioner)	<i>Adjunct Clinical Instructor</i>
Suzanne Villeneuve, M.S.N., FNP (Family Nurse Practitioner), ACHPCN	<i>Adjunct Clinical Instructor</i>
Elizabeth Waibel, M.S.N., CPNP-PC (Pediatric Nurse Practitioner)	<i>Adjunct Clinical Assistant Professor</i>
Michelle A. Wines, M.S.N., CPNP (Pediatric Nurse Practitioner-Primary Care)	<i>Adjunct Clinical Assistant Professor</i>

History

The School of Nursing traces its beginning to the summer of 1932 when The Catholic University of America for the first time offered a group of professional courses in nursing education. Because of the demand, the work continued during the following academic year and in April 1933 the Board of Trustees authorized a curriculum leading to the degree Bachelor of Science in Nursing Education. The first degree was conferred in 1934. The Division of Nursing Education, which offered this program, was approved for active membership in the Association of Collegiate Schools of Nursing in June 1935. The Division of Public Health Nursing, offering a curriculum leading to the baccalaureate degree, was initiated in September 1935. In November 1935, the Board of Trustees accepted the recommendation of Bishop James Hugh Ryan that the two divisions be organized as one of the professional schools of the university. The programs of study leading to the degrees of Bachelor of Science in Nursing Education and Bachelor of Science in Public Health Nursing were approved. The school was subsequently expanded to include basic professional nursing in addition to the program for registered nurses. In 1939 the Providence Hospital School of Nursing, Washington, D.C., became the Providence Division of the School of Nursing Education and during the next decade gradually moved toward complete identification with the University. In 1949 the University assumed full responsibility for the undergraduate program.

In 1951 the degree of Master of Science in Nursing (M.S.N.) was introduced. The current program prepares nurses for advanced practice roles as nurse practitioners (NPs) with a specific population focus. A program leading to the degree Doctor of Nursing Science (D.N.Sc) was initiated in 1968. It was one of the first of its kind in the country and graduates hold major leadership positions in education, health care administration, and research.

In the spring of 2006, the D.N.Sc. program transitioned to a Doctor of Philosophy (Ph.D.) program. The focus of the Ph.D. program remains on clinical investigation and the development of nurse scientists who can assume leadership positions in many different areas. In 2007 the school added a Doctor of Nursing Practice (D.N.P.) program that prepares expert clinicians and nursing leaders. In 2013, the school added on-line programs for those pursuing an M.S.N. (family nurse practitioner, pediatric primary care or pediatric primary and acute care nurse practitioner, or adult-gerontology nurse practitioner concentrations), D.N.P. or Ph.D. In addition, post-graduate certificate programs are offered on-line for Family, Adult-Gerontology, and Primary and Acute Care Pediatric NPs.

In recognition of William and Joanne Conway's extraordinary support for the Catholic University of America School of Nursing, the school was renamed the Conway School of Nursing in 2019. Through their Bedford Falls Trust, the Conways have devoted significant philanthropic gifts to support their goal of educating thousands of nurses.

The school is recognized for its program offerings, the quality of faculty, and commitment to diversity and improving the care of vulnerable populations. Graduates remain the school's greatest strength due to their leadership, knowledge, clinical expertise, and commitment to continuous learning and improvement.

The Master of Science in Nursing (M.S.N.), post-graduate certificates and the Doctor of Nursing Practice (DNP) programs are fully accredited and approved by the Commission on Collegiate Nursing Education (CCNE) and other appropriate external review bodies.

Mission

Strengthened by a rich heritage of Catholic teachings and Christian values, the mission of the School of Nursing is (a) to prepare professionally educated nurses who are capable of the moral, intellectual, and professional leadership needed to provide continuing quality in clinical nursing care, in nursing education, in nursing research, and in nursing service; and, (b) to advance nursing knowledge and skill through scientific inquiry and other scholarly activity.

Master of Science in Nursing (M.S.N.) Program Aim

The purpose of the Master of Science in Nursing Program is to prepare individuals with the moral and intellectual capability to provide advanced practice nursing to individuals and populations across the lifespan.

Goal

The M.S.N. builds upon baccalaureate nursing education and prepares students as advanced practice nurses in the role of nurse practitioner.

Terminal Objectives

Upon completion of the M.S.N. program, the graduate will have:

1. Acquired advanced knowledge from the sciences and the humanities to support evidence-based advanced practice nursing;
2. Integrated nursing theory as the foundation for advanced practice nursing;

Conway School of Nursing - 2022-23 Graduate Announcements - The Catholic University of America

3. Demonstrated expertise in a selected role within a specialized area of advanced practice nursing;
4. Acquired advanced knowledge and skills to use and disseminate the findings of nursing research;
5. Acquired advanced knowledge and skills to effect optimum delivery of health care services;
6. Demonstrated ethical behavior and respect for Judeo-Christian values; and
7. Acquired a foundation for doctoral study.

School of Nursing Specific Admission Requirements

The Catholic University School of Nursing employs a "whole person" philosophy for evaluation of applicants for admission to the Master of Science in Nursing program. To be considered for admission, in addition to meeting University admission requirements, at a minimum, an applicant must:

1. Have earned a Bachelor of Science in Nursing (B.S.N.) degree from an accredited college or university offering a program in nursing accredited by the National League for Nursing Accrediting Commission (NLNAC) or the Commission on Collegiate Nursing Education (CCNE). Exceptions may be made on a case-by-case basis for international students or those educated in other countries, recognizing that this may limit eligibility for Advanced Practice certification.
2. Have transcripts evaluated for comparability to an American BSN degree if a graduate of a program not accredited by the NLNAC or CCNE. Evaluation may be conducted by either the World Education Services (www.wes.org) or the Commission on Graduates of Foreign Nursing Schools (www.cgfn.org).
3. Present transcripts of undergraduate study that give evidence of strong academic ability. A minimum GPA of 3.0 on a 4.0 scale is preferred, as well as an average GPA of 3.0 in the nursing major.
4. Have completed a graduate-level statistics course within the past three years with a grade of 3.0 or better on a 4-point scale; if this requirement is not met, applicants who are otherwise qualified may be admitted with the stipulation that the requirement be met prior to enrollment in the required research coursework.
5. Be a registered nurse in a state or jurisdiction of the United States, without restrictions. Local applicants should be eligible for nursing licensure in D.C., Maryland and/or Virginia since the majority of clinical placements occur in these jurisdictions.
6. Have acquired some post-baccalaureate nursing experience relevant to the proposed area of clinical practice. The amount of experience required may vary depending on the particular field of study.
7. Ensure that three professional letters of recommendation required by the University include (a) a recommendation from a former dean, faculty member, or academic advisor familiar with the applicant's academic performance and (b) a separate recommendation from a current or former supervisor in a clinical practice setting.
8. Meet the School of Nursing's Health-Related Behavioral Standards for clinical programs.

Nota Bene (N.B.). In some instances, applicants who do not meet the requirements for regular admission as degree-seeking candidates may be eligible for provisional admission if required documents are missing or for conditional admission if there are questions about academic performance or English language proficiency.

General Policies for the M.S.N. Program

All MSN Programs prepare graduate students in population-specific nurse practitioner roles in accordance with national certification and licensure requirements and are available Online. During the clinical portion of the programs, online students attend two or three on-campus intensive experiences that last three or four days each.

Coursework: The programs of study are planned and sequenced to provide students with foundational courses prior to mastery of higher-level coursework.

An incomplete grade (I) may be awarded based upon individual student circumstances that impacted their ability to complete course requirements. An Incomplete must be converted to a grade by mid-semester of the following semester (Fall, Spring, Summer) or it will automatically convert to a grade of F. All incompletes must be approved by the Program Director and Dean. Students should submit a formal written request to the course instructor with the reason for the incomplete at least 2 weeks prior to the end of the semester.

Transfer of Courses: In accordance with the transfer policy of the university, transfer of graduate work at another university will be considered. Comparable courses taken at another accredited institution prior to matriculation at The Catholic University of America with a grade of B or better will be reviewed for currency and equivalency prior to matriculation. Transfer of credit applications are recommended by the Assistant Dean and approved by the Dean.

Grading: A grade point average of 3.0 on a 4-point scale is required for retention and graduation. A grade of C is passing in a non-clinical course but is considered marginal performance at the graduate level. If a grade of C or lower is earned in a clinical course(s),

Conway School of Nursing - 2022-23 Graduate Announcements - The Catholic University of America

the course(s) must be retaken. Courses may only be repeated once and no more than two courses may be repeated. Students may withdraw from only one nursing course.

Change of NP Population Option: Changes in a population-focus area must be approved by both the Associate Dean and Program Director responsible for the program

Residence: Students admitted to graduate study at the master's level must complete degree requirements within five years from the date of initial enrollment. Continuous enrollment must be maintained unless a written leave of absence has been granted.

School-Based Financial Support: In addition to University-based aid, the School of Nursing has limited funds via traineeships, school-based scholarships, and special federal programs. The availability of funds varies from year to year.

To be eligible for any type of funding, applicants must a) complete a FAFSA and b) apply for funding annually. Additional information is available via the CUA School of Nursing website (<https://nursing.catholic.edu/admission/scholarships-and-aid/index.html>).

Clinical Policies of M.S.N. Program

Clinical Experiences: A major component of the MSN preparation for nurse practitioner students involves clinical practice in which the nurse practitioner student is supervised on-site by duly licensed and approved clinical preceptors. Clinical settings provide the student with opportunities to gain required competencies.

Eligibility Requirements for Placement in Clinical Settings: Pre-enrollment in clinical courses. M.S.N. students must meet with the Clinical Coordinator and Program Director in advance to plan their clinical placements. Local students will work with the Clinical Coordinator and Program Director to identify and select clinical sites that meet program clinical goals. Distance students will initiate the process by identifying clinical preceptors in their own locale and forward information and potential preceptor curriculum vitae to the Clinical Coordinator and Program Director to review. All clinical preceptors must meet academic expectations and licensing requirements.

Licensure: Registered Nurses in any clinical nursing program are required to obtain licensure as Registered Nurses in the jurisdiction of their clinical placement.

Memorandum of Understanding: A formal memorandum of understanding (affiliation agreement) is required between CUA and the health care agency where students are assigned. Students desiring to use a new clinical setting must submit the necessary information regarding that site to the Clinical Coordinator and Program Director several months in advance of the clinical practicum start date.

Documentation and Certification Requirements: Individual health care agencies require licensure, health, and criminal background checks for students placed within their setting. Students are responsible for providing required documentation of their health and certification requirements in advance of any clinical rotation by uploading it to the CastleBranch portal.

Health, Basic Life Support, and Licensure Requirements: Students must immediately report to the Associate Dean of MSN Programs immediately in writing any changes in health status which might impact their safety, the safety of patients or those whom the student encounters, or which significantly affects their progression in the program.

Students are expected to comply with all agency requirements for placement in the clinical setting. These include documentation of health and immunization requirements and current cardiopulmonary resuscitation (CPR) certification and may include drug/toxicology screening.

Failure to comply with these requirements may result in withdrawal from clinical courses with resultant effect upon the progression in the program.

The Conway SON and clinical agencies reserve the right to review the results of the criminal background check and to deny placement in a clinical setting on the basis of these results.

Evidence of past or present criminal behavior identified through the background check or through other documented evidence of criminal behavior may lead to administrative sanctions up to and including dismissal from the School of Nursing.

Treatment of Information Regarding Health History and Past Criminal History: As a condition for placement in the clinical setting, the Conway SON reserves the right to require that students sign a waiver allowing the Conway SON to release pertinent health or background information to the supervising faculty member or clinical associates and to the clinical placement site if any of the following conditions exist: (a) removal from prior clinical placements due to behavior or health concerns, (b) past health history suggesting elevated risk for substance abuse, (c) past or chronic health condition which with acute exacerbation may affect ability to provide safe care or (d) non-academically based disciplinary action by the Conway SON or University.

Clinical Standards for Admission, Academic Progression, and Graduation in Undergraduate and Graduate Nursing

Programs: By accepting admission and enrolling in the Conway School of Nursing, the student certifies that he/she understands, meets at the time of admission, and continues to meet the essential eligibility requirements for clinical placement. These requirements pertain to (a) candor, (b) health-related behavioral standards, and (c) eligibility for placement in clinical settings.

Candor: Candor is defined as full disclosure of pertinent information as well as correction of inaccuracies or misperceptions. All students must complete a health clearance form which requires disclosure of any health conditions which may affect the student's ability to enter clinical settings or the ability of the School of secure clinical placements.

Students in nursing programs with a clinical component are required to submit to a criminal background check and to fully disclose relevant health history that may impact their health or safety in a clinical setting or the health or safety of those around them. This may include, but is not limited to, any history of chemical dependency/substance use (i.e. alcohol, drugs, controlled substances).

Whether or not they represent a current threat to practice, disciplinary action or dismissal from the Conway School of Nursing may result from failing to fully disclose relevant health history, criminal background and falsification or material omission of information.

Health-Related Behavioral Standards: In accordance with applicable laws and University policy, no qualified individual with a disability shall, on the basis of that disability, be excluded from participation in The Catholic University of America programs or activities. The Conway SON, in accord with University policy, will provide reasonable accommodation to a qualified individual with a disability. To obtain accommodations, individuals must request them from the Office of Disability Services.

Admission and continuation in the SON programs is contingent on general abilities, behavioral and social attributes, and the ability to professionally manage stressful situations. The required behavioral attributes are outlined below:

General Abilities: The student is expected to possess functional use of the senses of vision, touch, hearing, and smell so that data received by the senses may be integrated, analyzed, and synthesized in a consistent and accurate manner. A student must also possess the ability to perceive pain, pressure, temperature, position, vibration, and movement that are important to the student's ability to gather significant information needed to effectively evaluate patients. A student must be able to respond promptly to urgent situations that may occur during clinical training activities and must not hinder the ability of other members of the health care team to provide prompt treatment and care to patients.

Observational Ability: The student must have sufficient capacity to make accurate visual observations and interpret them in the context of laboratory studies, medication administration, and patient care activities. In addition, the student must be able to document these observations and maintain accurate records.

Communication Ability: The student must communicate effectively to elicit information and to translate that information to others. Each student must have the ability to read, write, comprehend and speak the English language to facilitate communication with patients, their family members, and other professionals in health care settings. In addition, the student must be able to maintain accurate patient records, present information in a professional, logical manner, and provide patient counseling and instruction to effectively care for patients and their families. The student must communicate effectively verbally and in writing with instructors and other students in the classroom setting. This requires verbal abilities, control of non-verbal behaviors which limit communication and the ability to respond to non-verbal cues from patients, fellow students, and instructors.

Motor Ability: The student must be able to perform gross and fine motor movements with sufficient coordination needed to perform complete physical examinations utilizing the techniques of inspection, palpation, percussion, auscultation, and other diagnostic maneuvers. A student must develop the psychomotor skills needed to perform or assist with procedures, treatments, administration of medication, management and operation of diagnostic and therapeutic medical equipment, and maneuvers to assist with patient care activities such as lifting, wheelchair guidance, and mobility. The student must have sufficient levels of neuromuscular control and eye-to-hand coordination as well as possess the physical and mental stamina to meet the demands associated with satisfactory and safe performance in the clinical and classroom settings including performing CPR if necessary.

Intellectual, Conceptual, and Quantitative Abilities: The student must be able to develop and refine problem-solving skills that are crucial to practice as a nurse. Problem solving involves the abilities to measure, calculate, reason, analyze, and synthesize objective and subjective data, and to make decisions, often in a time-urgent environment, that reflect consistent and thoughtful deliberation and sound clinical judgment. Each student must demonstrate mastery of these skills and possess the ability to formulate sound judgment in patient assessment, intervention, evaluation, teaching, and setting short- and long-term goals.

Behavioral and Social Attributes: Compassion, integrity, motivation, effective interpersonal skills, and concern for others are personal attributes required of those in the nursing programs. Comfort with and acceptance of the role of a nurse functioning under supervision of a clinical instructor or preceptor is essential for a nursing student. The student must possess the skills required for full utilization of the student's intellectual abilities; the exercise of good judgment; the prompt completion of all responsibilities in the classroom and clinical settings; and the development of mature, sensitive, and effective relationships with patients and other members of the health care team. Each student must be able to exercise stable, sound judgment and to complete assessment and interventional activities.

Conway School of Nursing - 2022-23 Graduate Announcements - The Catholic University of America

The ability to establish rapport and maintain sensitive, interpersonal relationships with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds is critical for practice as a nurse. The student must be able to adapt to changing environments; display flexibility; accept and integrate constructive criticism given in the classroom and clinical settings; effectively interact in the clinical setting with other members of the healthcare team; and learn to function cooperatively and efficiently in the face of uncertainties inherent in clinical practice.

Ability to Manage Stressful Situations: The student must be able to adapt to and function effectively in stressful situations in both the classroom and clinical settings, including emergency situations. Students will encounter multiple stressors while in the nursing program. These stressors may be (but are not limited to) personal, patient care/family, faculty/peer, and or program related.

Unsafe Practice: Unsafe practice is defined as behavior which threatens, or has the potential to threaten, the safety of a client, another student, a faculty member, or other health care provider in the clinical placement.

Students are not allowed to practice in a clinical setting without the knowledge or supervision of a faculty member. Students who exhibit potentially unsafe practice during a clinical experience may be immediately withdrawn from the clinical setting. This decision may be made by the clinical faculty or at the request of the clinical agency.

Students who are at risk for unsafe practice may also be prevented from attending their clinical practicum or experience, until the unsafe practice concern has been investigated and satisfactorily resolved. Exact procedures for reporting, documenting, investigating and resolving concerns regarding unsafe practice are found in the Conway SON students clinical practice guidelines. If the concern cannot be resolved, the student may be subject to additional administrative sanctions and may be subject to administrative dismissal from the program and the Conway SON.

The student has the right to follow the published University procedures in the event of course failure or program dismissal.

Clinical/Lab Attendance: Clinical attendance is necessary. The student is expected to notify the appropriate persons, as identified in specific courses, of an emergency requiring an absence or tardiness prior to the beginning of the clinical. The student is responsible for meeting the specific requirements for each clinical/lab course.

Habitual tardiness to clinical/lab, defined as more than one occurrence, will result in lowering of the composite course grade by one level for each occurrence.

HIPAA Adherence: All students are expected to comply with the requirements of the Health Insurance Portability and Accountability Act (HIPAA) as applied to clinical education.

Failure to adhere to these expectations may result in immediate removal from the clinical settings and additional academic sanctions including course failure and if necessary dismissal.

Specifically, it is expected that all students in SON arrange to complete training on HIPAA prior to participating in clinical practica or rotations; if this training is not provided by the clinical agency as part of the orientation process, the student is expected to complete the CUA HIPAA tutorial available in the Conway School of Nursing.

Students are expected to maintain the privacy of individually identifiable health information (IIHI).

Student Responsibilities:

Attendance: The faculty and administration in the School of Nursing consider attendance in class necessary to master the body of knowledge needed for safe clinical practice and adequate preparation for licensure. Therefore, class and clinical/lab attendance is mandatory. The responsibility for prompt and regular class and clinical/lab attendance rests upon the individual student. Professors are responsible for establishing and communicating policy regarding documentation and consequences of absenteeism in their individual classes. This may include requiring authentication of unavoidable absences and the inability for a student to receive a passing grade.

Transportation to Agencies: The student is expected to assume responsibility for transportation in connection with the clinical practice

Insurance: All students in clinical programs are required to carry malpractice insurance. This is available through the university. This insurance applies only for clinical practice while enrolled in University courses. It does not cover students involved in personal employment. See Fees and Expenses in the General Information section of these Announcements.

Health Clearance: The student is required to meet Conway School of Nursing health requirements prior to admission and prior to entering clinical coursework.

Cardiopulmonary Resuscitation, CPR: The student is required to meet basic CPR requirements prior to entering clinical coursework.

Drug/Alcohol Screen: A negative drug and alcohol screen may be required.

Security/Background Checks: Background checks are required prior to entering clinical coursework for students in the undergraduate program and may be required for those in other clinical programs.

Master of Science in Nursing (M.S.N.) Programs

The M.S.N. programs prepare students as advanced practice registered nurses in the role of nurse practitioner. All population-specific options are designed to enable students to meet the educational requirements for population-specific national certification examinations. Students may follow a full-time or part-time plan of study and courses are offered online.

Graduate students wishing to academically qualify for the National League of Nursing Certified Nurse Educator certification may do so within any M.S.N. population program, provided they obtain 9 or more credit hours in selected graduate education courses. Students interested in teaching nursing may wish to consider this academic preparation which, together with teaching experience, will meet the qualifications for the certification examination. (9 credit option added to the M.S.N. degree)

Nurse Practitioner Population Options

The nurse practitioner population options meet the most recent nurse practitioner program and curricular guidelines endorsed by the National Task Force (NTF) on Quality for Nurse Practitioner Education. Graduates are eligible to sit for respective national certification examinations given by the American Nurses Credentialing Center (ANCC), the American Academy of Nurse Practitioners Certification Board (AANPCB), and the Pediatric Nursing Certification Board (PNCB). Individual program content is congruent with Nurse Practitioner Primary Care Competencies in Adult-Gerontology, Family, and Pediatrics as well as Pediatric Acute Care Competencies. The course sequences provide the theoretical context and the clinical experiences required to practice as a nurse practitioner and to sit for certification in the selected field of advanced practice registered nursing.

Adult-Gerontology Primary Care Nurse Practitioner (AGNP-PC) Program: The Adult-Gerontology Primary Care Nurse Practitioner Program prepares students as primary care providers to manage the health of individuals from adolescence through old age. Emphasis is placed on health promotion, illness prevention, and management of acute and chronic illnesses. Clinical practice and coursework prepare the graduate to practice independently and collaboratively with other health care professionals as an Adult-Gerontology Primary Care Nurse practitioner.

The curriculum includes a minimum of 750 hours of supervised clinical practice in a variety of settings. Graduates are prepared to provide comprehensive care in settings that include but are not limited to private practices, clinics, community health centers, hospitals, businesses, managed care organizations and governmental agencies. This program meets the most recent nurse practitioner curriculum guidelines endorsed by the National Task Force (NTF) on Quality for Nurse Practitioner Education, the National Organization of Nurse Practitioner Faculties (NONPF), and the American Nurses Credentialing Center (ANCC) Adult-Gerontology Nurse Practitioner Certification Criteria. Graduates are eligible to sit for both the ANCC and the American Academy of Nurse Practitioners Certification Board (AANPCB) Primary Care Adult-Gerontology NP Certification Exams. (49-52 credits)

Family Nurse Practitioner (FNP) Program: The Family Nurse Practitioner Program option prepares students as primary care providers to work in a variety of clinical settings including private practices, clinics, community health centers, hospital clinics and businesses, managed care organizations and governmental agencies. Upon completion of the program, the graduate will be able to offer comprehensive, age-appropriate and age-specific quality health care that addresses the multiple needs of individuals and families across the lifespan. The curriculum includes at least 750 hours of supervised clinical practice in a variety of clinical settings. This program meets the current nurse practitioner curriculum guidelines endorsed by the National Task Force (NTF) on Quality for Nurse Practitioner Education, the National Organization of Nurse Practitioner Faculties (NONPF), and the American Nurses Credentialing Center (ANCC) Family Nurse Practitioner Certification Criteria. Graduates are eligible for national certification through the ANCC and the AANPCB. After successful completion of their certifying examination, graduates are eligible for licensure as an FNP. (48-51 Credits).

Pediatric Nurse Practitioner (PNP) Primary Care Program: The Pediatric Primary Care Nurse Practitioner Program prepares students as primary care providers to manage the health of children and adolescents. Students gain the knowledge and skills necessary to practice traditional pediatric primary care as well as school-based health care, child behavioral/mental healthcare, and interdisciplinary community-based healthcare. The program meets national nurse practitioner program and curricular guidelines endorsed by the National Task Force (NTF) on Quality for Nurse Practitioner Education and the Association of Faculties of Pediatric Nurse Practitioner Programs (AFPNP). The curriculum includes a minimum of 750 hours of supervised clinical practice in a variety of settings. Graduates are eligible to sit for certification by the Pediatric Nursing Certification Board (PNCB). (46-49 Credits)

Pediatric Primary and Acute Care (Combined/Dual) Nurse Practitioner Program: The acute care PNP sequence of courses prepares students to provide care to acutely ill children and adolescents with unstable health conditions in a variety of settings. PNP

Conway School of Nursing - 2022-23 Graduate Announcements - The Catholic University of America

students may choose to enroll in a combined or "Dual" acute and primary care PNP program (900+ hours). Graduates who enroll in this additional track are eligible for certification as both primary care and acute care pediatric nurse practitioners. (51-54 credits). A Post Graduate Certificate in Acute Care Pediatrics is offered to PNPs currently certified in pediatric primary care and FNP's. A Gap Analysis determines the required number of credits and clinical hours.

M.S.N. Specialty Curriculum Requirements Curriculum

Overview

The M.S.N. program is based upon a tiered curriculum. The tiered approach provides quality educational experiences while ensuring adherence to certification requirements for the different population-specific programs. First tier coursework is mandatory for all M.S.N. students. Second tier coursework consists of support/cognate and clinical courses which vary by nurse practitioner population focus. NB: Given the changing nature of certification requirements, the curriculum and associated plans are subject to modification by the School of Nursing as determined within the academic year.

First Tier Core Courses

Courses	Credits
NURS 610D Pharmacology for Adv Nurse Practitioners	3
NURS 663D Health Care Policy	3
NURS 657D Advanced Health Assessment & Clinical Reasoning	3
NURS 671D Healthcare Biostatistics*	(3)
NURS 691D Advanced Pathophysiology	3
NURS 740D Introduction to Clinical Concepts	1
NURS 700D Advanced Population Health & Health Promotion	3
NURS 709D Research and Theoretical Foundations for Adv Practice	3
NURS 789D Advanced Practice Role Seminar	1
NURS 800D Capstone Research Project**	3
NURS 802D Biomedical Ethics (or equivalent)	3
NURS 810D Primary Care Milestone 1	1
NURS 811D Primary Care Milestone 2	1
Total	28-31

*A graduate level statistics course can be transferred in if it has been completed in the previous two years with a grade of B or higher.

**All M.S.N. students enroll in NURS 800D, Capstone Research Project* in their last semester. This course is identified as an outcome indicator for the M.S.N. Program and serves as a final benchmark of student achievement of the M.S.N. Program objectives.

Second Tier Population-Specific Program Nurse Practitioner Courses

Adult-Gerontological Primary Care Nurse Practitioner

Courses	Credits
NURS 603D Inter Professional Concepts to Geriatric Care	3
NURS 604D Geriatric Considerations in Pharmacology	1

Conway School of Nursing - 2022-23 Graduate Announcements - The Catholic University of America

NURS 605D Non-Pharm Approaches to Geriatric Behavior Concerns	2
NURS 735D Women's Health	1
NURS 750D Primary Care of Adults Clinical Practicum	7
NURS 751D Primary Care of Adults I	3
NURS 752D Primary Care of Adults II	3
NURS 781D Primary Care of Adolescents Seminar	1
Total	21

Family Nurse Practitioner

Courses	Credits
NURS 733D The Well Child	2
NURS 735D Women's Health	1
NURS 750D Primary Care of Adults Clinical Practicum	3
NURS 751D Primary Care of Adults I	3
NURS 752D Primary Care of Adults II	3
NURS 760D Primary Care of the Family Clinical Practicum	2
NURS 770D Primary Care of Children Clinical Practicum	2
NURS 772D Primary Care of the Young Child	3
NURS 781D Primary Care of Adolescent	1
Total	20

Pediatric Primary Care Nurse Practitioner

Courses	Credits
NURS 658 Complex, Acute, and Critical Problems in Pediatrics	3
NURS 733D The Well Child	2
NURS 770D Primary Care of Children Clinical Practicum	7
NURS 772D Primary Care of the Young Child	3
NURS 778D Children and Adolescents with Special Needs	2
NURS 781D Primary Care of Adolescent	1
Total	18

Pediatric Dual (Acute and Primary Care) Nurse Practitioner

Courses	Credits
NURS 658 Complex, Acute, and Critical Problems in Pediatrics	3
NURS 733D The Well Child	2
NURS 770D Primary Care of Children Clinical Practicum	5
NURS 772D Primary Care of the Young Child	3
NURS 778D Children and Adolescents with Special Needs	2
NURS 781D Primary Care of Adolescent	1
NURS 771D Acute Care of Children Clinical Practicum	4
NURS 773D Pediatric Acute Care and Advanced Diagnostics and Procedures	2
NURS 812D Acute Care Milestone	1
Total	23

Post-Graduate Certificate Nurse Practitioner School of Nursing Options

The School of Nursing's Post-Graduate Certificate Nurse Practitioner Options are nationally accredited (by CCNE) and offered in all population-specific areas. They allow Master's or Doctoral prepared nurses to complete additional coursework and clinical experiences necessary to be eligible for population-specific advanced practice nurse practitioner national certification exams and

Conway School of Nursing - 2022-23 Graduate Announcements - The Catholic University of America

licensure. These post-graduate certificate programs meet the most recent nurse practitioner program and curricular guidelines endorsed by the National Task Force (NTF) on Quality for Nurse Practitioner Education. Program plans are designed based on a GAP analysis conducted individually for each student. The plans vary in length based upon the candidate's past academic and clinical portfolio and the most recent requirements of the nurse practitioner field. Recipients receive a Post Graduate Certificate from the School of Nursing and their University transcript documents completion of all certificate requirements. Students in a School of Nursing Post-Graduate Certificate Option are bound by all the policies and regulations for students in the M.S.N. program, including those for admission, progression, graduation and clinical practice.

The following Post-Graduate Certificate Nurse Practitioner Programs are offered and have been approved by a national nursing accreditor (CCNE): Post -Graduate Certificate for Adult-Gerontology - Primary Care Nurse Practitioner; Post-Graduate Certificate for Family Nurse Practitioner; Post- Graduate Certificate for Pediatric-Primary Care Nurse Practitioner; Post-Graduate Certificate for Pediatric - Acute-Care Nurse Practitioner; and Post-Graduate Certificate for Primary and Acute Care (Dual) Pediatric Nurse Practitioner.

Doctor of Nursing Practice (D.N.P.) Program

The purpose of the Doctor of Nursing Practice Program is to prepare expert advanced practice nurse clinicians and leaders within a practice-focused doctoral program.

The Post-Baccalaureate DNP option includes a plan of study to prepare graduates to sit for a national advanced practice NP certification exam. The Post-Master's DNP option is for nurses who are already certified in advanced practice as a nurse practitioner and includes a plan of study to prepare graduates as leaders in advanced practice.

Goal

Graduates are prepared to assume leadership positions in nursing/health care, with the ultimate goals of improving the health care and health status of individuals and populations. The curriculum at the doctoral level is directed toward developing a) the ability to conduct evidence-based practice and apply research findings, b) a commitment to continual personal and professional growth, and c) leadership in the field of advanced practice nursing.

Terminal Objectives

Graduates will:

1. Analyze and apply scientific knowledge and skills to provide the highest level of advanced practice nursing.
2. Implement emerging science and practice innovations in health care.
3. Evaluate and initiate changes in response to social, political, economic, and ethical issues in health care, population health, and the discipline of nursing.
4. Collaborate with members of other disciplines in the design, implementation, and evaluation of programs and policies for the improvement of health care.
5. Assume leadership roles in nursing/health care.

School of Nursing Specific Admission Requirements

The Catholic University Conway School of Nursing employs a "whole person" philosophy for evaluation of applicants for admission to the D.N.P. program. To be considered for admission, in addition to meeting University admission requirements, at a minimum, an applicant must:

Post-Baccalaureate D.N.P. Applicants must:

1. Have earned a Bachelor of Science in Nursing (B.S.N.) degree from a program or school, accredited by the National League for Nursing Accrediting Commission (NLNAC) or the Commission on Collegiate Nursing Education (CCNE). Transcripts of undergraduate study provide evidence of academic ability to complete the program.
2. Have one to two years of clinical nursing experience preferred, but clinical experience can also be obtained concurrent with coursework.
3. Present transcripts of undergraduate study that give evidence of strong academic ability. A GPA of 3.2 or higher on a 4-point scale is preferred.
4. Submit a professional portfolio that includes:
 - a. Curriculum vitae or résumé.
 - b. Copy of RN license from at least one state.

Conway School of Nursing - 2022-23 Graduate Announcements - The Catholic University of America

- c. Narrative description of current and past clinical practice.
 - d. Three letters of reference (at least one from a former dean, faculty member, or academic adviser and one from current or former supervisor).
 - e. Statement of reason for seeking the D.N.P. degree and a short description identifying a potential topic or focus for an evidence-based practice project. This may be a practice improvement issue, a clinical management problem, or area of clinical translational research that the applicant will address while in the program. The project does not have to be fully developed, but the applicant should provide a general idea of their area of interest.
 - f. An academic writing sample or publication
5. Meet the School of Nursing's Health-Related Behavioral Standards for clinical programs.

Post-Master's D.N.P. Applicants must:

1. Have earned a baccalaureate and master's degrees in nursing from degree programs accredited by the National League for Nursing Accrediting Commission (NLNAC) or the Commission on Collegiate Nursing Education (CCNE). Present transcripts of undergraduate and graduate study that provide evidence of academic ability to complete the program. Undergraduate and graduate GPAs of 3.2 or higher on a 4-point scale are preferred,
2. Submit a professional portfolio that includes:
 - a. Curriculum vitae or résumé.
 - b. Copy of license (RN and APRN, if applicable) from at least one state.
 - c. **Certification in an advanced practice nursing specialty.** Exceptions may be made on a case by case basis for applicants whose proposed plan of study incorporates completion of a post-master's nurse practitioner certificate.
 - d. Three letters of reference (at least one from a current or former dean, faculty member, or academic adviser, and at least one from a current or former supervisor).
 - e. Academic writing sample or publications.
 - f. Statement of reason for seeking the DNP and a short description of a potential topic or focus for an evidence-based practice project. This may be a practice improvement issue, a clinical management problem, or area of clinical research that the applicant will address while in the program. The project does not have to be fully developed, but the applicant should provide a general idea of their area of interest.
 - g. Previous graduate level coursework in Health Policy, Bioethics, and Research are required as part of the master's degree or as independent courses.
3. Meet the School of Nursing's Health-Related Behavioral Standards for clinical programs.

N.B. Applicants who are concurrently seeking preparation as a nurse practitioner in an advanced practice population must have the approval of the Associate Dean for Masters Programs for enrollment in the post-graduate certificate program.

General Degree Requirements

A total of 37-40 credits (which may include up to 6 transfer credits for prior coursework in the area) is required for the post-master's D.N.P. degree. Students who prepare for nurse practitioner certification eligibility will require additional coursework and credits. A post-baccalaureate D.N.P. entails 75-85 credits, depending on the nurse practitioner population focus.

Coursework:

The Programs of study are planned and sequenced to meet the needs of each student, in accordance with the student's field of study and career goals.

Under the adviser's direction and with the approval of the dean, six semester hours of graduate work earned at another institution prior to initial enrollment at The Catholic University of America with a grade level of B or higher may be applied toward degree requirements. Transfer of graduate work earned at another university will be considered only after the student has completed one full-time semester (or its equivalent) of graduate work at The Catholic University of America in accordance with the transfer policy of the University. An incomplete grade (I) may be awarded based upon individual student circumstances that impacted their ability to complete course requirements. An Incomplete must be converted to a grade by mid-semester of the following semester (Fall, Spring, Summer) or it will automatically convert to a grade of F. All incompletes must be approved by the Program Director and Dean. Students should submit a formal written request to the course instructor with the reason for the incomplete at least 2 weeks prior to the end of the semester.

Grading:

A grade point average of 3.0 on a 4-pt scale is required for retention and graduation. A grade of C is passing in a non-clinical course but is considered marginal performance at the graduate level. If a grade of C or lower is earned in a clinical course(s), the

Conway School of Nursing - 2022-23 Graduate Announcements - The Catholic University of America

course(s) must be retaken. Courses may only be repeated once and no more than two courses may be repeated. Students may withdraw from only one nursing course.

Change of NP Population Option: Changes in a population-focus area must be approved by both the Associate Dean and Program Director responsible for the program.

Residence:

D.N.P. students must complete degree requirements within five years from the date of initial enrollment. Continuous enrollment must be maintained unless a written leave of absence has been granted. Students must maintain continuous enrollment during the project completion process.

School-Based Financial Support: In addition to University-based aid, the School of Nursing has limited funds via traineeships, school-based scholarships, and special federal programs. The availability of funds varies from year to year.

To be eligible for any type of funding, applicants must a) complete a FAFSA and b) apply for funding annually. Additional information is available via the CUA School of Nursing website (<https://nursing.catholic.edu/admission/scholarships-and-aid/index.html>).

Candidacy for the Degree

To be considered for admission to candidacy for the D.N.P. degree, the student must satisfy these requirements:

1. Complete program requirements with a cumulative grade point average of 3.0 or higher.
2. Successfully complete the comprehensive examination. This examination may be taken in the semester in which it is clear to the adviser and the student that the student will complete all coursework.
3. Satisfactorily complete the D.N.P. required clinical hours (500); for those students in the post-baccalaureate D.N.P. program, completion of all nurse practitioner requirements and clinical hours
4. Recommendation of the academic adviser.

Evidence-Based Practice (EBP) Project: After admission to candidacy, oral defense of the proposed EBP project may proceed. The EBP project is an integral requirement of the D.N.P. degree. The project is a scholarly experience that provides evidence of the student's critical thinking and ability to apply evidence-based practice principles through problem identification, review of evidence, development of plan, implementation, and evaluation of process and patient outcomes. The project reflects the culmination of knowledge and skills developed during the D.N.P. program. Following successful defense and implementation and evaluation of the project, the candidate presents the EBP Project in a forum that is open to the University community. The EBP project must be completed within five years following the semester of achieving candidacy in accordance with University policy. Students are expected to participate in the oral defense in person as the culmination event of the program.

Clinical Policies and Regulations: D.N.P. students are bound by the same clinical policies and regulations required of M.S.N. students' licensure requirements; for post-M.S.N. students, expectations are the same as for M.S.N. with the exception that the licensure is at the advanced practice nursing level (when relevant).

Doctor of Nursing Practice (D.N.P.) Programs

The CSON offers both a Post-Baccalaureate DNP option and a Post-Master's DNP Option. Students may opt to receive the MSN degree following completion of core courses and the comprehensive exam in order to sit for the certification exam before the DNP project is completed. The Post-Baccalaureate DNP option integrates the MSN capstone course with the DNP Project so, students do not need to complete the capstone course.

Post-Master's D.N.P. Program Plan: The post-master's D.N.P. program consists of 37-40 credits. Coursework includes:

Courses	Credits
NURS 916D Seminar in Nursing Scholarship	2
NURS 664D Epidemiology	3
NURS 732D Applied Epidemiology	1
NURS 700D Advanced Population Health & Health Promotion	3
NURS 877D Informatics	3
NURS 686D Health Care Finance	3

Conway School of Nursing - 2022-23 Graduate Announcements - The Catholic University of America

NURS 671D Healthcare Biostatistics	(3)
NURS 730D Evidence-Based Practice I	3
NURS 731D Evidence-Based Practice II	3
NURS 899D Evidence-Based Practice III	3
NURS 738D Doctoral Advanced Practice Residency	4
NURS 997D D.N.P. Project Guidance	3
NURS 997DA D.N.P. Project Guidance	1
NURS 734D Leadership in Complex Health Care	2
Advanced Clinical Cognate Course	3
Total	37-40

Post-Baccalaureate D.N.P. Program Plan: The post-baccalaureate D.N.P. program prepares students as nurse leaders and expert advanced practice registered nurses in the role of nurse practitioner. All population-specific options are designed to enable students to meet educational requirements for population-specific national certification examinations. Courses are offered online.

Graduate students wishing to academically qualify for the National League of Nursing Certified Nurse Educator certification may do so within any D.N.P. population program, provided they obtain 9 or more credit hours in selected graduate education courses.

Nurse Practitioner Population Options

The nurse practitioner population options meet the most recent nurse practitioner program and curricular guidelines endorsed by the National Task Force (NTF) on Quality for Nurse Practitioner Education. Graduates are eligible to sit for respective national certification examinations given by the American Nurses Credentialing Center (ANCC), the American Academy of Nurse Practitioners Certification Board (AANPCB), and the Pediatric Nursing Certification Board (PNCB). Individual program content is congruent with Nurse Practitioner Primary Care Competencies in Adult-Gerontology, Family, and Pediatrics as well as Pediatric Acute Care Competencies. The course sequences provide the theoretical context and the clinical experiences required to practice as a doctorally-prepared nurse practitioner and to sit for certification in the selected field of advanced practice registered nursing.

Adult-Gerontology Primary Care Nurse Practitioner (AGNP-PC) Program: The Adult-Gerontology Primary Care Nurse Practitioner Program prepares students as leaders and advanced practice primary care providers to manage the health of individuals from adolescence through old age. Emphasis is placed on health promotion, illness prevention, and management of acute and chronic illnesses. Clinical practice and coursework prepare the graduate to practice independently and collaboratively with other health care professionals as an AGNP-PC.

The curriculum includes a minimum of 1000 hours of supervised clinical practice in a variety of settings. Graduates are prepared to provide comprehensive care in settings that include but are not limited to private practices, clinics, community health centers, hospitals, businesses, managed care organizations and governmental agencies. This program meets the most recent nurse practitioner curriculum guidelines endorsed by the National Task Force (NTF) on Quality for Nurse Practitioner Education, the National Organization of Nurse Practitioner Faculties (NONPF), and the American Nurses Credentialing Center (ANCC) Adult-Gerontology Nurse Practitioner Certification Criteria. Graduates are eligible to sit for both the ANCC and the American Academy of Nurse Practitioners Certification Program (AANPCB) Primary Care Adult-Gerontology NP Certification Exams. (78-81 credits)

Family Nurse Practitioner (FNP) Program: The Family Nurse Practitioner Program option prepares students as leaders and advanced practice primary care providers to work in a variety of clinical settings including private practices, clinics, community health centers, hospital clinics and businesses, managed care organizations and governmental agencies. Upon completion of the program, the graduate will be able to offer comprehensive, age-appropriate and age-specific quality health care that addresses the multiple needs of individuals and families across the lifespan. The curriculum includes at least 1100 hours of supervised clinical practice in a variety of clinical settings. This program meets the current nurse practitioner curriculum guidelines endorsed by the National Task Force (NTF) on Quality for Nurse Practitioner Education, the National Organization of Nurse Practitioner Faculties (NONPF), and the American Nurses Credentialing Center (ANCC) Family Nurse Practitioner Certification Criteria. Graduates are eligible for national certification through the ANCC and the AANPCB. After successful completion of their certifying examination, graduates are eligible for licensure as an FNP. (78-81 Credits).

Pediatric Nurse Practitioner (PNP) Primary Care Program: The Pediatric Primary Care Nurse Practitioner Program prepares students as leaders and advanced practice primary care providers to manage the health of children and adolescents. Students gain the knowledge and skills necessary to practice traditional pediatric primary care as well as school-based health care, child behavioral/mental healthcare, and interdisciplinary community-based healthcare. The program meets national nurse practitioner program and curricular guidelines endorsed by the National Task Force (NTF) on Quality for Nurse Practitioner Education and the Association of Faculties of Pediatric Nurse Practitioner Programs (AFPNP). The curriculum includes a minimum of 1000 hours of

Conway School of Nursing - 2022-23 Graduate Announcements - The Catholic University of America

supervised clinical practice in a variety of settings. Graduates are eligible to sit for certification by the Pediatric Nursing Certification Board (PNCB). (75-78 Credits)

Pediatric Primary and Acute Care (Combined/Dual) Nurse Practitioner Program: The acute care PNP sequence of courses prepares students to provide care to acutely ill children and adolescents with unstable health conditions in a variety of settings. PNP students may choose to enroll in a combined or "Dual" acute and primary care PNP program (1400+ hours). Graduates who enroll in this additional track are eligible for certification as both primary care and acute care pediatric nurse practitioners. (82-85 credits).

D.N.P. Specialty Curriculum Requirements Curriculum

Overview

The post-baccalaureate D.N.P. program is based upon a tiered curriculum. The tiered approach provides quality educational experiences while ensuring adherence to certification requirements for the different population-specific programs. First tier coursework is mandatory for all post-baccalaureate D.N.P. students. Second tier coursework consists of support/cognate and clinical courses which vary by nurse practitioner population focus. NB: Given the changing nature of certification requirements, the curriculum and associated plans are subject to modification by the School of Nursing as determined within the academic year.

First Tier Core Courses

Courses	Credits
NURS 610D Pharmacology for Adv Nurse Practitioners	3
NURS 663D Health Care Policy	3
NURS 657D Advanced Health Assessment & Clinical Reasoning	3
NURS 671D Healthcare Biostatistics	(3)
NURS 691D Advanced Pathophysiology	3
NURS 740D Introduction to Clinical Concepts	1
NURS 700D Advanced Population Health & Health Promotion	3
NURS 709D Research and Theoretical Foundations for Adv Practice	3
NURS 789D Advanced Practice Role Seminar	1
NURS 802D Biomedical Ethics (or equivalent)	3
NURS 810D Primary Care Milestone 1	1
NURS 811D Primary Care Milestone 2	1
NURS 916D Seminar in Nursing Scholarship	2
NURS 664D Epidemiology	3
NURS 732D Applied Epidemiology	1
NURS 877D Informatics	3
NURS 686D Health Care Finance	3
NURS 730D Evidence-Based Practice I	3
NURS 731D Evidence-Based Practice II	3
NURS 899D Evidence-Based Practice III	3
NURS 738D Doctoral Advanced Practice Residency	4
NURS 997D D.N.P. Project Guidance	3
NURS 997DA D.N.P. Project Guidance	1
NURS 734D Leadership in Complex Health Care	2
Advanced Clinical Cognate Course	3
Total	59-62

Second Tier Population-Specific Nurse Practitioner Courses

Adult-Gerontological Primary Care Nurse Practitioner

Courses	Credits
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Conway School of Nursing - 2022-23 Graduate Announcements - The Catholic University of America

NURS 603D Inter Professional Concepts to Geriatric Care	3
NURS 604D Geriatric Considerations in Pharmacology	1
NURS 605D Non-Pharm Approaches to Geriatric Behavior Concerns	2
NURS 735D Women's Health	1
NURS 750D Primary Care of Adults Clinical Practicum	5
NURS 751D Primary Care of Adults I	3
NURS 752D Primary Care of Adults II	3
NURS 781D Primary Care of Adolescents Seminar	1
Total	19

Family Nurse Practitioner

Courses	Credits
NURS 733D The Well Child	2
NURS 735D Women's Health	1
NURS 750D Primary Care of Adults Clinical Practicum	3
NURS 751D Primary Care of Adults I	3
NURS 752D Primary Care of Adults II	3
NURS 760D Primary Care of the Family Clinical Practicum	1
NURS 770D Primary Care of Children Clinical Practicum	2
NURS 772D Primary Care of the Young Child	3
NURS 781D Primary Care of Adolescent	1
Total	19

Pediatric Primary Care Nurse Practitioner

Courses	Credits
NURS 658 Complex, Acute, and Critical Problems in Pediatrics	3
NURS 733D The Well Child	2
NURS 770D Primary Care of Children Clinical Practicum	5
NURS 772D Primary Care of the Young Child	3
NURS 778D Children and Adolescents with Special Needs	2
NURS 781D Primary Care of Adolescent	1
Total	16

Pediatric Dual (Acute and Primary Care) Nurse Practitioner

Courses	Credits
NURS 658 Complex, Acute, and Critical Problems in Pediatrics	3
NURS 733D The Well Child	2
NURS 770D Primary Care of Children Clinical Practicum	5
NURS 772D Primary Care of the Young Child	3
NURS 778D Children and Adolescents with Special Needs	2
NURS 781D Primary Care of Adolescent	1
NURS 771D Acute Care of Children Clinical Practicum	4
NURS 773D Pediatric Acute Care and Advanced Diagnostics and Procedures	2
NURS 812D Acute Care Milestone	1
Total	23

Doctor of Philosophy Program

Aim

The purpose of the Doctor of Philosophy degree is to prepare expert clinicians as nurse scientists. Through the investigation of clinical problems, graduates contribute to the development, validation and refinement of theory and the advancement of the body of nursing knowledge.

Goal

Graduates are prepared to assume leadership positions in practice, education and research with the ultimate goal of improving health care.

Terminal Objectives

Graduates will:

1. Advance nursing knowledge through the integration, application and testing of theory;
2. Conduct research and develop evidence-based practice that supports the ongoing development of nursing science;
3. Assess the impact of social, political and ethical issues on health care and the discipline of nursing;
4. Collaborate with members of other disciplines in the design, implementation and evaluation of programs and policies for the improvement of health care; and
5. Assume leadership roles in nursing and health care.

School of Nursing Specific Admission Requirements

The Catholic University School of Nursing employs a "whole person" philosophy for evaluation of applicants for admission to the Doctor of Philosophy in nursing program. In addition to the University Admission requirements, applicants must meet the following admission criteria:

1. Possess a baccalaureate degree and a master's degree in nursing from an accredited college or university offering a program in nursing accredited by the National League for Nursing Accrediting Commission or the Commission on Collegiate Nursing Education. (Exceptions may be made on a case-by-case basis for B.S.N. prepared applicants with a non-nursing master's degree; exceptions may also be made for international students or those educated in other countries).
2. Graduates of programs not accredited by the NLNAC or CCNE must have transcripts evaluated and comparability to American degrees established. Evaluation may be conducted by the World Education Services (www.wes.org).
3. Present transcripts of undergraduate and graduate study that provide evidence of academic ability to complete the program and do original research. A GPA of 3.2 or higher is desired.
4. Three letters of reference (at least one from a former dean, former faculty member or academic adviser and at least one from a current or former supervisor preferably in a clinical practice/research/academic setting).
5. A written statement of career goals and proposed area of research. The research topic does not have to be fully developed, but applicants should provide a general idea of the area of interest.
6. A copy of a recent scholarly paper, research report or publication to demonstrate writing and critical thinking ability.
7. International students must meet all University requirements, including TOEFL scores to be considered. See School of Nursing Web site <http://nursing.cua.edu> for additional admissions information. International students with TOEFL scores below 600 or ITLES below 7 will be enrolled in Intensive English courses beginning the spring semester prior to beginning PhD courses the following fall semester. Individual waivers of language requirements will be considered.

N.B. Applicants who do not meet the requirements for regular admission as degree-seeking candidates may be eligible for provisional admission if required documents are missing or for conditional admission if there are questions about academic performance or English language proficiency.

Coursework

Seventy-six semester hours beyond baccalaureate study are required for the Ph.D. degree. Students must earn a minimum of 52 semester hours in coursework during doctoral study at The Catholic University of America. Under the adviser's direction, a maximum of 24 semester hours of master's level coursework completed with a grade of B or higher may be applied toward the required 76 semester hours. Full- and part-time study is available.

General Policies for the Ph.D. Program

1. Coursework must be completed in five years.
2. A grade point average of 3.0 is required for retention.

3. Although a grade of C is passing but marginal at the graduate level, a grade of C in clinically focused research courses (NURS 923D/924D/925/930D) is not acceptable. Courses may only be repeated once and no more than two courses may be repeated. Students may only have one withdrawal for nursing courses.
4. Students must maintain continuous enrollment during the dissertation process to include the summer term while in data collection or working intensively with the dissertation committee.
5. An incomplete grade (I) may be awarded based upon individual student circumstances that impacted upon the ability to complete course requirements but must be converted to a grade by mid-semester of the following semester (Fall, Spring Summer midterm) or they are automatically converted to a grade of F. All incompletes must be approved by the program director. Students should submit a formal written request to the course instructor with the reason for the incomplete at least 2 weeks prior to the end of the semester.

Candidacy for the Degree

To be considered for admission to candidacy for the doctoral degree, the student must have satisfied these requirements:

1. Satisfactory completion of course requirements with a minimum grade point average of 3.0.
2. Recommendation of the academic adviser.
3. Successful passage of comprehensive examination.
4. Completion and school and University level approval of a formal application for candidacy

Oral Proposal Defense

The SON requires that prior to submitting the Dissertation Proposal for University level review and approval of the dissertation topic, students undergo a School of Nursing specific defense of the proposal and the supportive work. The defense is conducted by a School of Nursing approved examination committee. Students are bound by the decision of the committee as to whether the student's proposal work may be recommended for approval, revision or disapproval. Students are referred to the School of Nursing Student Guidelines posted on the School website for additional procedural information.

Dissertation

After admission to candidacy, completion of a satisfactory dissertation involving significant and original research in nursing is required. University policies regarding the approval of the dissertation topic, structure and content of the dissertation and the oral examination must be followed. Students are expected to attend the final oral defense in person as the culmination event of the program.

M.S.N.-Ph.D. Option

An option is available to meet the needs of baccalaureate-prepared nurses whose goal is to achieve the doctorate. Applicants must meet all admission requirements for the M.S.N. program and the Ph.D. program with the exception of a prior M.S.N. degree. Programs of study are planned on an individual basis. Students may take the M.S.N. and Ph.D. components sequentially to receive the M.S.N. degree prior to the Ph.D. or concurrently to receive both degrees at the same time.

If a student chooses to receive the M.S.N. degree prior to the Ph.D. degree, the Capstone Research Project course must be taken at the end of M.S.N. coursework and Ph.D. comprehensive exams at the end of the Ph.D. coursework. If the student chooses to receive both degrees concurrently, the student is only required to take the Ph.D. level comprehensive exams.

Program of Study

The Ph.D. program of study consists of 76 hours, 24 of which may be transferred from master's level work. The remaining credits are distributed among nursing science, philosophy, research and support courses. The proposed curriculum plan is accessible through the School of Nursing website. Courses with the "D" designation are for students enrolled in the online option.

Core Courses	15 cr
NURS 903/903D Philosophy of Science	3
NURS 907/907D Theory Development	3
NURS 802/802D Bioethics	3
NURS 926/926D Health Policy	3
NURS 922/922D Doctoral Research Practicum	3

Research Courses	37-40 cr
NURS 665/671D Healthcare Statistics	3
NURS 916/916D Seminar in Nursing Scholarship	1
NURS 805/805D Advanced Statistics and Research Methods in Healthcare	3
NURS 806/806D Multivariate Statistics in Healthcare Research	3
NURS 908/908D Qualitative Research in Nursing	3
NURS 909/909D Quantitative Research in Nursing	3
NURS 911/911D Advanced Qualitative Research Methods	3-6
OR	
NURS 910/910D Advanced Quantitative Research Methods	
NURS 923D/924D/930D Proposal development sequence	9
Support Courses -Courses supporting the dissertation topic (six credits) and professional goals (three credits)	9
Dissertation guidance and support: taken until dissertation defense	
NURS 931/931D 1 credit hour	
NURS 996/996D 3 credit hour	
NURS 996A/996DA 1 credit hour	
Credits transferred from Master's Degree Program	0-24
Total	76 (52 in program)

A maximum of twenty-four credits may be transferred from the master's degree if appropriate and approved.

Graduate Level Courses Offered Through the M.S.N., D.N.P. and Ph.D. Programs

Since the courses offered may be updated during the academic year, for the most up to date information, students should always view the online course catalog, available through Cardinal Students via www.cardinalstudents.cua.edu. Please also consult the website for course descriptions.

All courses are three credit unless otherwise noted. Course descriptions are available on the Web at <https://cardinalstudents.cua.edu>.

The number of hours of meeting/contact time per week is determined by the type of nursing course and credits. The following ratios are used:

Didactic Course	1 credit=1 hour/week
Laboratory Course	1 credit=3 hours/week
Clinical Course	1 credit= 6 hours/week
Doctoral Residency	1 credit=90 hours
Doctoral Practicum	1 credit=30 research hours

* When courses are a combination of didactic and clinical or didactic and laboratory, the number of hours/week is adjusted to reflect the relative proportions

Courses Offered

Consult [Cardinal Station](#) for information about courses and to determine course offerings by semester.

XII. School of Philosophy

Officers of Instruction

Administration

John C. McCarthy, Ph.D.	<i>Dean and Associate Professor</i>
V. Bradley Lewis, Ph.D.	<i>Associate Dean and Associate Professor</i>

Faculty

Michele Averchi, Ph.D.	<i>Associate Professor</i>
Marshall Bierson, Ph.D.	<i>Assistant Professor</i>
Jonathan Buttaci, Ph.D.	<i>Assistant Professor</i>
Jean De Groot, Ph.D.	<i>Professor Emerita</i>
Rev. Ignacio de Ribera-Martín, D.C.J.M., Ph.D.	<i>Associate Professor</i>
Gregory T. Doolan, Ph.D.	<i>Associate Professor</i>
Thérèse-Anne Druart, Ph.D.	<i>Professor Emerita</i>
Michael Gorman, Ph.D.	<i>Ordinary Professor</i>
Herbert Hartmann, Ph.D.	<i>Collegiate Assistant Professor</i>
D. Cristina Ionescu, Ph.D.	<i>Associate Professor</i>
V. Bradley Lewis, Ph.D.	<i>Associate Professor</i>
Thomas Marré, Ph.D.	<i>Assistant Professor</i>
Melissa Moschella, Ph.D.	<i>Associate Professor</i>
Virgil P. Nemoianu, Ph.D.	<i>Professor Emeritus</i>
Timothy B. Noone, Ph.D.	<i>Ordinary Professor, The Father Kurt Pritzl, O.P., Chair in Philosophy</i>
Michael Rohlf, Ph.D.	<i>Associate Professor</i>
Msgr. Robert Sokolowski, Ph.D.	<i>Ordinary Professor, The Elizabeth Breckenridge Caldwell Professor of Philosophy</i>
Nathaniel Taylor, Ph.D.	<i>Assistant Professor</i>
Kevin White, Ph.D.	<i>Associate Professor</i>
Jeffrey Wilson, Ph.D.	<i>Collegiate Associate Professor</i>
Msgr. John F. Wippel, Ph.D.	<i>Professor Emeritus</i>
Sr. Anna Wray, Ph.D.	<i>Collegiate Assistant Professor</i>

Associates of the Faculty

Ann Brach, Ph.D.	<i>Lecturer</i>
Richard Hassing, Ph.D.	<i>Research Associate Professor</i>

F. Russell Hittinger, Ph.D.	<i>Research Ordinary Professor</i>
Tobias Hoffmann, Ph.D.	<i>Research Ordinary Professor</i>
Msgr. James Watkins, Ph.D.	<i>Lecturer</i>
Elizabeth Shaw, Ph.D.	<i>Associate Editor of the Review of Metaphysics</i>

HISTORY

The [School of Philosophy](#) was inaugurated in 1895, six years after The Catholic University of America first opened its doors. Like Clark University and Johns Hopkins University, Catholic University was initially conceived as a graduate institution exclusively. Consonant with the university's founding charter, the School of Philosophy has, since its inception, prepared graduates of its doctoral program to teach philosophy in universities, colleges and seminaries in the U.S. and abroad. To date, we have accepted nearly five hundred doctoral dissertations, on topics in every philosophical discipline and in dialogue with every major figure in the history of philosophy.

In 1904, the School admitted its first undergraduate students. In the years since, our undergraduate offerings have grown in tandem with our graduate program. With some a hundred and twenty majors or so in any given year, the undergraduate program in philosophy at Catholic University is, *per capita*, one of the largest and most successful in the country. The Faculty of the School of Philosophy are also involved in undergraduate education at the university more generally, since every undergraduate at the university will take some courses in philosophy.

MISSION

Specific to the Catholic intellectual tradition is an abiding concern for the relation between faith and reason, the intelligibility of nature, the reality of organic form or soul, the inquiry into causal hierarchies, and the possibility of an ethics and political philosophy based on rational insight into human nature. Accordingly, Plato, Aristotle, Augustine, and Aquinas form a basic framework in relation to which Neoplatonism, the Islamic contribution, the ferment of late Scholasticism, the emergence of early modern philosophy and natural science, the attempts at a synthesis of the natural and the human within German idealism, the impact of Nietzsche, and the analytical and phenomenological movements are studied.

Despite its richness and diversity, philosophy in the modern era has sometimes been marked by certain anti-philosophical tendencies. The skepticism widespread in our day concerning the very possibility of philosophy as search for truth about the human good and about the ultimate principles of reality more generally has paradoxical roots in philosophical modernity, as does the disregard, common in our day, for the place of prudence or practical wisdom in non-philosophical life. Cultivation of an intellectual awareness adequate to this situation is a principal goal of the School of Philosophy.

DEGREE PROGRAMS

As an ecclesiastical faculty, authorized by the Holy See, and as civilly accredited, the School of Philosophy is able to offer both ecclesiastical and civil degrees. It offers undergraduate and graduate programs leading to the ecclesiastical degrees Bachelor of Philosophy (Ph.B.), Licentiate in Philosophy (Ph.L.), and Doctor of Philosophy (Ph.D.) as well as the civil degrees Bachelor of Arts (B.A.), Master of Arts (M.A.), and Doctor of Philosophy (Ph.D.).

NON-DEGREE PROGRAMS

The School of Philosophy offers a non-degree certificate program in Pre-theological Studies for Roman Catholic seminarians.

APPLICATIONS and REQUIREMENTS FOR ADMISSION

Applicants for admission to one of the School of Philosophy's several graduate degree programs (M.A./Ph.L., M.A./Ph.D., Ph.D.) must submit an application through the university's [online](#) application portal (for more information, please consult the university's [Office of Graduate Admissions](#)). Non-degree and pre-theology applicants should consult the requirements for admission here below.

Admission to one of the School's graduate degree programs is highly competitive. In order to be considered for funding, interested applicants are advised to submit a **completed** application, including all supporting materials, before January 15.

Those with outside funding must submit their applications at least two months in advance of registration day as set forth in the [Academic Calendar](#).

Each student entering the university for the first time must be enrolled and registered on or before [the first day of class](#).

A complete application consists of the following elements:

1. A completed application form.
2. A nonrefundable application fee, payable [online](#).

3. An official transcript from every college or university previously attended. Transcripts marked "Student Copy" or "Issued to the Student" will be accepted for online application purposes, but official transcripts must be on file in order to complete enrollment. Official transcripts should be sent directly to the School of Philosophy in sealed envelopes with an official university stamp or signature across the seal to ensure confidentiality. For applicants completing their final year of undergraduate or graduate degree study, enrollment in the School of Philosophy is contingent upon the receipt of the final transcript showing the conferral of the degree. Applicants will not be considered for admission unless they have received a cumulative average that can be evaluated as a "B."
4. Official Graduate Record Examination (GRE) scores, dated within the last five years (Catholic University's GRE school code is 5104).
5. A statement of purpose, 500 to 700 words in length, in which you outline the reasons for your interest in undertaking graduate study in philosophy. Include some mention of your academic objectives, research interests and career plans. Also indicate any related qualifications, including collegiate, professional and community activities, and any other substantial accomplishments not already mentioned elsewhere in your application.
6. A short (no more than 20 pages) sample of philosophical writing (typically a term paper, or a selection from an honors or Master's thesis).
7. Three letters of recommendation. Recommendations should give evidence of personal aptitude and academic preparation for advanced study in philosophy. Former or present college or university instructors are generally best able to provide the type of recommendation most useful to the School's Graduate Admissions Committee.
8. For applicants from countries and areas where English is not the common spoken language, an official TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System) or Duolingo score report..

No one element of an applicant's dossier is determinative for admission. Rather, the Graduate Admissions Committee seeks, through careful consideration of the entire dossier, to appraise the applicant's academic abilities, interests and accomplishments in light of the faculty's current research and teaching.

If the School of Philosophy's Graduate Admissions Committee deems it appropriate, an interview will be conducted with the prospective student. The School reserves the right to set an entrance examination in unusual cases.

Pre-Theology Applicants

To apply to the School of Philosophy's Pre-Theology Program, please complete the following steps:

- Submit a completed application through the university's online application portal*;
- Pay the application fee;
- Provide official transcripts from every college or university you have attended**
- Secure three letters of recommendation
- Write and submit a brief Statement of Purpose
- After creating an account, the applicant will be prompted to create a new application

* IMPORTANT: Applicants must select "Certificate" as the type of application, and "School of Philosophy Non-Degree" as the school in which they plan to study. The degree for which they are applying is "Pre-Theology – Cert." Applying under the incorrect application type will result in a significant delay in the processing of the application.

**Applicants are strongly encouraged to upload unofficial transcripts with their initial application for the sake of expediting the admissions process. Once the applicant is admitted, official transcripts can then be added to the applicant's file. Note, however, that an official transcript is required to matriculate.

Non-Degree Applicants

Non-degree students, both undergraduate and graduate, are admitted to such courses as they may select without the intention of going on for an academic degree. Before admission they must furnish satisfactory evidence of their ability to follow these courses profitably.

To submit an application to the School of Philosophy's non-degree program, please complete the following steps:

- Submit a completed application through the university's [online application portal](#);
- Pay the application fee;
- Provide official transcripts from every college or university you have attended.

Those seeking admission as non-degree students need not submit GRE scores.

Applicants should also refer to the General Information section of the university *Announcements* for more information on admission requirements.

Transfer of Credits

Graduate work done in other institutions will not be accepted toward fulfilling the requirements for the Master's or Licentiate degree in philosophy. Graduate work done in other institutions of approved standing, and not used to fulfill the requirements for the doctoral degree elsewhere, may be counted toward partial fulfillment of the requirements for the doctoral degree in the School of Philosophy provided that this work is approved by the Dean. Judgment as to the suitability of course-work done elsewhere will be made only after the student has studied at The Catholic University of America for a time sufficient to give adequate opportunity to evaluate the student's grasp of the subject taken elsewhere.

A maximum of two semesters of graduate work in philosophy may be transferred from another institution.

At least four semesters of full-time graduate work toward the doctoral degree (or the equivalent) must be done in residence..

GRADUATE PROGRAMS

M.A. in Philosophy

1. Candidates for the Master of Arts in Philosophy must have received a Bachelor's degree from a recognized institution. A minimum of eight undergraduate courses in select philosophical disciplines, including one course in symbolic logic, is required before regular standing as an M.A. candidate is achieved. Where a deficiency exists, certain graduate courses may be taken as the candidate completes the undergraduate requirement.
2. Candidates must complete in residence two semesters of full-time study (or the equivalent). A minimum of eight three-credit courses is required. All course selection requires approval of the Dean and aims to achieve, in the totality of required courses, both breadth and depth in the history and problems of philosophy. Students may not repeat a graduate philosophy course in order to raise their grade.
3. Candidates must present a thesis to be approved by the faculty. This thesis must be presented not later than the deadline for the deposit of the thesis that is printed in the [Academic Calendar](#). Detailed instructions about the preparation of the final copy and other procedures may be obtained from the [website of the Office of Graduate Studies](#). Six credits are awarded for the thesis upon the completion of all other requirements for the degree.
4. Candidates must pass the following examinations:
 - a. All regular examinations in each course.
 - b. A written examination administered by the School of Philosophy in which the candidate demonstrates an ability to read either French, German, Greek or Latin.
 - c. An oral examination, of one hour, before four members of the faculty. Candidates for the M.A. degree must take their oral examination before the end of the second semester after the semester in which they complete their required coursework.
 - d. Degree candidates for the M.A. in philosophy must complete all degree requirements within three years after admission to the program. Students are permitted to do doctoral coursework before completing the requirements for the M.A. in philosophy, but successful completion of such coursework does not imply that the School will admit the student to the doctoral program upon completion of the M.A..

Licentiate in Philosophy

1. Candidates for the Ph.L. must have received the ecclesiastical Bachelor's in Philosophy (Ph.B.) degree or its equivalent from a recognized institution. Where a deficiency in undergraduate philosophy coursework exists, the candidate will be required to complete some undergraduate coursework, according to a plan approved by the Dean; while taking such courses, the candidate may be permitted to take some limited graduate courses in parallel. In exceptional cases, additional graduate coursework may be approved to make up deficits in the candidate's undergraduate formation.
2. Candidates for the Ph.L. must also have completed the language requirements for the Ph.B. prior to admission, or during their time in the Ph.L. program, namely, at least four semesters of Latin and at least two semesters of a modern language other than the student's mother-tongue.
3. In addition, candidates for the Ph.L. must complete at least two-semester of Greek, or at least two-semester of a second modern language other than that studied in view of the Ph.B. or its equivalent.
4. Candidates must complete all of the requirements for the M.A. in Philosophy (see above).

Ph.D. in Philosophy

1. A student admitted to the School's doctoral program who has not completed either a Licentiate in philosophy or an M.A. in philosophy from a program that includes an M.A. thesis as a degree requirement must first complete an M.A. or Ph.L. degree in the School of Philosophy (see above) before qualifying fully as a Ph.D. student.
2. A student admitted to the Ph.D program who has completed an M.A. in philosophy elsewhere that did not involve the writing of a thesis must first complete an M.A. or Ph.L. degree in the School of Philosophy before qualifying fully as a Ph.D. student. Upon completion of the degree, up to six philosophy courses from the student's first M.A. degree would then be counted toward the Ph.D. degree course requirements.
3. For students completing an M.A. or a Ph.L. in the School of Philosophy on the way toward earning the Ph.D., continuance in the Ph.D program is contingent upon the unanimous approval of a committee of the faculty made up of the four examiners for the student's Master's or Licentiate oral examination, who will assess the student's overall performance in the program to date,

and take a vote at the conclusion of that exam.

4. Candidates for the doctorate who earned the Master's or Licentiate in philosophy from the School of Philosophy are required to take a minimum of ten three-credit graduate courses. Those whose Master's or Licentiate was earned at another institution must take a minimum of twelve three-credit graduate courses.
5. All course selections require approval of the Dean and aim to achieve, in the totality of required courses, both breadth and depth in the history and problems of philosophy. Students may not repeat a graduate philosophy course in order to raise their grade.

Ph.D. candidacy follows upon:

1. Completion of all coursework for the doctorate.
2. Passing one part of the two-part Graduate Reading Program Examination.
3. The writing and defense of a Doctoral Dissertation, which involves the following steps:
 - a. Within two years of attaining Ph.D. candidacy, the student must have a doctoral dissertation proposal approved by the student's dissertation committee, which is composed of a director and two readers.
 - b. The proposal is then submitted to the Dean for approval by the faculty of the School of Philosophy and the university.
 - c. The candidate must present a dissertation that gives evidence of power of research, of ability to do independent scientific work, of mastery of the candidate's part of the chosen field, and is of sufficient merit to warrant publication.
 - d. When the dissertation is completed and tentatively approved by all members of the committee, a public oral examination will be conducted by an oral examination board. The board will consist of a chair and a secretary, who will be appointed from university faculty outside the School of Philosophy, plus the director and the two readers of the dissertation.
 - e. The completed doctoral dissertation must be defended no later than five years after admission to Ph.D. candidacy.
 - f. The defense of the doctoral dissertation cannot take place until all other requirements for the doctorate have been fulfilled.
 - g. Final approval of the dissertation is realized after the defense, when all conditions on the part of the board have been met and any objections satisfied.

Candidates must pass the following examinations:

1. Regular examinations in all courses.
2. Written examinations on both parts of the Graduate Reading Program.
3. Written examinations administered by the School of Philosophy in which the candidate demonstrates an ability to read both French and German.
4. A public oral examination on the doctoral dissertation.

After all of the above requirements have been fulfilled, all outstanding non-academic obligations to the university have been met, and the candidate has deposited the approved dissertation with the office of the Dean of Graduate Studies, the faculty of the School of Philosophy and the Academic Senate of the university must vote to approve conferral of the Ph.D. degree.

Dual-Degree Programs

In conjunction with the Columbus School of Law at The Catholic University of America, the School of Philosophy offers a dual-degree program for students who qualify for admission to both institutions. The program makes it possible to earn an M.A. degree in philosophy and a J.D. degree in law.

For more information on this program, please contact the Office of the Dean.

Graduation

Graduation occurs three times a year: in the summer, the fall, and the spring. Regardless of when a student graduates, it is University policy that all graduates attend the commencement exercises in May, unless excused by the Provost of the University. To be so excused, the student must write a letter to the University Provost at least one week before the Commencement Exercises, stating the reasons that the student will not be able to attend. Those excused must also notify the Dean of the School of Philosophy, as well as the University Registrar, that they will not be in attendance.

PROGRAM REQUIREMENT PARTICULARS AND PROCEDURES

Graduate Reading List Examinations

The Graduate Reading Program of primary sources is required of all Ph.D. degree candidates. The Program is divided into two parts, with Reading Lists corresponding approximately to a two-fold chronological division of the history of philosophy. To be admitted as a candidate for the doctorate, a student must pass an examination on one of the parts. To qualify for the doctorate, a student must also pass an examination on the second part. Both examinations must be passed before students are entitled to defend their doctoral dissertation. Students may take the two examinations in any order. Copies of the current Reading Lists are available on the School of Philosophy website.

Written examinations on each part of the Graduate Reading Program are given on two consecutive days, each day's session consisting of a continuous three-hour period.

At each session the student will write essays on three questions chosen from the four presented by the examiners. Each of the six essays will be graded by two faculty members, who will assign one of the following grades: F (fail), P (pass), or P+ (pass with distinction). If any essay receives both an F and a P (or a P+) grade, the chair of the Graduate Reading Program Committee will grade the essay as well. In that case, the chair's grade will substitute for one of the two original grades, such that an F grade from the chair will result in an overall grade of F for the essay (i.e., "FF"), while a passing grade from the chair will result in either an overall grade of "PP," "PP+," or "P+P+."

To "pass with distinction" requires that none of the essays have earned an overall failing grade, that at least two essays earned a grade of "P+P+," and that the other four essays have earned, between them, at least two additional grades of "P+." Students who earn a straight pass who neither fail the exam nor pass it with distinction.

If a student completes the exam with fewer than three questions answered on either day, the exam as a whole will be considered insufficient and will not be graded; the student will thereby receive an automatic grade of F for the entire exam attempt. An examination that earns two or more F grades for individual essays will also result in a failing grade for the examination as a whole.

Examination grades will be recorded on student transcripts as either "Fail," "Pass," or "Pass with Distinction."

A failing grade for a Reading List Examination will only be recorded after a failed second attempt at the same exam. *The student may retake the exam only once. A second failure will result in dismissal from the program.*

Essay questions will be contributed, and the examination graded by the Ph.D. Reading List Committee, which consist of a chair and six regular members, appointed by the Dean, plus a student representative, who will participate in any meetings of the Committee at which its policies and practices are to be discussed.

Graduate Reading List Examinations will be offered twice a year, usually in October and March, and only at The Catholic University of America, Washington, D.C. Both parts of the Reading Program will be available in each of these two examination periods, although no student may attempt more than one part in a given two-day examination period. No student may attempt any part of the two-part examination more than twice.

Copies of past Graduate Reading Program Examinations or sample sets of questions are available on the School of Philosophy website.

Approval of Doctoral Dissertation Topic

The following procedure will be adhered to in securing the approval of a doctoral dissertation topic:

1. Upon fulfilling the conditions for Ph.D. candidacy and after consultation with the Dean, the student will ask a faculty member to assume the direction of the dissertation. After securing a director and after consultation with the Dean and the director the student will ask two faculty members to serve on the dissertation committee. In special cases and with the consent of the Dean a fourth member may be invited to serve.
2. After securing the agreement of a director and two faculty members to serve on the dissertation committee, the student will inform the Dean, who must approve the constitution of the committee.
3. The student will prepare a written two-page draft proposal with two-page select bibliography for the approval of the director. The other committee members may be consulted in the preparation of the draft proposal.
4. Upon approval of the draft proposal by the director a meeting of the dissertation committee will be called to discuss and revise the proposal. If revision is required, the committee will meet again within a period of four weeks to accept or reject the revised proposal.
5. If the proposal is accepted, the candidate then prepares, with the guidance of the dissertation committee, the formal two-page proposal with two-page select bibliography according to the directives on the Doctoral Dissertation Topic and Committee ["Request for Approval Form."](#) The completed form is then submitted to the Office of the Dean for approval by the faculty of the School and the Dean of Graduate Studies.

Language Requirements

Graduate students in the School of Philosophy must demonstrate foreign language reading competency by passing the written examination in the foreign language set by the School. The language examinations administered by the School (French, German, Latin and Greek) are given in October and March. They are administered in two parts: normally one part is based on a passage from a primary source and one part on a passage from a secondary source such as a current philosophical journal. The examination is administered in two three-hour sessions in which the student is required to translate the passages presented. The student may use one dictionary throughout the examination.

Candidates for the M.A. in philosophy degree must pass one such examination either in French, German, Latin or Greek.

Candidates for the Ph.L. degree may be required to take an examination in an additional language, at the discretion of the dean.

Candidates for the doctorate must pass examinations in both French and German.

A foreign language examination committee, appointed by the Dean, will be responsible for the preparation and the grading of the examination in each language.

More detailed information about the language exam is available on the School of Philosophy website.

ENROLLMENT

Continuous Enrollment of Graduate Students

Every graduate student is required to maintain continuous enrollment from the date of first registration until a degree program is completed, unless granted a leave of absence. The following is a summary of the enrollment regulations that apply to graduate students.

Enrollment Options

1. **Course requirements not completed:** The student must register for at least three credits of graduate coursework per semester (or approved undergraduate remedial work), unless granted an Academic Leave.
2. **Course requirements completed but one or both parts of the Graduate Reading Program Examination not yet passed:** The student must register for additional coursework or a comprehensive examination (one semester hour), unless Academic Leave has been granted.
3. **Both parts of the Graduate Reading Program Examination passed but the Ph.D. dissertation not yet defended:** The student must register for Dissertation Research (one semester hour) each semester until the Ph.D. dissertation defense has taken place, unless an Academic Leave has been granted.

Eligibility Criteria for Academic Leave

A student in good standing who must interrupt his or her studies for adequate reasons (e.g., pregnancy, military service or prolonged ill health), may be granted an *Academic Leave* for a stated period, usually not to exceed two semesters or one year.

To request an Academic Leave, a student must first consult with the dean of his/her school. Following that, the student must make a formal online [application](#) prior to the first day of the semester in which the leave would be taken. Final approval of the request for an Academic Leave is made by the Vice Provost and Dean of Graduate Studies.

An Academic Leave, if granted, will be effective as of the last day of the semester in which the student was most recently enrolled. The period of Academic Leave is not counted as part of the time allowed for the completion of residence or other degree requirements. Any incomplete ("I") grades that are outstanding must be changed in accordance with the policy on incomplete grades by the date published in the Academic Calendar, whether a student is registered for the current semester or not.

Students on Academic Leave are expected to return to The University when their stated duration of leave has expired, unless they have applied for and have been given an extension. Students who do not return from an Academic Leave when scheduled will be subject to Permanent Withdrawal during the semester in which they failed to return. If the student thereby withdrawn from The University desires to return to graduate studies at The Catholic University of America, he/she must apply for readmission and satisfy current degree requirements to be reinstated.

SPECIAL ENDOWMENTS AND FUNDS

Financial support for graduate study is listed elsewhere, including specific funding for students in the School of Philosophy. The following special endowments and funds also exist to assist doctoral students in the School. The School does not normally fund students who seek only the M.A. or Ph.L. degree.

The Aristotle Fund

This fund makes awards to students in the School of Philosophy with approved doctoral dissertation proposals on the philosophy of Aristotle and on Aristotelian philosophy more generally.

The Dr. Robert R. Banville Doctoral Fellowship Fund

This fund offers substantial stipends for graduate students with approved dissertation topics whose studies would lead to a philosophical understanding of the conditions for world peace and international cooperation in economic, social and cultural affairs. Dr. Robert R. Banville Scholars must also show leadership potential in advancing the cause of peace, understanding and cooperation between nations and peoples.

The Jude P. Dougherty Fellowship Fund

This fund provides scholarships and stipends for graduate students in the School of Philosophy for the first three years of full-time study.

The Johnston Doctoral Fellowship Fund

This fund provides scholarships for graduate students in the School of Philosophy for their fourth and fifth years of full-time study.

The Monsignor Joseph B. McAllister Fund

This fund provides scholarships for lay students in the School of Philosophy in the field of scholastic Thomistic philosophy.

The Tom and Judy Moore Foundation Doctoral Fellowship Fund

This fund offers scholarships and stipends to outstanding graduate students in full-time studies for the doctorate through the generosity of the Tom and Judy Moore Foundation.

The Michael Novak and Karen Laub-Novak Fellowship Fund

This fund provides fellowships to full-time graduate students in the School of Philosophy who show interest and aptitude for philosophy and public policy and have interests in philosophy and economics; philosophy of social justice; philosophy of sports; the relation of faith and reason in American and international societies; religion and art; philosophy of democracy and human rights; philosophy of capitalism; and principles of public policy regarding family, welfare, and liberation from poverty.

The Father Kurt J. Pritzl Fund

This fund provides scholarships and stipends for graduate students in the School of Philosophy for the first three years of full-time study.

The Ryan Doctoral Fellowship Fund

This fund provides scholarships and stipends for graduate students in the School of Philosophy for the first three years of full-time study.

The John A. Weisz Scholar Fund

This fund provides stipends to graduate students in the School of Philosophy who exemplify in their philosophical studies the commitment to excellence and to the service of others that marked the life of the late John Weisz, in whose memory the fund was established.

The Norman V. White Scholarship Fund

This fund provides stipends to graduate students in the School of Philosophy committed to the classical and Catholic intellectual tradition advanced in the school. It was established by the Rock Creek Council Number 2797 of the Knights of Columbus.

BASSELIN FOUNDATION

Advisory Committee President of the University; Provost of the University; Provincial, Society of St. Sulpice

Administrative Officers Dean John C. McCarthy, School of Philosophy
Associate Dean Matthias Vorwerk, School of Philosophy
Rev. Dominic Ciriaco, P.S.S., Rector, Theological College
Deacon Ed McCormack, Coordinator of Intellectual Formation, Theological College

This undergraduate course of studies is a concentration program of the School of Philosophy. Students admitted under Basselin fellowships must qualify for this program and maintain an acceptable average to retain their fellowships.

In the curriculum, first importance is given to those branches of philosophy most necessary as a preparation for the study of theology; stress is laid upon the courses in scholastic philosophy. The Basselin fellowship, as stipulated in its charter, also requires its recipient to give special attention to public speaking in view of later pastoral responsibilities.

During the three-year fellowship, full tuition, room and board are provided to students accepted into the program.

In addition to these academic and financial benefits, the students continue their preparation for the priesthood through participation in the life and programs of Theological College of The Catholic University of America. Although the Basselin students are part of the larger community, they receive attention in areas specific to their stage in priestly preparation.

In addition to the regular requirements for degrees cited above, Basselin students are required to take three courses in the area of public speaking. Two of these, taken usually in the junior year, are available in the School of Philosophy:

PHIL 374 Ritual, Language, and Action
PHIL 375 Liturgical Readings

The third course, DR 205 Introduction to Speech Communications or DR 403 Public Speaking, is available in the offerings of the Department of Drama, if the student has not previously taken a speech or drama class.

In fulfillment of the will of Theodore Basselin, The Catholic University of America established a foundation in his name to provide fellowships in a special course of studies for diocesan seminarians preparing for the Catholic priesthood.

Candidates for the fellowships must have completed two years of the liberal arts curriculum in a college/university or a college/university program under diocesan sponsorship; they must also have given evidence of superior performance in their studies. The Basselin Foundation fellowships carry such students through three years of intensive work in philosophy: two years on the undergraduate level and one year of postgraduate work.

PRE-THEOLOGY PROGRAM

In accord with the vision and norms of the *Program of Priestly Formation*, Fifth Edition, for pre-theology studies, the School of Philosophy in association with the School of Theology and Religious Studies offers a comprehensive and flexible pre-theology program for candidates for priestly ministry. The School of Philosophy offers a coordinated series of philosophy courses for the intellectual formation of pre-theology students in all the areas of philosophy specified by the *Program of Priestly Formation*. The School of Theology and Religious Studies offers the full range of theology courses specified for this program, and The University has rich offerings in ancient and modern languages, Catholic art and culture, literature, public speaking, and other fields.

Certificate Program in Pre-Theology Studies

The School of Philosophy offers a two-year program in pre-theology studies leading to the Certificate in Pre-Theology Studies. Candidates for the certificate are matriculated in the School of Philosophy and follow a course of studies determined by the vision and norms of the *Program of Priestly Formation*, Fifth Edition, for pre-theology studies as specified below. For qualified candidates the certificate program may be combined with studies for the degree of Master of Arts or Licentiate in philosophy.

Certificate Program Requirements

The Certificate in Pre-Theology Studies is awarded upon the completion of 16 to 20 courses for a total of 48 to 60 credits over the two-year period of the program. Candidates take a minimum of 4 courses each semester but the program allows and encourages students to take full advantage of the richness of the offerings of the university for pre-theology studies by taking a full complement of courses.

The certificate program requires the following distribution of courses in order to reach 16 courses for 48 credits:

10 philosophy courses (30 credits) distributed as follows:

HISTORY OF PHILOSOPHY

1. PHIL 353 History of Ancient Philosophy
2. PHIL 354 History of Medieval Philosophy
3. PHIL 453 History of Modern Philosophy
4. PHIL 454 Contemporary Philosophy

ETHICS

5. PHIL 309 Theories of Ethics or PHIL 311 Contemporary Moral Issues or PHIL 303 Biomedical Ethics

*METAPHYSICS**

6. PHIL 355 Metaphysics I
7. PHIL 356 Metaphysics II

*Note: In special cases PHIL 305 Metaphysics, and PHIL 308 Philosophy of God, or PHIL 317 Philosophy of Religion, may be substituted for PHIL 355 and PHIL 356.

PHILOSOPHICAL ANTHROPOLOGY AND OTHER COURSES

8. PHIL 313 Philosophy of Human Nature
9. One of the following:
 - PHIL 331 Philosophy of Knowledge
 - PHIL 317 Philosophy of Religion
 - PHIL 311 Contemporary Moral Issues
 - PHIL 303 Bioethics
 - PHIL 315 Philosophy of Language
 - PHIL 332 Political Philosophy
 - PHIL 328 Philosophy of Social Science
 - PHIL 329 Philosophy of Science

LOGIC

10. PHIL 301 Reasoning and Argumentation or PHIL 302 Introductory Logic

4 theology courses (12 credits), normally distributed as follows:

11. TRS 562A Foundations of Catholicism I
12. TRS 562B Foundations of Catholicism II
13. TRS 504A Introduction to the Old Testament
14. TRS 504B Introduction to the New Testament

2 courses in Latin or other appropriate coursework as specified in the *Program of Priestly Formation*, Fifth Edition (6 credits)

For candidates satisfying more than the minimum requirements for the certificate, further appropriate course work in theology, languages, the liberal arts, and speech would be added, in accord with the norms of the *Program of Priestly Formation*.

To earn the certificate all courses must be passed with a grade of C or better.

Candidates for the certificate program earn the certificate through coursework at The Catholic University of America according to the following policies:

Students will always take at least 4 theology courses and 2 additional courses at the University to earn the certificate.

If students have taken theology courses elsewhere that are fully equivalent to theology courses required for the certificate program, other appropriate theology courses would be substituted from the offerings of the School of Theology and Religious Studies. The Associate Dean of the School of Theology and Religious Studies for Seminary and Ministerial Studies would determine issues of equivalency for theology courses and indicate the appropriate substitute theology courses to the Associate Dean of the School of Philosophy.

With respect to philosophy courses, up to 2 three-credit undergraduate courses in philosophy taken elsewhere that are fully equivalent to courses required in the certificate program here may be recognized and other appropriate courses substituted for them. In every case, at least half of the credits earned toward the certificate will be in philosophy courses taken at The Catholic University of America. Thus, if the certificate is earned by completing 16 courses, at least 8 philosophy courses have to be included among those courses. If the certificate is earned with 20 courses, at least 10 philosophy courses have to be included among those courses. The Associate Dean of the School of Philosophy would determine issues of equivalency for philosophy courses.

Certificate Program with the Licentiate or Master of Arts in Philosophy

Qualified candidates can earn the Certificate in Pre-Theology Studies in the course of earning the Ph.L. or M.A. degree in the School of Philosophy. The Ph.L. or M.A. degree requires 8 graduate courses in philosophy and a thesis, which carries 6 credits, as well as an oral comprehensive examination and a foreign language requirement. The Ph.L. or M.A. course and thesis work would stand in the place of the 10 philosophy courses in the certificate program. Admission to the Licentiate or Master's program requires a minimum of 8 undergraduate philosophy courses. Selection of course work for seminarians in the certificate program studying for the Licentiate or Master's in philosophy would be guided by the vision and norms of the *Program of Priestly Formation*, taking into account previous undergraduate work in philosophy. Those seeking the Pre-Theology Certificate from within the M.A./Ph.L. program must apply for regular admission into that program.

To earn the certificate with the M.A. or Ph.L. degree all philosophy courses must be passed according to the normal standards for the graduate degree program. All other courses must be passed with a grade of C or better.

SUMMER SESSIONS

The School of Philosophy operates in the Summer Sessions for undergraduates. Many candidates and prospective candidates for graduate degrees find the Summer Sessions advantageous for making up deficiencies in undergraduate training in principal and auxiliary subjects, such as foreign languages. Students in the Summer Sessions are subject to the same scholastic requirements as those of the academic year.

XIII. School of Theology and Religious Studies (STRS)

Officers of Instruction Faculty

Very Rev. Mark Morozowich, S.E.O.D.

Bradley C. Gregory, Ph.D.

Susan Timoney, S.T.D.

Rev. Michael Witczak, S.L.D.

Rev. Stefanos Alexopoulos, Ph.D.

Rev. Regis Armstrong, O.F.M. Cap., M.Div., M.Th., M.S.Ed., Ph.D.

William Barbieri, Ph.D.

Joshua Benson, Ph.D.

Rev. Christopher Begg, S.T.D., Ph.D.

David A. Bosworth, Ph.D.

Ian Boxall, D.Phil.

Joseph Capizzi, Ph.D.

Mark Clark, Ph.D.

Thomas Clemmons, Ph.D.

David Cloutier, Ph.D.

Sr. Mary Collins, O.S.B., Ph.D.

William Dinges, Ph.D.

David Elliot, Ph.D.

Rev. John Galvin, Dr. Theol.

John Grabowski, Ph.D.

Reinhard Huetter, Th.M., Dr. Theol., Habil.

Rev. Joseph Jensen, O.S.B., S.S.L., S.T.D.

Charles B. Jones, M.T.S., Ph.D.

Rev. Joseph A. Komonchak, S.T.L., Ph.D.

William P. Loewe, Ph.D.

Rev. Nicholas Lombardo, O.P., S.T.L., Ph.D.

Rev. Frank J. Matera, Ph.D.

Rev. Msgr. Paul G. McPartlan, M.A., S.T.L., D.Phil.

Robert D. Miller II, O.F.S., Ph.D.

Nelson H. Minnich, S.T.B., Ph.D.

Rev. Francis J. Moloney, S.D.B., S.T.D., S.S.L., D.Phil.

Rev. Steven Payne, O.C.D., Ph.D., Ph.D. Theol

Dean and Associate Professor

Associate Dean for Graduate Studies and Associate Professor

Associate Dean for Undergraduate Programs and Associate Professor of Practice

Associate Dean for Graduate Ministerial Studies and Associate Professor

Associate Professor

Professor Emeritus

Ordinary Professor

Associate Professor, and Associate Director, Historical/Systematic Theology

Katherine Drexel Professor of Religious Studies, and Ordinary Professor

Associate Professor, and Director, Biblical Studies

Associate Professor

Ordinary Professor

John and Gertrude Hubbard Professor of Religious Studies, and Ordinary Professor

Assistant Professor

Associate Professor, and Director, Moral Theology/Ethics

Professor Emerita

Ordinary Professor

Assistant Professor

Professor Emeritus

Ordinary Professor

Ordinary Professor

Professor Emeritus

Ordinary Professor, and Director, Religion and Culture

Professor Emeritus

Professor Emeritus

Associate Professor

Professor Emeritus

The Carl J. Peter Professor of Systematic Theology and Ecumenism, Ordinary Professor, and Director,

Historical/Systematic Theology

Ordinary Professor

Ordinary Professor

Professor Emeritus

The Carmelite Province of the Most Pure Heart of Mary

Chad C. Pecknold, Ph.D.	Endowed Chair and Ordinary Professor of Practice
Michael Root, M.A., M.Phil., Ph.D.	Associate Professor
Christopher J. Ruddy, Ph.D.	Professor Emeritus
Paul Scherz, Ph.D., Ph.D.	Associate Professor
Rev. Dominic Serra, S.L.D	Associate Professor
Rev. Vincent Strand, S.J.	Associate Professor, and Director, Liturgical Studies/Sacramental Theology
Rev. Raymond Studzinski, O.S.B., Ph.D.	Assistant Professor
Jemina Sullivan, Ph.D.	Associate Professor, and Director, Catechetics, Pastoral Studies
Rev. Msgr. Robert Trisco, Hist. Eccl. D.	Associate Professor of Practice
Maria Cecilia Ulrickson, Ph.D.	Professor Emeritus
Wilhelmus Valkenberg, M.Div., Ph.D.	Assistant Professor
Susan Wessel, Ph.D.	Ordinary Professor
Rev. James Wiseman, O.S.B., S.T.D.	James H. and Mary F. Moran Endowed Chair, Ordinary Professor and Director, Church History
Rev. Michael Witczak, S.L.D.	Professor Emeritus
Robin Darling Young, Ph.D.	Associate Professor
	Associate Professor

Associates of the Faculty

Rev. Chris Arockiaraj, P.S.S., Ph.D, D.Min.	Adjunct Assistant Professor
Rev. Marco Benini, STD	Research Assistant Professor
Rev. Msgr. Michael Clay, D.Min	Adjunct Associate Professor
Elizabeth Clemmons, Ph.D.	Research Assistant Professor
Jessica DePrizzio Cole, D.Min	Adjunct Assistant Professor
Rev. Frank DeSiano, C.S.P., D.Min.	Adjunct Assistant Professor
Rev. Frank Donio, S.A.C.	Adjunct Assistant Professor
Rev. Msgr. Kevin W. Irwin, S.T.D.	Research Ordinary Professor
Tobias Nicklas, Ph.D.	Adjunct Ordinary Professor
Rev. Msgr. Stephen Rossetti, D.Min., Ph.D.	Research Associate Professor
Sr. Margaret Shreiber, O.P., D.Min., S.T. D.	Adjunct Assistant Professor
Mark S. Smith, Ph.D.	Research Ordinary Professor
Gregory Sobolewski, Ph.D.	Adjunct Assistant Professor

Lecture Series

- The Mary Charles Bryce, O.S.B., Lecture in Religious Education
- The Johannes Quasten Lecture
- The Cardinal John Dearden Lecture
- The Catholic Daughters of the Americas Lecture
- Lecture in Jewish Culture and Religious Affairs
- The Thomas Verner Moore Lecture (cosponsored with St. Anselm's Abbey)
- Lectures associated with the Endowed Chairs
- The Roland E. Murphy Lecture in Biblical Studies
- Lecture in Carmelite Studies

Endowed Professorships

- The Shakespeare Caldwell-Duval Professor of Theology. The founders professorship is supported by gifts donated by or honoring the following benefactors: Shakespeare Caldwell (May 1885), Francis A. Drexel (July 1888), and George L. Duval.
- The Andrews-Kelly-Ryan Professor of Biblical Studies. The Andrews-Kelly-Ryan Professorship is supported by gifts donated by or honoring the following benefactors: Dr. Thomas F. Andrews (March

1901), Margaret Hughes Kelly (November 1889), and James J. and Hannah Cusack Ryan (November 1911).

- The Warren-Blanding Professor of Religion and Culture. The Warren-Blanding Professorship was established by the Riley J. and Lillian N. Warren and Beatrice W. Blanding Foundation in January 1973.
- The Catholic Daughters of the Americas Professor in American Church History. The professorship and endowment was established by the Catholic Daughters of the Americas in August 1975.
- The John C. and Gertrude P. Hubbard Professor of Religious Studies. This professorship was established in October 1989 by Gertrude P. Hubbard in memory of her husband, Dr. John C. Hubbard, a former professor at this university, from the Dr. John Charles Hubbard and Gertrude Pardieck Hubbard Endowment.
- The Carl J. Peter Professor of Systematic Theology and Ecumenism. The Peter professorship was established in 1995 to honor the memory of the Rev. Carl J. Peter, former dean of the School of Theology and Religious Studies (1977-1985). The holder of the chair lectures in those areas of theology to which Father Peter devoted his life of research, service, and teaching.
- The Monsignor Walter J. Schmitz, S.S., Professor of Liturgical Studies. The Very Rev. Walter J. Schmitz, S.S., Chair of Liturgical Studies was established in 1995 through a bequest from the estate of Father Schmitz, a former dean of the School of Sacred Theology.
- The Katharine Drexel Chair in Religious Studies was established in 1997 to honor the memory of a woman who devoted her efforts to the work of evangelization and charity among the nation's native and African-American populations.
- The Carmelite Province of the Most Pure Heart of Mary Endowed Chair was established in 2017 by the Carmelite Province of the Most Pure Heart of Mary together with an endowed Center of Carmelite Studies
- The James H. and Mary F. Moran Endowed Professorship was established in 2020 for the study of Early Church History.
- The Bishop Basil Losten Endowed Chair was established in 2018 to support a professorship in Ukrainian Church Studies.

Student Endowments

Financial support for graduate study is listed elsewhere, along with specific funding for the School of Theology and Religious Studies: namely, *The Catholic School Teacher's Tuition Waiver*; *Divinity Hall Burses*; *The Very Reverend Walter J. Schmitz Scholarship*; *The Johannes Quasten Scholarship*; *The McShain Scholarships for Seminarians*; and *The Hubbard Dissertation Fellowships*. New endowments include the following:

- The Monsignor John Tracy Ellis Scholarship Fund. This fund was established in July 1985 on the 80th birthday of Monsignor John Tracy Ellis, professor of church history at Catholic University until his retirement in 1989. The award is made to students studying church history. The present endowment may be augmented by gifts from alumni and other donors.
- The Albert and Martha Senn Scholarship, established by Edward James Hayes (1936-2016), M.A. (1968) in honor of his grandparents, is an award for doctoral students in historical/systematic theology in the School of Theology and Religious Studies.
- Sisters Virginia and Elizabeth Sloyan Scholarship Fund. This award, established as an endowment in 2002 by an anonymous donor, is made to M.A. level students in the field of religious education.
- Third World Scholarships. This fund was established in 1984 by the late Dean Carl J. Peter for students from the Third World. The major contributor is Missionhurst, American IHM Province. Consequently, recipients are called the "Missionhurst Scholars." Other contributors include the Augustinian Fathers, Paulist Fathers, and Precious Blood Fathers. The present endowment may be augmented by gifts from religious communities and other donors.
- Avery Cardinal Dulles, S.J., Scholarship Fund in Theology. The selection of students for this scholarship is to be confined to those who have shown outstanding potential to succeed in their graduate studies and have been accepted into the university's doctoral programs in theology. First preference will be given to scholars who are Catholic priests and religious.

Quasten Medal

The Johannes Quasten Medal for Excellence in Scholarship and Leadership in Religious Studies was established in 1985 by Dean William Cenkner, O.P. The medal is named for Professor Johannes Quasten, the renowned patristic scholar who was a member of the faculty from 1938 until his retirement in 1979. The medal is awarded to extern scholars whose excellence in research and leadership is acknowledged in the academic world.

- Rev. Gerard S. Sloyan
- E. Glenn Hinson

- Rev. Louis Bouyer
- Robert A. Markus
- David Herlihy
- Rev. Robert Taft
- Hermann J. Pottmeyer
- John T. Noonan
- Rev. Joseph A. Fitzmyer
- Gerald Bonner
- David Tracy
- Rev. Raymond E. Brown
- Rev. Virgilio Elizondo
- Rev. Berard Marthaler
- Rev. John O'Malley
- Rev. Lawrence G. Wrenn
- Bernard McGinn
- Rev. Cyprian Davis
- Brian Tierney
- Rev. John R. Donahue
- Geoffrey Wainwright
- Rev. Gerald O'Collins
- Metropolitan Kallistos Ware
- Rev. Jared Wicks
- Rev. Jeremy Driscoll
- Rev. Brian Daley
- Cardinal Walter Kasper
- Rev. Joseph Chinnici
- Eamon Duffy
- Robert Louis Wilken
- Very Rev. John Erickson
- Mark Smith

History

From its foundation, The Catholic University of America has given academic priority to theology and religious studies and related disciplines. Initially the academic programs in these areas were offered in the School of Sacred Sciences (1889). In time there emerged the School of Canon Law (1923), followed by the Seminary Program (1931) and, within the School of Arts and Sciences, the Department of Religion (1932). The original School of Sacred Sciences was later divided into The School of Sacred Theology and The School of Philosophy (1937). In 1970 The Liturgical Studies Program was instituted. After an extensive review of programs and structures, the Board of Trustees approved a recommendation by the Academic Senate to establish a new School of Religious Studies in September 1973. The school was composed of five departments: biblical studies, canon law, church history, religion and religious education, and theology. In 2002, the Board of Trustees, in accordance with the recommendation of the Academic Senate, voted that the canon law department be reestablished as the School of Canon Law and that the remaining academic units of the school become programs in the School of Theology and Religious Studies. By thus coordinating existing units, The Catholic University of America established the School of Theology and Religious Studies as a national center of academic research, instruction, and service.

The School of Theology and Religious Studies at The Catholic University of America is accredited by the Middle States Commission on Higher Education and the Association of Theological Schools in the United States and Canada.

Mission

The mission of The Catholic University of America is to render service in the United States as an intellectual center of the highest quality where every dimension of truth, natural and revealed, can be examined with competent expertise. The university seeks in particular to maintain a position of excellence in biblical and liturgical studies, church history, religion and culture, religious education, ethics, spirituality, and theology. The university accords priority to theology and to religious studies and to programs that explore the Roman Catholic tradition of humanistic learning and that study its relevance to the needs of society and the Church.

To help realize the mission of the university, the School of Theology and Religious Studies sets itself two goals, namely, to promote excellence in teaching, research, and publication in the area of theology and religious studies, and to provide professional training for lay and clerical leaders who will serve the Roman Catholic community in the United States and throughout the world. In pursuit of these goals, the school places emphasis on an interdisciplinary approach and collaboration with other schools of the university, on the ecumenical and interreligious dimensions of all theological studies, on the exploration of relations between religion and culture, and on the promotion of informed efforts to work

for justice and peace, both within the Church and in the world, in the light of the Gospel of Jesus Christ.

Degree Programs

To respond to the needs of the Church in the world, the School of Theology and Religious Studies offers ecclesiastical, civil, and pastoral degrees. The School of Theology and Religious Studies offers ecclesiastical degrees (S.T.B., S.T.L., S.T.D.) in the fields of Biblical Theology, Liturgical Studies/Sacramental Theology, Moral Theology, Historical Theology, Systematic Theology (as well as an S.T.L. and S.T.D. in Ecclesiastical History). It offers civil degrees (M.A., Ph.D.) in the fields of Biblical Studies, Church History, Historical Theology (Ph.D. only), Systematic Theology (Ph.D. only), Historical and Systematic Theology (M.A. only), Liturgical Studies/Sacramental Theology, Moral Theology/Ethics, Catechetics, Religion and Culture,. Finally, it has developed three pastoral degree programs: The M. Div. in Catholic theology and in Hispanic ministry, the M. Cat. in catechesis, and the D. Min. in evangelization, liturgical catechesis, seminary formation, and spirituality.

Certificates are offered in the fields of Catholic Clinical Bioethics, Carmelite Studies, and Franciscan Studies. There is also a joint program with the School of Philosophy (S.T.B./Ph.B.). For admission criteria, degree requirements, and course offerings, see the program descriptions below .

Ecclesiastical Degrees:

1. Description:

The School of Theology and Religious Studies (STRS) is an ecclesiastical faculty authorized by the Holy See. Programs leading to the Baccalaureate in Sacred Theology (S.T.B.), Licentiate in Sacred Theology (S.T.L.), and Doctorate in Sacred Theology (S.T.D.), have canonical effects. Such programs satisfy both the norms established by the Holy See and the University's requirements.

Since 1931, the sequence of the S.T.B, S.T.L. and S.T.D. degrees has been regulated by norms observed by Catholic faculties and universities throughout the world. Pope John Paul II's 1979 Apostolic Constitution, *Sapientia Christiana* and Pope Francis's 2018 Apostolic Constitution *Veritatis Gaudium* govern the granting of ecclesiastical degrees.

By offering these degrees, the School preserves a theological heritage and strives for excellence in a developing community of Catholic faculties and universities aspiring to academic cooperation and transcending national and cultural boundaries.

2. Degrees Offered:

Baccalaureate in Sacred Theology (S.T.B.)

Licentiate in Sacred Theology (S.T.L.) in the following areas of concentration:

- i. Biblical Studies
- ii. Historical Theology
- iii. Systematic Theology
- iv. Liturgical Studies
- v. Sacramental Theology
- vi. Moral Theology
- vii. Ecclesiastical History

Doctorate in Sacred Theology (S.T.D.) in the following areas of concentration:

- viii. Biblical Studies
- ix. Historical Theology
- x. Systematic Theology
- xi. Liturgical Studies
- xii. Sacramental Theology
- xiii. Moral Theology
- xiv. Ecclesiastical History

3. Baccalaureate in Sacred Theology (S.T.B.)

The S.T.B. degree provides the student with the opportunity to attain a foundational theological orientation at the graduate level. (please note that everything said in this section is also applicable to the Joint S.T.B./M.Div. degree with the exception of what is said in the description of the Joint Baccalaureate in Sacred Theology (S.T.B.) and Master of Divinity (M.Div.) under h below.

Admission Requirements:

- i. A bachelor's degree from an accredited college or university with a minimum GPA of 2.75.
- ii. An undergraduate foundation in philosophy (18 credits), including courses drawn from among the following areas: History of Philosophy, Logic, Metaphysics, Ethics, Philosophy of God, and Philosophical Anthropology.
- iii. An undergraduate background in theology and religious studies that includes one introductory course in the Old Testament (3 credits) and another introductory course in the New Testament (3 credits).
- iv.. A reading knowledge of Latin.
- v. A completed and signed application form (submitted through the Office of Graduate Admissions (OGA) website..
- vi. A Statement of Purpose: In an essay of 500-700 words, applicants state their purpose in undertaking graduate study in theology and religious studies. The essay also includes the applicant's academic objectives, research interests, and career plans as well as related qualifications, such as, e.g., collegiate activities, professional experience, community involvement, and any other substantial accomplishments not already mentioned on the application form.
- vii. Official Transcripts: Applicants should contact the registrar of every post-secondary school previously attended and request an official transcript be sent directly to the OGA. Transcripts marked "Student Copy" or "Issued to the Student" will not be accepted. Official transcripts must be sent in sealed envelopes with an official university stamp or signature across the seal to ensure confidentiality or sent electronically directly to the OGA. Please note: OGA provisionally accepts Unofficial Transcripts to help complete the application process; however, a Provisional admit hold will be placed on applicant's record, which will prevent the student from obtaining a copy of his or her Catholic University transcript or receiving a Catholic University diploma until it is resolved. Transcripts should show: (a) receipt of a B.A. degree from an accredited institution; (b) the courses completed toward the degree; (c) the grade in each course; and (d) the basis for grading in effect at the institution. Admission to University graduate courses for students completing their final year of undergraduate or graduate degree study at another institution is contingent upon the OGA's receipt of the final transcript from that institution showing the conferral of the degree.

Note: All transcripts issued from outside the United States must be certified by a recognized evaluator of international education records (such as WES or AACRAO), even if the transcripts are in English. Education completed at institutions outside of the United States, as shown by official documents, may be accepted as equivalent to educational experience in the United States subject to this evaluation.

- viii. Three Letters of Recommendation: Submit three confidential letters of recommendation using the electronic form sent from the OGA.. Along with the form, it is highly recommended to include a letter from the recommender. Recommendations should come from former or present college or university instructors and/or employers or supervisors and give evidence of the applicant's personal aptitude for, as well as interest in and motivation for, graduate level work in theology and religious studies.

Applicants to the degree programs of the School of Theology and Religious Studies (STRS) who are seminarians, priests, deacons, or members of religious communities are required to submit a letter of endorsement from their Bishop or Religious Superior (in addition to their three letters of recommendation) with their application. All applicants who will be funded for their studies by a diocese or religious community are required to submit a separate letter from their ecclesiastical superior attesting to this financial support.

- ix. Nonrefundable Application Fee.

- x. An academic writing sample must be submitted.

- xi. International Students: Applicants from non-English speaking nations as well as some from nations where English is one of the official languages whose previous education has not been at institutions of higher education in the United States are required to certify their proficiency in English by submitting scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). A minimum score on the TOEFL of 80 (Internet-based) is required. On the IELTS an overall band score of 6.5 or higher is required.

b. Coursework Requirements: The S.T.B. degree requires 69 credit hours with the following distribution:

- i. Proseminar for New Graduate Ministerial Students (TRS 699A), which is to be taken during the student's first fall semester in the program.
- ii. Foundational credit hours (21): Introduction to Theology (3), Foundations of Christian Moral Life (3), Introduction to Patristic Theology (3), Foundations of Liturgy and Sacramental Theology (3), Pastoral Theology (3), Introduction to the History of Christian Spirituality (3), and Basic Principles of Canon Law (3). Introduction to Theology, Foundations of Christian Moral Life, Foundations of Liturgy and Sacramental Theology, and Pastoral Theology must be taken by S.T.B. students during their first year in the program.
- iii. Systematic Theology credits hours (15) beyond Introduction to Theology, as follows: Theology of God (3), Christian

Anthropology (3), Christology (3), Theology of the Church (3), and Christian Eschatology (3).

iv. Liturgical Studies and Sacramental Theology credit hours (6) beyond the Foundations of Liturgy and Sacramental Theology course to be chosen from the following list: Sacraments of Initiation (3), Eucharist (3), Sacraments of Reconciliation and Anointing (3), and Ordained Ministries (3).

v. Moral Theology credit hours (9) beyond the Foundations of Christian Moral Life course, i.e. Christian Marriage and Family (3), Christian Social Ethics, and (3), Biomedical Ethics (3).

vi. Scripture credit hours (15): Two courses from Old Testament offerings (6), two courses from New Testament offerings (6), and one course chosen from either set of offerings (3). These courses are to be chosen from the following list: Pentateuch; Prophecy in Israel; Psalms; Wisdom Literature; Synoptic Gospels; The Gospel According to John; and Pauline Letters.

vii. Church History credit hours (3): One course chosen from the appropriate offerings in the field.

viii. Students who are candidates for priesthood in the Catholic Church must take 1 course in a non-Catholic ecclesial tradition during their course of studies.

ix. Students must maintain a grade point average of at least 2.75 in their coursework to be eligible for the S.T.B. degree. Students who incur two or more failing grades in formal coursework are subject to academic dismissal.

c. Language Requirements: Students must demonstrate a reading knowledge of Latin. This requirement should be satisfied by the end of the first year of studies in the program. Students may be exempted from this requirement by passing a proficiency test administered online through the Greek and Latin Department. The student should contact the department to arrange for the test between the time of matriculation and the first day of the fall semester. Students with insufficient Latin are required to take one of three options in their first year of studies: 1) LAT 501 (Introduction to Elementary Latin) in the fall semester for three credits; or 2) LAT 501X-LAT 501Y (Introduction to Elementary Latin) in the fall and spring semesters for two credits per semester; or 3) LAT 509 in the summer semester for six credits in either an online or on-campus format. It is highly recommended that students who anticipate proceeding to the STL program take LAT 509 in order to achieve a higher level of Latin reading proficiency. See further below under g. Five-Year S.T.B.-S.T.L. sequence. No other languages are required for the S.T.B. degree.

d. Comprehensive Examination:

i. To qualify for the comprehensive examination, the student must have satisfied the Latin requirement and have a grade point average of 2.75 or above. Awarding of the S.T.B. degree depends on the successful completion of the comprehensive examination.

ii. Usually, students take the comprehensive examination during their sixth semester of study. The subject matter of the examination is material covered in the courses in (a) Systematic and Sacramental Theology; (b) Moral Theology; and (c) Scripture.

iii. The comprehensive exam consists of a three-hour written examination, which will be graded by a total of six STRS faculty members, two from each of the three academic areas mentioned in ii.

iv. In order to pass the comprehensive examination, a student must receive an average grade of 2.5 (on a scale of 0 to 4.0) on the exam.

v. Candidates for the S.T.B. degree may not continue their studies for this degree after failing the comprehensive examination twice.

e. Residency Requirements: The residency requirement for the S.T.B. degree is six semesters of full-time enrollment or the equivalent.

f. Transfer Students:

Students transferring to STRS from another institution may ask to have up to 33 graduate credit hours for work done at their former institutions applied towards their S.T.B. requirements.

Only courses in which the student received a grade of B or higher can be considered for transfer credit.

Transfer students should discuss their transfer of credits questions with The Associate Dean for Graduate Ministerial Studies who will make the final decision about the number of credits that may be transferred.

g. Five-Year S.T.B.-S.T.L. Program:

Students enrolled in the S.T.B. degree program may be able to begin work on requirements towards the S.T.L. degree during their time in the S.T.B. program and then complete their remaining S.T.L. requirements in an additional two years of study in the following areas of concentration: Historical/Systematic Theology, Moral Theology/Ethics, Liturgical/Sacramental Theology, Biblical Theology, and Ecclesiastical History. Because of additional language requirements involved, those pursuing the S.T.B.-S.T.L. sequence in Biblical Theology will require a sixth year of study. Students interested in this option should contact the Associate Dean for Graduate Ministerial Studies by no later than the end of their first year of S.T.B. study to discuss the details of their pursuing this option. In all cases, interested students should likewise be in touch early on during their time in the S.T.B. program with their academic advisors and the Director of the Academic Area in which they intend to concentrate to inform them of their interest and get their advice about best how to proceed.

h. Joint Baccalaureate in Sacred Theology (S.T.B.) and Master of Divinity (M.Div.):

STRS offers both ecclesiastical and civil degrees. The Master of Divinity degree is a civil professional degree, recognized in the United States and Canada by the Association of Theological Schools (ATS). The S.T.B. is a first level graduate ecclesial academic degree. The joint S.T.B./M.Div. degree is designed to integrate ministerial with academic training. Everything said above about the S.T.B. (application procedures, course requirements, etc.) holds for the joint S.T.B./M.Div. except for the following:

1. Candidates for the joint degree are required to take *two* rather than *one* church history courses for a total of six credit hours.
2. **Candidates for the joint degree are required to take 9 credit hours of academic electives** beyond the 69 credit hours of academic theology required for the S.T.B.
3. **Candidates** for the joint degree are required to take 15 credit hours in the Pastoral Theology area beyond the introductory Pastoral Theology course taken also by S.T.B. students. Candidates for the joint degree are ordinarily required to take two semesters of Basic Supervised Ministry or in lieu of this a unit of CPE plus the Advanced Supervised Ministry course.
4. Candidates for the joint degree are required to take 6 credit hours of Ministry Capstone Seminars.
5. Candidates for the joint degree may request to have up to 45 credits from course work done at another institution applied to their S.T.B./M.Div. requirements. The Associate Dean for Gradual Ministerial Studies will make the final decision about how many credit hours may be transferred after consultation with the candidate and those involved in the candidate's academic formation.

5. Licentiate in Sacred Theology (S.T.L.)

The S.T.L. degree program focuses on assisting the student in developing appropriate methods of scientific investigation in theology. The student specializes in one area of theological concentration, produces a thesis in that area, and completes written and oral comprehensive examinations. on a prescribed book list.

a. Admission Requirements:

- i. Possession of the S.T.B. degree from an ecclesiastical university or faculty or a comparable degree with coursework that is equivalent to that required for the S.T.B. at the Catholic University of America (see above section on the S.T.B.) as determined by the Ecclesiastical Degrees Committee (E.D.C.). Such coursework must have been completed with a minimum grade point average of 3.0 and within ten (10) years of the applicant's matriculation into the S.T.L. program.
- ii. A reading knowledge of Latin.
- iii. A completed and Signed Application Form (submitted through the Office of Graduate Admissions (OGA) website.
- iv. A Statement of Purpose: in an essay of 500 to 700 words, applicants state their purpose in undertaking graduate study in theology and religious studies. The essay also includes the applicant's academic objectives, research interests, and career plans as well as related qualifications, such as e.g., collegiate activities, professional experience and community involvement, and any other substantial accomplishments not already mentioned on the application form.
- v. Official Transcripts: Applicants should contact the registrar of every post-secondary school previously attended and request an official transcript be sent directly to the OGA. Transcripts marked "Student Copy" or "Issued to the Student" will not be accepted. Official transcripts must be sent either in sealed envelopes with an official university stamp or signature across the seal to ensure confidentiality or electronically directly to the OGA. Please note: the OGA provisionally accepts Unofficial Transcripts to help complete the application process; however, a Provisional Admit hold will be placed on the applicant's record, which will prevent him or her from obtaining a copy of their Catholic University transcript or receiving their Catholic University diploma until the provision has been lifted. Transcripts should show: (a) receipt of a S.T.B. or equivalent degree (with such equivalency being decided on by the E.D.C.) from an accredited institution; (b) the courses completed toward the degree; (c) the grade in each course; and (d) the basis for grading in effect at the institution. Admission to Catholic University graduate programs for students completing their final year of undergraduate or prior graduate degree study is contingent upon receipt by the OGA of the final transcript showing the conferral of the degree.

Note: All transcripts issued from outside the United States must be certified by a recognized evaluator of international education records (such as WES or AACRAO), even if the transcript is in English.. Education completed at institutions outside of the United States, as shown by official documents, may be accepted as equivalent to academic work done in the United States. subject to

the judgment of the E.D.C.

- vi. Three Letters of Recommendation: Submit three confidential letters of recommendation using the electronic form sent by the OGA.. Along with the form, it is highly recommended to include a letter from the recommender. Recommendations should come from former or present college or university instructors, and/or employers or supervisors and give evidence of the applicant's personal aptitude for, as well as interest in and motivation for, the field of theology and religious studies.
 - vii. Applicants to the degree programs of the School of Theology and Religious Studies (STRS) who are priests, deacons or members of religious communities are required to submit a letter of endorsement from their Bishop or Religious Superior (in addition to their three letters of recommendation) with their application. All applicants who will be funded for their studies by a diocese or religious community are required to submit a separate letter from their ecclesiastical superior attesting to this financial support.
 - viii. Standardized Test Scores: applicants must submit GRE scores or MAT (Miller Analogies Test) scores dated within the last 5 years. The Catholic University of America code for the GRE is 5104.
 - ix. Nonrefundable Application Fee.
 - x. International Students: Applicants from non-English speaking nations and some from nations where English is one of the official languages whose previous education has not been at institutions of higher education in the United States are required to certify their proficiency in English by submitting scores from the Test of English as a Foreign Language (TOEFL), Duolingo Exam, or the International English Language Testing System (IELTS). A minimum score on TOEFL of 92 (Internet - based) is required. On the IELTS an overall band score of 6.5 or higher is required.
 - xi. Writing Sample: Students applying to the S.T.L. program must submit a sample of their academic writing.
 - xii. Conditional Admission: The School may grant conditional admission to those applicants not meeting the above prerequisites. In such cases, the director of the academic area to which the student is applying will decide under what circumstances the conditions will be lifted, usually by assigning prerequisite courses that do not count toward the degree.
 - xiii. Provisional Admission: Students entering their sixth semester of theological study in the S.T.B. program who have obtained permission to delay their S.T.B. comprehensive exams until the scheduled dates may apply for provisional admission to the S.T.L. program, provided that their cumulative S.T.B. GPA is 3.0 or higher.
 - xiv. 14. Please refer to the sections describing the admission requirements for the S.T.L. in the individual academic areas for more details.
- b. **Coursework Requirements:**
- i. Completion of the Pro-Seminar for Doctoral students (TRS 799) which is to be taken in the student's first fall semester in the S.T.L. program.
 - ii. Each S.T.L. student must successfully complete 24 credit hours of coursework at the 700 or 800 level. Eighteen of these required credits must be taken in the student's chosen academic area of concentration, and normally all twenty-four credit hours are to be taken from the course offerings of STRS.
 - iii. Students may take advantage of the offerings of the University in subjects useful for the student's specialization in theology by taking up to 6 credit hours in another school of the University. In each instance the written approvals of the STRS Associate Dean for Graduate Studies and of the Dean or Chair of the other school or department are required.
 - iv. The normal course load for S.T.L. work is 9 hours per semester.
 - v. In addition to the 24 credit hours of coursework, each student must write a thesis. The candidate must register for S.T.L. Thesis Guidance (TRS 696A) for 3 successive semesters, beginning with the second semester of enrollment in the S.T.L. program. The purposes of thesis guidance include: (a) to direct the student to readings pertinent to the student's chosen areas of concentration; (b) help the student prepare a thesis proposal; and (c) guide the student in the writing of the thesis. Comprehensive exams and the thesis must be completed within two years from the completion of coursework.
 - vi. S.T.L. students must maintain a grade point average of 3.0 or higher to remain in good standing. The student must obtain a cumulative grade (derived from the combined average of coursework, thesis, and the comprehensive examination) of 3.0 or higher to earn the S.T.L. degree. To be eligible for acceptance into the S.T.D. program, a student must receive a cumulative grade point average of 3.3 or higher for all S.T.L. work.
 - vii. Please refer to the sections describing S.T.L. coursework requirements in individual academic area degree programs for more details.
- c. **Language Requirements:**
- i. A reading knowledge of Latin. This prerequisite must be satisfied by the end of the student's first fall semester in the program.
 - ii. Demonstration of proficiency in Biblical or Patristic Greek.

- iii. Demonstrated reading proficiency in either French or German. Full-time students must satisfy at least two of the above language requirements by the beginning of their second year of study in the S.T.L. program. . With the agreement of the student's thesis director and subject to the approval of the area faculty, a modern language other than French or German may be substituted to fulfill the modern language requirement if the student's thesis research involves that language to a significant extent.
 - iv. Please refer to the sections describing the S.T.L. language requirements for the individual academic areas and the STRS Policies & Procedures Manual for more details.
- d. **Comprehensive Examination:**
 - i. The student must successfully complete written and oral comprehensive examinations which demonstrate appropriate mastery of the student's chosen area of concentration.
 - ii. Though the norm is for S.T.L. students to take comprehensive examinations only after their thesis is approved, S.T.L. students may take these exams earlier by agreement with their academic advisor and with the area director.
 - iii. The student must have maintained at least a 3.0 cumulative grade point average to qualify to take the comprehensive examinations.
 - iv. The student must have completed all language requirements to qualify to take the comprehensive examinations.
 - v. Students must have had their theses approved in writing by their director and reader before the comprehensives can be scheduled. Comprehensives may not be taken before the midpoint of the final semester of residency.
 - vi. The written comprehensive examination is based on a prescribed list of books in the student's area of concentration. The allotted time for the written examination and the number of questions to be asked on it will be determined by the faculty of the student's area of concentration. The examination will be graded by the director and reader of the thesis plus 1 additional faculty member assigned by the academic area director. The student must receive a passing grade (3.0) on the written comprehensives in order to proceed to the oral comprehensives.
 - vii. The oral examination is 1 hour in duration and will take place before the same examiners who grade the written comprehensives.
 - viii. The oral examination will be graded on a 4.0 scale. The final result will be the average of the scores given by each of the 3 examiners in a secret vote. An average grade of 3.0 is needed to pass.
 - ix. A candidate for the S.T.L. degree may not continue in the program after two failures on the comprehensive examinations.
 - x. Please refer to the sections describing the S.T.L. comprehensive exams in the individual academic areas and the STRS Policies & Procedures Manual for more details.
- e. **Thesis:**
 - i. Each candidate for the S.T.L. degree must write a thesis of 75 to 100 pages (approximately 20,000 to 25,000 words) which demonstrates the ability to proceed further in scientific theological research.
 - ii. The thesis should give evidence of training in research and make a contribution to theological knowledge involving a limited, yet significant, problem of investigation. It must give evidence of the following: (a) familiarity with basic methods and techniques of research; (b) technical mastery of a limited subject matter; and (c) ability to exercise sound theological judgment and to formulate accurate conclusions.
 - iii. The student's thesis proposal must be approved by the director and reader, as well as by the faculty of the student's area of concentration and the E.D.C..
 - iv. Normally, the proposal should be presented to the above parties before the end of the student's first year of residency (i.e., the first semester of thesis guidance).
 - v. STL students enroll in TRS 696A STL Thesis Research beginning in the second semester of their program for a total of three semesters. This course confers full-time status and bills at the equivalent of 1 credit. Once the student deposits and passes the thesis, the student is retroactively enrolled in TRS699CR course for their final semester, and the "grade" of DEP is posted. The 699CR course is worth 9 academic credits but carries no tuition charge (since the student would have already paid tuition through enrollment in the 696A course), the DEP grade does not factor into GPA—but the record of the DEP grade on the student's transcript does confer the 9 credits.
 - vi. The director and the reader signify their approval in writing on the STRS "Final Approval of Thesis" form. A student may not take the comprehensive examinations until such approval has been secured).

- vii. After the student has successfully passed the written and oral comprehensive examination, he or she must deposit the original exemplar of the final form of the thesis in the office of the Vice Provost and Dean of Graduate Studies.
 - viii. Please refer to the sections describing the S.T.L. thesis in the individual academic areas for more details.
- f. **Final Grade:**
- i. The 3 components of the S.T.L. degree program (course work, thesis and comprehensive examinations) are graded on a 4.0 scale.
 - ii. The average of the grades for courses, the average of the two grades for the thesis awarded (by the director and the reader), and the combined average of the final grades for the written and oral comprehensive exams by the 3 examiners will each count as one 1/3 of the grade.
 - iii. A student must obtain an overall 3.0 average for the above three components in order to receive the S.T.L. degree.
 - iv. Please refer to the sections describing the S.T.L. final grade in the individual academic area degrees for more details.
- g. **Residency Requirements:** The residency requirement for the S.T.L. degree is 4 semesters of full-time enrollment or the equivalent.

7. Doctorate in Sacred Theology (S.T.D.)

The S.T.D. is an academic degree conferred only after a candidate with a basic, tested theological foundation (as certified by possession of a S.T.B.) and proven competence in a given area of specialization (as certified by the possession of a S.T.L.) has shown ability for achievement in advanced scholarly research and publication.

a. Admission Requirements:

- i. Possession of the S.T.L. degree from the Catholic University of America or from another ecclesiastical faculty or university, or a graduate degree in theology that demonstrates, in the judgment of the E.D.C., equivalency to the University's S.T.L. requirements. Additional courses for applicants who have received their S.T.L. degree elsewhere may be required of those entering the S.T.D. program.
- ii. A cumulative grade point average of 3.3 or better in S.T.L. or other prior graduate work which has been accepted as equivalent to the S.T.L.
- iii. Students whose previous graduate theological work is in an area of concentration different from the one that is their intended area of concentration for the S.T.D. will be required to take additional courses and/or pass the licentiate comprehensive examinations in their new area of study with a minimum grade of 3.3.
- iv. Applicants who earned their S.T.L. at another university must submit a copy of their S.T.L. thesis along with their application.
- v. A letter of intent stating: (a) the proposed area of concentration; (b) previous studies in that area; and (c) anticipated outcomes of the student's doctoral studies.
- vi. Demonstrated reading proficiency in Latin and Biblical Greek. The applicant should also have a demonstrated reading proficiency in either French or German. (Language Requirements may be satisfied after admission).
- vii. A completed and Signed Application Form (submitted through the OGA website).
- viii. A Statement of Purpose: In an essay of 500 to 700 words, applicants state their purpose in undertaking graduate study in theology and religious studies. The essay also includes the applicant's academic objectives, research interests, and career plans as well as related qualifications, including: collegiate activities, professional experience, community involvement, and any other substantial accomplishments not already mentioned on the application form.
- ix. Official Transcripts: Applicants should contact the registrar of every post-secondary school previously attended and request an official transcript be sent directly to the OGA. Transcripts marked "Student Copy" or "Issued to the Student" will not be accepted. Official transcripts must either be sent in sealed envelopes with an official university stamp or signature across the seal to ensure confidentiality or sent electronically directly to the OGA. Please note: OGA provisionally accepts Unofficial Transcripts to help complete the application process; a Provisional admit hold will be placed on the applicant's record, which will prevent the applicant from obtaining a copy of their Catholic University transcript or receiving their Catholic University diploma until the provision has been lifted. Transcripts should show: (a) receipt of a S.T.L. from an accredited institution; (b) the courses completed toward the degree; and (c) the grade in each course, and (d) the basis for grading in effect at the institution. Admission to University graduate courses for students completing their final year of undergraduate or graduate degree study is contingent upon the receipt of the final transcript showing the conferral of the degree.

Note: All transcripts issued from outside the United States must be certified by a recognized evaluator of international education records (such as WES or AACRAO), even if the transcript(s) is in the English language. Education completed at institutions outside of the United States, as shown by official documents, may be accepted as equivalent to educational experience in the United States.

- x. Three Letters of Recommendation: Submit three confidential letters of recommendation using the electronic form sent from the OGA.. Along with the form, it is highly recommended to include a letter from the recommender. Recommendations should come from former or present college or university instructors, and/or employers or supervisors and give evidence of the applicant's personal aptitude for, as well as interest in and motivation for, the field of theology and religious studies.
 - xi. Applicants to the degree programs of the School of Theology and Religious Studies (STRS) who are priests, deacons or members of religious communities are required to submit a letter of endorsement from their Bishop or Religious Superior (in addition to their three letters of recommendation) with their application. All applicants who will be funded for their studies by a diocese or religious community are required to submit a separate letter from their ecclesiastical superior attesting to this financial support.
 - xii. Standardized Test Scores: applicants must submit GRE scores or MAT (Miller Analogies Test) scores dated within the last 5 years prior to the student's application.. Test scores must be submitted as part of the admission process. The Catholic University of America code for the GRE is 5104.
 - xiii. Nonrefundable Application Fee.
 - xiv. International Students: Applicants from non-English speaking nations and some from nations where English is one of the official languages whose previous education has not been at institutions of higher education in the United States are required to certify their proficiency in English by submitting scores from the Test of English as a Foreign Language (TOEFL), Duolingo Exam, or the International English Language Testing System (IELTS). A minimum score on TOEFL of 92 (Internet- based) is required. On the IELTS an overall band score of 6.5 or higher is required.
 - xv. Writing Sample: Students applying to the S.T.D. program must submit a sample of their academic writing.
 - xvi. Please refer to the sections describing S.T.D. admission requirements in the individual academic areas for more details.
- b. **Language Requirements:**
- i. Demonstrated reading proficiency in Latin, Biblical or Patristic Greek, and one modern language are prerequisites.
 - ii. Any student entering the S.T.D. program without these prerequisites must satisfy them by the end of the first fall semester in the program.
 - iii. Reading proficiency in a second modern language, i.e., French or German, must be demonstrated in accordance with the procedure prescribed by the student's area of concentration.. This is ordinarily to be done during the student's first year of coursework.
 - iv. All language requirements must be satisfied before the student's dissertation proposal is submitted to the area faculty for approval.
 - v. Please refer to the sections describing the S.T.D. language requirements in the individual academic areas for more details..
- c. **Coursework Requirements:**
- i. Completion of the STRS Pro-Seminar for Doctoral students (TRS 799) which is to be taken in the student's first fall semester in the S.T.D. program.
 - ii. 12 credit hours selected from doctoral seminars relevant to the student's area of concentration/proposed research topic are required for the S.T.D. Normally, these will be 800-level courses in the student's academic area. Any course taken to fulfill this requirement must require (or make provision for) a substantial research paper (approximately 25-30 pages).
 - iii. No more than 6 credit hours of coursework in the academic area plus dissertation guidance may be taken during any one of the four semesters of coursework in the S.T.D. program, for a total of 9 semester hours per semester.
 - iv. 4 successive semesters of dissertation guidance over and above the 12 credit hours of doctoral seminars are required. The candidate may choose (or will be assigned) a faculty adviser from among the student's S.T.D. area of concentration upon entering the program. The faculty adviser chosen or assigned may be changed with the approval of the academic area director.
 - v. The student must maintain at least a 3.0 cumulative grade point average to continue in the program.
- d. **Residency:**
- i. Four semesters of residency are required of students whose S.T.L. was not obtained at the Catholic

University of America.

- ii. If the student did complete the S.T.L. at Catholic University of America (or at an institution whose requirements for the S.T.L. are determined to be equivalent to those of Catholic University by the E.D.C.), only two semesters of residency are required, after which the student is required to maintain continuous registration while writing the dissertation.

e. Admission to Candidacy:

- i. To be eligible for admission to candidacy for the S.T.D. degree, the student must have satisfied all language requirements, completed all required coursework, and submitted the "Admit to Candidacy Request Form" found on the STRS website.

f. Dissertation::

- i. Each candidate must prepare and successfully defend a dissertation written under the guidance of a director.
- ii. The dissertation is expected to demonstrate: (a) technical mastery of the subject; (b) the ability to engage in scholarly research; and (c) formulation of conclusions of significance to the academic theological community.
- iii. The format of the dissertation must conform to the guidelines found in the current version of the Dissertation/Thesis Handbook published by the Catholic University of America, which is available online from the Office of Graduate Studies.
- iv. The student's dissertation proposal must be approved in first place by the director and two readers (who are ordinarily faculty members of STRS). Once their approval has been obtained, it must be approved as well by all faculty members of the student's area of concentration, the E.D.C., the STRS Dean and the Associate Provost for Graduate Studies.
- v. Upon completion of the dissertation by the student, the director and the two readers signify their approval in writing. Once this has been done, the director of the dissertation will arrange for the lectio and defense of the dissertation through the STRS office.
- vi. Please refer to the sections describing the S.T.D. dissertation in individual academic area degree programs for more details about procedures for the dissertation proposal in the given area.

g. Lectio coram:

- i. Prior to defense of the doctoral dissertation, the student must pass an oral examination ("lectio") based on the origins, history and contemporary status of the entire area suggested by the topic of the dissertation.
- ii. The student's director and readers will collaborate with the candidate in drafting the proposed topics for the lectio which should have a demonstrable connection with the topic of the dissertation, but not to such an extent that they make the defense of the dissertation superfluous.
- iii. At least one month prior to the defense of the dissertation, the candidate must present a list of five topics related to, but not identical with, the topic of the dissertation, to the director of the dissertation and the two readers who will serve as examiners for the Lectio. Upon their approval of the topics, the topics will be submitted to the Area Director and the Dean for their approval. Five days prior to the scheduled date of the lectio, the Dean will notify the members of the examining board which of the proposed topics will be the subject matter of the lectio. Twenty-four hours prior to the examination, the area director will notify the candidate about the topic for the lectio.
- iv. The candidate prepares and delivers a 25-minute lecture on the assigned topic. The candidate may use a one-page outline as lecture notes to guide the presentation. If the lectio presentation includes commentary on a text or texts, then the candidate may use that material in the presentation as well.
- v. The candidate's director will serve as chair for the lectio. The time for questioning of the candidate (30 minutes in total) will be allotted among the members of the examining board, as they determine. Each examiner will give a secret grade, and the final grade for the lectio will be the average of their three grades.
- vi. The grading system for the lectio is as follows:
 - 3.75 or above: Excellent
 - 3.5 or above: Outstanding
 - 3.25 or above: Superior
 - 2.5 or above: Pass
- vii. A grade below 2.5 is a failure. A candidate who fails the lectio will not be permitted to proceed to the defense of the dissertation. The area director, in consultation with the dissertation director, will determine when the lectio may be repeated; ordinarily, a new lectio, with new topics, should not be

scheduled earlier than a month after the initial lectio. A second failure means that the candidate is no longer eligible for the S.T.D. degree.

- viii. Please refer to the sections below concerning the S.T.D.. in the individual academic areas for more detailed information concerning the administration of the lectio in the given area.

h. Defense of the Dissertation:

- i. When the members of the dissertation committee have received the dissertation in final written form, the area director will ask them to submit within twenty-one class days a simple affirmative or negative judgment as to whether the dissertation is ready for defense. In signifying that the dissertation is "ready for defense," members of the dissertation committee may still require or recommend further emendations to the dissertation.
- ii. The examination board for the defense shall include two faculty members from outside STRS who will serve as chair and secretary respectively for the examination. At the defense, the candidate will first present a summary of the dissertation, giving particular attention to the *status quaestionis*, the method and primary sources used, and the principle conclusions of the research. For this presentation, the candidate may refer to a copy of the dissertation, but may not use other notes.
- iii. Each member of the five-person examining board will be given time to question the candidate on the dissertation. Time will be allotted to the members as determined by the board, but the entire examination should not exceed two hours, not be shorter than one hour and thirty minutes.
- iv. At the end of the defense, the dissertation itself will be graded by the three members of the dissertation committee, after which the oral defense will be graded by all five members of the examining board. The votes will be taken in secret and supervised by the chair of the board. The final grade in each case is the average of the grades given by all those voting. The grading system will be the same as that used for the lectio (see g. vi above)
- v. A candidate who fails the defense examination must obtain the permission of the Dean to retake the examination. A candidate will not be permitted to retake the examination until at least one semester or an equivalent period of time has elapsed since the date of the failure. A candidate who fails a second time in the defense examination ceases to be a candidate for the S.T.D.
- vi. After the defense, the dissertation shall be returned to the candidate with the corrections that the director and/ or the readers consider necessary or advisable. The candidate must incorporate the required corrections-- while the recommended corrections may be incorporated at the discretion of the student-- and submit the revised version to the director who is to ensure that all required corrections have been properly made before the student deposits the dissertation with the University.
- vii. Please refer to the section of these announcements dealing with the S.T.D. in the individual areas for further details about the defense of the dissertation in the given area.

i. Final Grade for the S.T.D. Degree:

- i. To be eligible for the degree, a candidate must obtain a 3.3 average in coursework and in both the lectio and the dissertation defense.
- ii. The final grade for the degree will be computed as follows:
 - 30% Course Work
 - 50% Dissertation
 - 10% Lectio
 - 10% Defense

Civil Degrees

1. Description

The following description of the M.A. and Ph.D. programs in the School of Theology and Religious Studies (STRS) provides a general outline of these degree programs across the School. Please refer to the sections describing the degree requirements in individual academic areas for more detail.

2. Degrees Offered: Civil Degrees

a. Master of Arts (M.A.)

- i. Biblical Studies
- ii. Catechetics
- iii. Church History
- iv. Historical and Systematic Theology
- v. Liturgical Studies / Sacramental Theology
- vi. Moral Theology and Ethics
- vii. Religion and Culture

b. Doctor of Philosophy (Ph.D.)

- i. Biblical Studies
- ii. Catechetics
- iii. Church History
- iv. Historical Theology
- v. Systematic Theology
- vi. Liturgical Studies / Sacramental Theology
- vii. Moral Theology and Ethics
- viii. Religion and Culture

3. Master of Arts (M.A.)

The M.A. program introduces the student to scholarship and research in a selected area of theology and religious studies. The goal of the program is to help the student develop critical literacy in the chosen area. The M.A. program promotes a broad and solid grounding in the various academic areas while also allowing for a measure of concentration according to personal preference. The degree program provides a thorough and rigorous foundation for further graduate studies and appropriate theological training for ministerial preparation.

a. Admission Requirements

- i. A B.A. degree from an accredited college or university.
- ii. Superior achievement, appropriate preparation, and the ability to pursue graduate work as indicated by official transcripts from previous institutions of study.
- iii. A completed and signed application form (submitted through the Office of Graduate Admissions website).
- iv. A Statement of Purpose: In an essay of 500-700 words, applicants state their purpose in undertaking graduate study in theology and religious studies. The essay also includes the applicant's academic objectives, research interests, and career plans as well as related qualifications, including: collegiate activities, professional experience, community involvement, and any other substantial accomplishments not already mentioned on the application form.
- v. Official Transcripts: Applicants should contact the registrar of every post-secondary school previously attended and request an official transcript be sent directly to the Office of Graduate Admissions (OGA). The University also accepts transcripts which are sent electronically from a former institution. Please note: OGA provisionally accepts Unofficial Transcripts to help complete the application process; a Provisional admit hold will be placed on the applicant's record, which will prevent them from obtaining a copy of their transcript or receive their diploma. Enrollment in university graduate courses for students completing their final year of undergraduate or graduate degree study is contingent upon the receipt of the final transcript showing the conferral of the degree.

Note: All transcripts issued from outside the United States must be certified by a recognized evaluator of international education records (such as WES or AACRAO), even if in the English language. Education completed at institutions outside of the United States, as shown by official documents, may be accepted as equivalent to educational experience in the United States.

- vi. Three Letters of Recommendation: Submit three confidential letters of recommendation using the electronic form sent from the Office of Graduate Admission. Along with the form, it is highly recommended to include a letter from the recommender. Recommendations should come from former or present college or university instructors giving evidence of personal aptitude for, as well as interest in and motivation for, the field of theology and religious studies.
- vii. Applicants to the degree programs of the School of Theology and Religious Studies (STRS) who are priests, deacons or members of religious communities are required to submit a letter of endorsement from their Bishop or Religious Superior (in addition to their three letters of recommendation) with their application. All applicants who will be funded for their studies by a diocese or religious community are required to submit a separate letter from their superior attesting to this financial support.
- viii. Nonrefundable Application Fee.
- ix. An academic writing sample must be submitted.
- x. International Students: Applicants from non-English speaking nations and some from nations where English is one of the official languages whose previous education has not been at institutions of higher education in the United States are required to certify their proficiency in English by submitting scores from the Test of English as a Foreign Language (TOEFL), Duolingo Exam, or the International English Language Testing System (IELTS). A minimum score on the TOEFL of 92 (Internet-based) is expected. On the IELTS an overall band score of 6.5 or higher is required.

- xi. The admission process is handled through the Office of Graduate Admissions (OGA). Please contact OGA with any questions you may have regarding the admission process 202-319-5057.

b. Coursework Requirements

- i. If the academic area determines that a student requires additional preparation, he/she may be required to take prerequisite courses which do not count towards the degree program.
- ii. The M.A. program requires a minimum of 30 credit hours of coursework, including either a thesis (6 credit hours) or 2 major research papers. Consult the M.A. programs of your academic area for their specific coursework requirements.
- iii. All M.A. students are required to complete EITHER 2 research papers OR 1 thesis. Please see below for more detailed information:
- iv. **Research Paper Option:** M.A. students writing 2 research papers are reminded that 1 paper must show familiarity with pertinent works in either an ancient or modern foreign language.
- v. **Thesis Option:** M.A. students who choose to write a thesis must register for 2 semesters of M.A. Thesis Guidance. The thesis itself should demonstrate the following: a) the student's ability to do research by making a modest contribution to knowledge involving a limited but significant topic of investigation; b) demonstrate the student's familiarity with basic methods of research; c) mastery of the limited subject matter; d) ability to exercise sound judgments involving analysis comparison and/or criticism; and e) the capacity to draw appropriate and accurate conclusions. The length of the thesis is primarily governed by the nature of the subject matter and the research involved but ordinarily should be 75-100 pages. Students should consult their advisor and/or Academic Area Director for more information.
- vi. M.A. students must maintain a minimum grade point average of 3.0 to remain in good standing in the program. A student wishing to be considered for advancement into doctoral study should maintain a GPA of 3.3 or higher.
- vii. STRS accepts up to 6 transfer credits at the M.A. level as deemed appropriate by the area director and the Associate Dean of Graduate Studies.
- viii. Please refer to the sections describing the coursework requirements in individual academic areas for more details.

c. Language Requirements

- i. M.A. students must demonstrate proficiency in a foreign language (ordinarily in French, German, or Spanish), as determined by the student's academic area. Full-time students must satisfy languages requirements by the beginning of their second year of study.
- ii. Please refer to the sections describing language requirements in individual academic area degree programs and the school Policies & Procedures Manual for more details.

d. Comprehensive Examination:

- i. The M.A. comprehensive examination is written and administered on two successive days.
- ii. The M.A. comprehensive examination is normally taken in the last semester of coursework, on the dates set by the School.
- iii. In most academic areas of study, a reading list is provided to assist the student's preparation.
- iv. The examination may be repeated once in the case of failure. Students should consult with their advisors in arranging for the examination.
- v. Please refer to the sections describing comprehensive exam requirements in individual academic areas for more details

- e. **Residency Requirements:** The M.A. program requires at least one year of residency.

4. Doctor of Philosophy (Ph.D.)

In keeping with the University's role as a major Catholic research institution, the Doctor of Philosophy degree program is designed to prepare students for careers as scholars and teachers, and for service to the Church. To this end, it combines rigorous study and research with training in languages and the possibility of mentored teaching practice in order to provide a complete program of professional preparation.

a. Admission Requirements:

- i. An M.A. degree in a relevant area of study from an accredited university or seminary.
- ii. Superior achievement, appropriate preparation, and the ability to pursue advanced graduate work, as indicated by official transcripts from previous institutions of study.
- iii. A completed and Signed Application Form (submitted through the Office of Graduate Admissions

- website).
- iv. A Statement of Purpose: In an essay of 500 to 700 words, applicants state their purpose in undertaking graduate study in theology and religious studies. The essay also includes the applicant's academic objectives, research interests, and career plans as well as related qualifications, including: collegiate activities, language proficiencies, professional experience and community involvement, and any other substantial accomplishments not already mentioned on the application form. Finally, state the reason you believe STRS can help you achieve your objectives.
 - v. Official Transcripts: Applicants should contact the registrar of every school previously attended and request an official transcript be sent directly to the Office of Graduate Admissions (OGA). The University also accepts transcripts which are sent electronically from a former institution. Please note: OGA provisionally accepts Unofficial Transcripts to help complete the application process; however, a provisional admit hold will be placed on the applicant's record, which will prevent students from obtaining a copy of their transcript or receiving their diploma. Enrollment in university graduate courses for students completing their final year of a graduate degree study is contingent upon the receipt of the final transcript showing the conferral of the degree.

Note: All transcripts issued from outside the United must be certified by a recognized evaluator of international education records (such as WES or AACRAO), even if in the English language. Education completed at institutions outside of the United States, as shown by official documents, may be accepted as equivalent to educational experience in the United States.

- vi. Three Letters of Recommendation: Submit the three letters of recommendation using the electronic form sent from the Office of Graduate Admission. Along with the form it is highly recommended to include a letter from the recommender. Recommendations should come from former or present college or university instructors giving evidence of personal aptitude for, as well as interest in and motivation for, the field of theology and religious studies.

Applicants to the degree programs of the School of Theology and Religious Studies (STRS) who are priests, deacons or members of religious communities are required to submit a letter of endorsement from their Bishop or Religious Superior (in addition to their three letters of recommendation) with their application. All applicants who will be funded for their studies by a diocese or religious community are required to submit a separate letter from their superior attesting to this financial support.

- vii. Standardized Test Scores: applicants must submit GRE scores or MAT (Miller Analogies Test) scores dated within the last five years. If applying for University scholarships, you must submit GRE scores from within the last five years. Test scores and all other required application materials must be received by the University no later than January 8. The Catholic University of America code for the GRE is 5104).
- viii. Nonrefundable Application Fee.
- ix. International Students: Applicants from non-English speaking nations and some from nations where English is one of the official languages whose previous education has not been at institutions of higher education in the United States are required to certify their proficiency in English by submitting scores from the Test of English as a Foreign Language (TOEFL), Duolingo Exam, or the International English Language Testing System (IELTS). A minimum score on TOEFL of 92 (Internet - based) is expected. On the IELTS an overall band score of 6.5 or higher is required.
- x. Writing Sample: for those students applying to a Ph.D. program a writing sample is required unless they earned their M.A. in the school.

b. Coursework Requirements

- i. If the academic area determines that a student requires additional preparation, he/she may be required to take prerequisite courses which do not count towards the degree program.
- ii. At least 30 credit hours of coursework are required beyond the M.A. degree.
- iii. All Ph.D. students must take the Proseminar TRS 799 during their first semester.
- iv. All Ph.D. students are required to take at least 4 doctoral seminars. The student is required to write a research paper for each doctoral seminar. Please note: if the student has received his/her M.A. at the Catholic University of American only 3 research papers are required.
- v. Ph.D. students must maintain a minimum 3.3 grade point average to remain in good standing. Recipients of School scholarships must maintain a minimum GPA of 3.4. Students who fall below the

- minimum GPA will be put on academic probation for one semester, and dismissed if they fail to meet the minimum by the end of that semester.
- vi. STRS accepts up to 24 transfer credit hours at the Ph.D. level as is deemed appropriate by the area director and the Associate Dean of Graduate Studies.
 - vii. Please refer to the sections describing coursework requirements in individual academic area degree programs for more details
- c. **Language Requirements:** All degree programs require demonstrated proficiency in a minimum of 2 languages for graduation. Ordinarily these will be French and German. Full-time students must satisfy at least two languages requirements by the beginning of their second year of study. The specific language requirements for Ph.D. students are set forth in the degree program descriptions of the individual academic areas and the school Policies & Procedures Manual.
- d. **Comprehensive Examinations:**
- i. Ph.D. students will be required to complete written comprehensive exams within the various academic areas given over the course of three days in at least three distinct areas of study.
 - ii. Each academic area director, in collaboration with appropriate faculty and the Dean, will determine the modality of comprehensive exams.
 - iii. Individual academic areas may require an oral examination.
 - iv. The purposes of the comprehensive examination include: a) examining the student's knowledge acquired within coursework; b) providing students with the opportunity to study areas not touched upon by coursework; c) deepening knowledge of areas already studied; and d) synthesizing and interrelating areas of theological knowledge.
 - v. Those students who pass their comprehensive examinations will be awarded a Master of Philosophy (M.Phil.) degree in course. The M.Phil. degree will be automatically conferred upon approval of the Academic Senate. Those students who wish to receive a diploma and to participate in the Commencement exercises in the Spring semester must apply for graduation via Cardinal Station.
 - vi. Students must register for either TRS 998A or 998B to sit for comprehensive examinations. Students must be registered for the semester in which the exam is to be taken. Students can only register for comprehensive exams twice. A student must request special permission from the Associate Dean of Graduate Studies to register for comprehensive exam more than twice.
 - vii. Please refer to the sections describing comprehensive exams in individual academic areas for more details.
 - viii. The M.Phil. degree is awarded to all Ph.D. students upon successful completion of comprehensive exams.
- e. **Dissertation:** Within 5 years a student defends a dissertation according to School policies and University procedures. A student may request a 1 year extension with cause.
- f. **Residency Requirements:** A minimum of 4 semesters of full-time residence is required.

5. Pastoral Degrees

- a. **Description of Pastoral Degrees:** The goal of the various pastoral degrees is to prepare students for ordination in the Catholic Church or for lay ecclesial ministry through a coordinated program of courses in academic subjects, pastoral skills, and supervised ministry or internships. These degrees fall within three academic areas in the School of Theology and Religious Studies (STRS).
- b. **Degrees Offered:**
- i. Master of Catechesis (M.Cat.) (Catechetics Academic Area)
 - ii. Master of Divinity (M.Div.) (Pastoral Studies Academic Area)
 - iii. Master of Divinity (M.Div.) 72-credit option (Pastoral Studies Academic Area)
 - iv. Master of Divinity (M.Div.) in Hispanic Ministry (M.Div. Hispanic Ministry) (Pastoral Studies Academic Area)
 - v. Doctor of Ministry (D.Min.)
 1. Liturgical Catechesis (Catechetics Academic Area)
 2. New Evangelization (Pastoral Studies Academic Area)
 3. Spirituality (Pastoral Studies Academic Area)
 4. Seminary Formation (Pastoral Studies Academic Area)

6. Master of Catechesis (M.Cat.)

The Master of Catechesis degree (M.Cat.) is a professional degree. The purpose of the M.Cat. is to prepare students to be practitioners in the field of catechesis, for "handing on" the Christian tradition. The M.Cat. has two tracks: on campus and blended online.

a. Admission Requirements:

- i. An appropriate B.A. degree. For more details, see the Catechetics Academic Area.
- ii. A completed and signed application form (submitted through the Office of Graduate Admissions website).
- iii. A Statement of Purpose: In an essay of 500-700 words, the applicant should write an essay on his/her call to pastoral ministry.
- iv. Official Transcripts: Applicants should contact the registrar of every post-secondary school previously attended and request an official transcript be sent directly to the Office of Graduate Admissions. Transcripts marked "Student Copy" or "Issued to the Student" cannot be accepted. Official transcripts must be sent in sealed envelopes with an official university stamp or signature across the seal to ensure confidentiality. Transcripts should show: (a) receipt of a bachelor's degree from an accredited institution; (b) the courses completed toward the degree; (c) the grade in each course; and (d) the basis for grading in effect at the institution.
- v. Admission to University graduate courses for applicants completing their final year of undergraduate or graduate degree study is contingent upon the receipt of the final transcript showing the conferral of the degree.

Note: All transcripts issued from outside the United must be certified by a recognized evaluator of international education records (such as WES or AACRAO), even if in the English language. Education completed at institutions outside of the United States, as shown by official documents, may be accepted as equivalent to educational experience in the United States.

- vi. Three Letters of Recommendation: Submit three confidential letters of recommendation. One recommendation must come from someone who knows the applicant's ability to be a pastoral minister and at least one recommendation must come from former instructors who can address the applicant's ability to complete graduate level coursework.
- vii. Applicants to the degree programs of the School of Theology and Religious Studies (STRS) who are priests, deacons or members of religious communities are required to submit a letter of endorsement from their Bishop or Religious Superior (in addition to their three letters of recommendation) with their application. All applicants who will be funded for their studies by a diocese or religious community are required to submit a separate letter from their superior attesting to this financial support.
- viii. Nonrefundable Application Fee.
- ix. International Students: Applicants from non-English speaking nations and some from nations where English is one of the official languages whose previous education has not been at institutions of higher education in the United States are required to certify their proficiency in English by submitting scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). A minimum score on the TOEFL of 80 (Internet - based) is required. On the IELTS an overall band score of 6.5 or higher is required.

b. Coursework Requirements:

- i. 30 graduate credit hours of coursework and 6 credit hours of a supervised internship/ministry project guidance.
- ii. Students must maintain a 3.0 or above GPA. Students who incur a failing grade in formal online coursework which places their GPA below 3.0 are subject to academic dismissal. Students who incur two or more failing grades in campus program are subject to academic dismissal.
- iii. Students will design a ministry project after 18 hours of coursework and write a 20-25 page report on the project to be placed in the student's file.
- iv. Students will prepare a professional portfolio.
- v. Students must maintain continuous enrollment.
- vi. Please refer to the Catechetics academic area "Coursework: Master of Catechesis (M.Cat.)" for more information on the On Campus and Online Tracks offered

c. Foreign Language Requirements: There are no foreign language requirements for this degree

- d. **Comprehensive Examinations:** No comprehensive examinations are required for this degree.

7. Master of Divinity (M.Div. in Catholic Theology): 90-Credit Ordination Track

Since the Master of Divinity (M.Div.) is a first professional degree, the purpose of this program is to foster basic theological understanding and to develop initial pastoral competence on the part of students preparing for ministry. The M.Div. curriculum involves an in-depth study of the Christian, especially the Roman Catholic, theological tradition, pastoral skills, and a supervised practice of ministry. This track is designed to meet most additional ordination requirements for seminarians preparing for the Roman Catholic priesthood. Those not preparing for ordained ministry in the Catholic Church may also enroll in this degree.

a. Admission Requirements:

- i. A bachelor's degree from an accredited college or university.
- ii. An undergraduate foundation in philosophy consisting of a minimum of 12 credit hours drawn from among the following areas: History of Philosophy, Logic, Metaphysics, Ethics, Philosophy of God, and Philosophical Anthropology.
- iii. An undergraduate introduction to Old Testament and an Introduction to New Testament literature.
- iv. A reading knowledge of Latin (see below for further information).
- v. A completed and signed Application Form (submitted through the Office of Graduate Admissions website).
- vi. Statement of Purpose: in an essay of 500 to 700 words, applicants state their purpose in undertaking graduate study in theology and religious studies. The essay also includes the applicant's academic objectives, research interests, and career plans as well as related qualifications, including: collegiate, professional and community activities, and any other substantial accomplishments not already mentioned on the application form.
- vii. Official Transcripts: Applicants should contact the registrar of every post-secondary school previously attended and request an official transcript be sent directly to the Office of Graduate Admissions. Transcripts marked "Student Copy" or "Issued to a Student" cannot be accepted. Official transcripts must be sent in sealed envelopes with an official university stamp or signature across the seal to ensure confidentiality. Transcripts should show: (a) receipt of a bachelor's degree from an accredited institution; (b) the courses completed toward the degree; (c) the grade in each course; and (d) the basis for grading in effect at the institution. Admission to University graduate courses for applicants completing their final year of undergraduate or graduate degree study is contingent upon the receipt of the final transcript showing the conferral of the degree.

Note: All transcripts issued from outside the United States must be certified by a recognized evaluator of international education records (such as WES or AACRAO), even if in the English language. Education completed at institutions outside of the United States, as shown by official documents, may be accepted as equivalent to educational experience in the United States.

- viii. Three letters of recommendation: Submit three confidential letters of recommendation using the electronic form sent from the Office of Graduate Admission. Along with the form, it is highly recommended to include a letter from the recommender. Recommendations should come from former or present college or university instructors, and/or employers or supervisors and give evidence of the applicant's personal aptitude for, as well as interest in and motivation for, the field of theology and pastoral studies.
- ix. Applicants to the degree programs of the School of Theology and Religious Studies (STRS) who are priests, deacons, seminarians, or members of religious communities are required to submit a letter of endorsement from their Bishop or Religious Superior (in addition to their three letters of recommendation) with their application. All applicants who will be funded for their studies by a diocese or religious community are required to submit a separate letter from their superior attesting to this financial support.
- x. Nonrefundable Application Fee.
- xi. International Students: Applicants from non-English speaking nations and some from nations where English is one of the official languages whose previous education has not been at institutions of higher education in the United States are required to certify their proficiency in English by submitting scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). A minimum score on TOEFL of 80 (Internet-based) is required. On the IELTS an overall band score of 6.5 or higher is required. Another option is Duolingo with a minimum score of 105.
- xii. Writing Sample: For those applicants applying to the M.Div. program, it is highly recommended although NOT required to submit a writing sample with the application.

b. Coursework Requirements:

- i. The M.Div. ordination track degree requires a minimum of 90 credit hours of graduate courses.
- ii. Credit hours are distributed as follows: Systematic Theology (18), Moral Theology (12), Biblical Studies (12), 3 credits each in Canon Law, Church History, Liturgical Studies, and Spirituality (12) as well as academic electives (12), Pastoral Studies (18), and two ministry capstone seminars (6). All M.Div. students are ordinarily required to take six credits of Basic Supervised Ministry as part of their pastoral studies courses. In lieu of Basic Supervised Ministry, students may complete a certified C.P.E. unit and take Advanced Supervised Ministry.
- iii. Foundational credit hours (18): Introduction to Theology (3), Foundations of Christian Moral Life (3), Foundations of Liturgy and Sacramental Theology (3), Pastoral Theology (3), Introduction to the History of Christian Spirituality (3), Basic Principles of Canon Law (3). Introduction to Theology, Foundations of Liturgy and Sacramental Theology, Foundations of Christian Moral Life, and Pastoral Theology must be taken by M.Div. students during their first year in the program.
- iv. Beyond the required pastoral studies courses, Pastoral Theology (TRS656), Basic Supervised Ministry I (TRS652A) and Basic Supervised Ministry II (TRS652B), (or C.P.E. and Advanced Supervised Ministry), seminarians fulfill their remaining pastoral studies electives from among the following courses: one preaching course (i.e., Introduction to Liturgical Preaching) and two specialized ministry courses (e.g., catechetics, pastoral counseling, spiritual direction, Hispanic ministry, mystagogical preaching, etc.).
- v. The two capstone seminars. The Art of Pastoral Leadership (TRS 657A) and Pastoral Leadership: Reflection, Evaluation, and Integration (TRS657B), are required.
- vi. The following courses do not count towards the required courses in pastoral studies in STRS: CPE, (unless it is affiliated with Advanced Supervised Ministry (TRS652G) to fulfill the Basic Supervised Ministry requirement), Extended Pastoral Supervision (TRS652C), Supervised Ministry for Religious (TRS652D), Carmelite Supervised Ministry Internship, Part I (TRS652E), and Carmelite Supervised Ministry Internship, Part II (TRS652F).
- vii. At least one course must be taken in a non-Roman Catholic ecclesial tradition through the offerings of the Washington Theological Consortium by all M.Div. students who are candidates for the Catholic priesthood.
- viii. All students entering the program must take the following courses in their first fall semester: TRS 699A: Proseminar for New Graduate Ministerial Students, TRS 660A: Introduction to Theology, TRS 630A: Foundations of Christian Moral Life, and LAT 501 or LAT 501X-Y: Elementary Latin for Graduate Students (unless fulfilled as a prerequisite or by passing an examination at the beginning of the semester). Students matriculating without an undergraduate course in both the Old and New Testament must take TRS 504A: Introduction to the Old Testament and TRS 504B: Introduction to the New Testament in the first year of studies. The Synoptic Gospels (TRS607) is a prerequisite for the introductory course in homiletics and is recommended in the first year of or the second year of studies for those who need to fulfill prerequisite scripture courses in their first year.
- ix. According to University regulations, the normal course load for graduate students is 12 credit hours per semester; the minimum load for full-time graduate students is eight credit hours. To facilitate fulfillment of prerequisites for the M.Div. program, a student is permitted to enroll for a maximum of 15 credit hours if he or she has a grade point average of 3.0 or higher or receives permission from the Associate Dean for Graduate Ministerial Studies.
- x. Students entering with the requisite background can complete the M.Div. program within three years.
- xi. The ministry seminars are designed to be the primary aid in achieving an integration of the theoretical and practical aspects of the program. Because the nature of the seminar is to integrate pastorally what the student has learned academically, the seminars should be taken during the student's last three semesters in the program.
- xii. Students must maintain a grade point average of at least 2.75 in their coursework to be eligible for the M.Div. degree.
- xiii. Students who incur two or more failing grades in formal coursework are subject to academic dismissal.

c. Language Requirements:

- i. Students are expected to have a reading knowledge of Latin. Since Latin is considered a prerequisite, the requirement must be satisfied by the end of the first fall semester in the program. Students may be exempted from this requirement by passing a proficiency test administered online through the Greek and Latin Department. The student should contact the department to arrange for the test between the time of matriculation and the first day of the fall semester. Students with insufficient Latin are required to take one of three options in their first year of studies: 1) LAT 501 (Introduction to Elementary Latin) in the fall semester for three credits; or 2) LAT 501X-LAT 501Y (Introduction to

- Elementary Latin) in the fall and spring semesters for two credits per semester; or 3) LAT 509 in the summer semester for six credits in either an online or on-campus format.
 - ii. No other foreign language requirements are required for this degree unless the student opts for the Hispanic Ministry specialization (see below).
- d. **Comprehensive Examinations:** No comprehensive examinations are required for this degree.
- e. **Residency Requirements:** Six semesters of full-time enrollment or the equivalent.

8. Master of Divinity (M.Div.)-72 Credit Non-Ordination Track

Since the Master of Divinity (M.Div.) is a first professional degree, the purpose of this program is to foster basic theological understanding and to develop initial pastoral competence on the part of students preparing for ministry. The M.Div. curriculum involves an in-depth study of the Christian, especially the Roman Catholic, theological tradition, pastoral skills, and a supervised practice of ministry. This track is designed to prepare lay students and members of religious communities who are not on an ordination track for pastoral ministry.

- a. **Admission Requirements:**
 - i. A bachelor's degree from an accredited college or university.
 - ii. An undergraduate foundation in philosophy consisting of a minimum of 12 credit hours drawn from among the following areas: History of Philosophy, Logic, Metaphysics, Ethics, Philosophy of God, and Philosophical Anthropology.
 - iii. An undergraduate introduction to Old Testament and an Introduction to New Testament literature.
 - iv. A reading knowledge of Latin (see below for further information).
 - v. A completed and signed Application Form (submitted through the Office of Graduate Admissions website).
 - vi. Statement of Purpose: in an essay of 500 to 700 words, applicants state their purpose in undertaking graduate study in theology and religious studies. The essay also includes the applicant's academic objectives, research interests, and career plans as well as related qualifications, including: collegiate, professional and community activities, and any other substantial accomplishments not already mentioned on the application form.
 - vii. Official Transcripts: Applicants should contact the registrar of every post-secondary school previously attended and request an official transcript be sent directly to the Office of Graduate Admissions. Transcripts marked "Student Copy" or "Issued to a Student" cannot be accepted. Official transcripts must be sent in sealed envelopes with an official university stamp or signature across the seal to ensure confidentiality. Transcripts should show: (a) receipt of a bachelor's degree from an accredited institution; (b) the courses completed toward the degree; (c) the grade in each course; and (d) the basis for grading in effect at the institution. Admission to University graduate courses for applicants completing their final year of undergraduate or graduate degree study is contingent upon the receipt of the final transcript showing the conferral of the degree.

Note: All transcripts issued from outside the United must be certified by a recognized evaluator of international education records (such as WES or AACRAO), even if in the English language. Education completed at institutions outside of the United States, as shown by official documents, may be accepted as equivalent to educational experience in the United States.

- viii. Three letters of recommendation: Submit three confidential letters of recommendation using the electronic form sent from the Office of Graduate Admission. Along with the form, it is highly recommended to include a letter from the recommender. Recommendations should come from former or present college or university instructors, and/or employers or supervisors and give evidence of the applicant's personal aptitude for, as well as interest in and motivation for, the field of theology and pastoral studies.
- ix. Applicants to the degree programs of the School of Theology and Religious Studies (STRS) who are priests, deacons, seminarians, or members of religious communities are required to submit a letter of endorsement from their Bishop or Religious Superior (in addition to their three letters of recommendation) with their application. All applicants who will be funded for their studies by a diocese or religious community are required to submit a separate letter from their superior attesting to this financial support.
- x. Nonrefundable Application Fee.
- xi. International Students: Applicants from non-English speaking nations and some from nations where

English is one of the official languages whose previous education has not been at institutions of higher education in the United States are required to certify their proficiency in English by submitting scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). A minimum score on TOEFL of 80 (Internet- based) is required. On the IELTS an overall band score of 6.5 or higher is required.

- xii. 11. Writing Sample: For those applicants applying to the M.Div. program, it is highly recommended although NOT required to submit a writing sample with the application.

b. Coursework Requirements:

- i. This option of the M.Div. degree requires a minimum of 72 credit hours of graduate courses.
- ii. Credit hours are distributed as follows: Systematic Theology (12), Moral Theology (9), Biblical Studies (9), Church History (6), Liturgical/Sacramental Theology (6), Canon Law (3), Spirituality (3), Pastoral Studies (18), and two ministry capstone seminars (6). All M.Div. students are ordinarily required to take six credits of Basic Supervised Ministry as part of their pastoral studies courses. In lieu of Basic Supervised Ministry, students may complete a certified C.P.E. unit and take Advanced Supervised Ministry.
- iii. Foundational credit hours (18): Introduction to Theology (3), Foundations of Christian Moral Life (3), Foundations of Liturgy and Sacramental Theology (3), Pastoral Theology (3), Introduction to the History of Christian Spirituality (3), Basic Principles of Canon Law (3). Introduction to Theology, Foundations of Liturgy and Sacramental Theology, Foundations of Christian Moral Life, and Pastoral Theology must be taken by M.Div. students during their first year in the program.
- iv. Beyond the required pastoral studies courses, Pastoral Theology (TRS656), Basic Supervised Ministry I (TRS652A) and Basic Supervised Ministry II (TRS652B), (or C.P.E. and Advanced Supervised Ministry), students fulfill their remaining pastoral studies electives from among the offerings in STRS.
- v. The two capstone seminars. The Art of Pastoral Leadership (TRS 657A) and Pastoral Leadership: Reflection, Evaluation, and Integration (TRS657B), are required.
- vi. The following courses do not count towards the required courses in pastoral studies in STRS: CPE, (unless it is affiliated with Advanced Supervised Ministry (TRS652G) to fulfill the Basic Supervised Ministry requirement), Extended Pastoral Supervision (TRS652C), Supervised Ministry for Religious (TRS652D), Carmelite Supervised Ministry Internship, Part I
- vii. All students entering the program must take the following courses in their first fall semester: TRS 699A: Proseminar for New Graduate Ministerial Students, TRS 660A: Introduction to Theology, TRS 630A: Foundations of Christian Moral Life, and LAT 501: Elementary Latin for Graduate Students (unless fulfilled as a prerequisite or by passing an examination at the beginning of the semester). Students matriculating without an undergraduate course in both the Old and New Testament must take TRS 504A: Introduction to the Old Testament and TRS 504B: Introduction to the New Testament in the first year of studies.
- viii. According to University regulations, the normal course load for graduate students is 12 credit hours per semester; the minimum load for full-time graduate students is eight credit hours. To facilitate fulfillment of prerequisites for the M.Div. program, a student is permitted to enroll for a maximum of 15 credit hours if he or she has a grade point average of 3.0 or higher or receives permission from the Associate Dean for Graduate Ministerial Studies.
- ix. Students entering with the requisite background can complete the M.Div. program within three years.
- x. The ministry seminars are designed to be the primary aid in achieving an integration of the theoretical and practical aspects of the program. Because the nature of the seminar is to integrate pastorally what the student has learned academically, the seminars should be taken during the student's last three semesters in the program.
- xi. Students must maintain a grade point average of at least 2.75 in their coursework to be eligible for the M.Div. degree.
- xii. Students who incur two or more failing grades in formal coursework are subject to academic dismissal

c. Language Requirements: There are no language requirements for this degree.

d. Comprehensive Examinations: No comprehensive examinations are required for this degree.

e. Residency Requirements: Six semesters of full-time enrollment or the equivalent.

9. Master of Divinity Hispanic Ministry (M.Div. Hispanic Ministry)

This is a specialization within the Master of Divinity program. Please see the previous M.Div. sections for credit

requirements and course distribution. The goal of the concentration in Hispanic Ministry is to prepare M.Div. students to play an active role in the life of the Hispanic Catholic community in North America. The program is designed so that students can learn not only about the Latin American background of Hispanics/Latinos, but also about the identity and contributions of the Hispanic/Latino population in the

United States. Students have the opportunity to engage in historical, social, pastoral, and theological reflection on this increasingly significant population of the North American Catholic Church.

- a. **Admission Requirements:** (See requirements for Master of Divinity (M. Div.) above)
- b. **Coursework Requirements:** The M.Div. concentration in Hispanic Ministry supplements the standard M.Div. degree through three types of courses at the graduate level:
 - i. Language proficiency
 - ii. Hispanic Theology and Culture
 - iii. Pastoral Theology (three credits in Hispanic Ministry plus field placement and competency in sacramental ministry)
- c. **Language Requirements:** Students are expected to have a reading knowledge of Latin. Since Latin is considered a prerequisite, the requirement must be satisfied by the end of the first fall semester in the program.

Students must possess an intermediate proficiency level in reading and spoken Spanish which is verified through a proficiency test before taking courses in this specialization.
- d. **Comprehensive Examinations:** No comprehensive examinations are required for this degree.
- e. **Residency Requirements:** Six semesters of full-time enrollment or the equivalent. Summer courses in Hispanic ministry may be taken outside the University with the approval of the Hispanic Ministry director.

10. Doctor of Ministry (D.Min.)

The Doctor of Ministry degree offers advanced theological education and pastoral skills for experienced pastoral ministers. The program is designed for lay, religious, and ordained ministers, and welcomes students from all Christian communities. In service to the New Evangelization and in continuity with Catholic tradition, it gives special attention to the interlocking ministries of catechesis, spiritual formation, and evangelization. In addition, a concentration in seminary formation is available. All students participate in a basic curriculum that serves as a foundation for enhanced pastoral ministry.

Students choose one of four concentration areas according to their ministerial interests: Evangelization, Liturgical Catechesis, Spirituality, or Seminary Formation.

Learning is experienced through a combination of on-line education and a two- week summer residency at Catholic University over three consecutive summers. Upon completion of coursework, students prepare a ministerial project that makes a significant contribution to the development of pastoral ministry in their area of concentration. The degree is awarded after successful completion of the project, a written treatise, and a concluding oral presentation.

- a. **Admission Requirements:**
 - i. Possession of the M.Div. degree or its educational equivalent of approximately 72 graduate level credits in theology and its related fields or comparable graduate credits in other systems that represent broad-based work in theology and its related fields and that include a master's degree and significant ministerial leadership with a cumulative average of 3.0 or better. (GREs are not required).
 - ii. A minimum of three years of full-time service in pastoral ministry.
 - iii. Prerequisites: Please refer to the sections describing prerequisites in individual academic area degree programs for more information.
 - iv. A completed and signed Application Form (submitted through the Office of Graduate Admissions website).
 - v. Completion of the Statement of Purpose: In an essay of 1,000 to 2,000 words, the applicant presents a brief history of their academic, pastoral and vocational background, their present ministerial responsibilities, their purpose for undertaking doctoral studies of pastoral ministry and their ministerial goals.
 - vi. Official Transcripts: Applicants should contact the registrar of every post-secondary school previously attended and request an official transcript be sent directly to the Office of Graduate Admissions. Transcripts marked "Student Copy" or "Issued to a Student" cannot be accepted. Official transcripts must be sent in sealed envelopes with an official university stamp or signature across the seal to ensure confidentiality. Transcripts should show the following: (a) receipt of a M.Div. or equivalent from an accredited institution; (b) the courses completed toward the degree; (c) the grade in each course; and (d) the basis for grading in effect at the institution. Admission to University graduate courses for students completing their final year of undergraduate or graduate degree study is contingent upon the receipt of the final transcript showing the conferral of the degree. Note: All transcripts issued from

outside the United States must be certified by a recognized evaluator of international educational records (such as WES or AACRAO), even if in the English language. Education completed at institutions outside the United States, as shown by official documents, may be accepted as equivalent to educational experiences in the United States.

- vii. Three Letters of Recommendation: Submit three confidential letters of recommendation using the electronic form sent from the Office of Graduate Admission. Along with the form, it is highly recommended to include a letter from the recommender. One letter testifying to the applicant's personal aptitude for, as well as interest in and motivation for, the field of theology and pastoral studies is required. The other two letters must specifically attest to the applicant's ability to complete doctoral studies.
- viii. Recommendations should come from former or present college or university instructors, and/or employers or supervisors giving evidence of the applicant's personal aptitude for, as well as interest in and motivation for, the field of theology and pastoral studies.
- ix. Applicants to the degree programs of the School of Theology and Religious Studies (STRS) who are priests, deacons or members of religious communities are required to submit a letter of endorsement from their Bishop or Religious Superior (in addition to their three letters of recommendation) with their application. All applicants who will be funded for their studies by a diocese or religious community are required to submit a separate letter from their superior attesting to this financial support.
- x. Nonrefundable Application Fee.
- xi. International Students: Applicants from non-English speaking nations and some from nations where English is one of the official languages whose previous education has not been at institutions of higher education in the United States are required to certify their proficiency in English by submitting scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). A minimum score on TOEFL of 92 (Internet- based) is required. On the IELTS an overall band score of 6.5 or higher is required.

Because this is a summers-only program, Graduate Admissions will issue the I-20 with the caveat that this is a summer-only program and that the student will be in the U.S. only during those periods when courses requiring residency are occurring (i.e., mid-April through the end of July). Students will need to terminate the I-20 at the end of each summer semester and reactivate a new I-20 when returning for the next summer session. Please contact the Office for International Students and Scholar Services for further information.

- xii. Writing Sample: Applicants must submit a graduate level writing sample with their application.

b. Coursework Requirements:

- i. A minimum of 30 credit hours of coursework beyond the M.Div. or its equivalent is required and at least two semesters of doctoral project guidance.
- ii. A maximum of 6 graduate level credit hours in theology or its related fields from an accredited university may be transferred for work completed elsewhere. This will be determined by the student's Academic Area Director in consultation with the Associate Dean for Graduate Ministerial Studies.
- iii. Continuous enrollment each fall and spring semester after the completion of coursework is required until graduation.
- iv. Students are required to maintain a grade point average of at least 3.0 in their coursework to be eligible for the degree.
- v. Program Formats:
 - 1. Blended Learning Model: A total of nine courses are taught over three consecutive summers. Students begin each semester online approximately five weeks before the residency. This is followed by a two week residency and concludes with four more weeks of online work. Students may elect to take fewer courses each summer but should always take the concentration course since they are offered only every third year.
 - 2. The Doctor of Ministry Seminar is taught entirely online and is usually taken in the fall semester following the second summer of coursework (after 18 credit hours of coursework is completed).
- vi. There are no foreign language requirements for this degree.
- vii. There are no comprehensive examinations required for this degree.

c. Candidacy, Project Proposal, Treatise, and Oral Presentation:

- i. **Admission to Candidacy:** Admission to Candidacy may be requested after the completion of 21 credit hours of coursework inclusive of the Doctor of Ministry Seminar. Admission to Candidacy is defined as permission to submit a D.Min. Project in Ministry proposal. Details for this process are found in the D.Min. Handbook. Candidacy must be achieved by the completion of coursework.
- ii. **Preparation of the Proposal:** After completing the Doctor of Ministry Seminar (fall semester after the second summer semester of the student's coursework) an initial proposal is to be submitted to the director of the academic area. Please refer to the D.Min. Handbook for more details. A proposal must be submitted for review to the D. Min. Proposal Committee within two years of the date of Candidacy.
- iii. **Project Director and Committee:** The Project director is determined in collaboration with the area director and the student. The student in consultation with the project director will identify an additional faculty member to serve as a reader.
- iv. **Presentation of the Proposal to the D.Min. Proposal Committee:** The Project director is to send

one electronic copy of the proposal packet (as detailed in the D.Min. Handbook) to the D.Min. Proposal Committee Chair. For details on the contents of the proposal packet and submission procedures and deadlines see the D.Min. Handbook.

- v. **Completion of the Project/Treatise Approval Process:** Upon approval by the D.Min. Proposal Committee, the D.Min. Project proposals will be forwarded to the appropriate offices for signatures. Upon approval by both the Dean and IRB, the student will receive a letter from STRS approving the student to begin the Project. The letter will specify the expected date of completion, normally three years, for the finished Project and Treatise. Projects may not begin prior to the receipt of this letter.
- vi. **Project and Treatise Presentation:** The D.Min. Project in Ministry, completion of the Treatise, and Oral Presentation conclude the program. The Project and Treatise are intended to assess the student's ability to identify a problem or pressing pastoral need in ministry and to discover appropriate interdisciplinary resources and theologically and pastorally relevant methods for its resolution. The process for this component of the degree is detailed in the D.Min. Handbook.
- vii. Once the Project and Treatise are complete, the director and reader will give their approval and the School will establish a date for the Oral Presentation (which always includes some type of visual presentation) in accordance with University regulations. The Dean of STRS will appoint a delegate to review the Treatise and facilitate the presentation. This process requires that the approval take place at least six weeks before the presentation. The student has three years from the authorization date established by the Dean of STRS to begin the Project in Ministry to complete and present his/her Project and Treatise. The Associate Dean for Graduate Ministerial Studies of STRS may grant an extension of up to one year with cause.

11. Carmelite and Franciscan Certificates

Students in the MDiv, STB, STL, MA, PhD, and STD in any Academic Area may obtain the subplan called "Certificate in Carmelite Studies" or the subplan "Certificate Program in the Franciscan Tradition" while pursuing their degree. A unique subplan exists for each of these degrees to earn the Certificates, and the specifics of these Certificates are listed under the Historical and Systematic Academic Area below.

Biblical Studies

1. Faculty

Academic Area Director:	Dr. David Bosworth
Ordinary Professors:	Rev. Christopher Begg Dr. Robert Miller II, O.F.S.
Associate Professors:	Dr. David Bosworth Dr. Ian Boxall Dr. Bradley Gregory
Professors Emeriti:	Rev. Joseph Jensen, O.S.B. Rev. Frank J. Matera Rev. Francis J. Moloney
Adjunct Professor:	Dr. Tobias Nicklas
Research Professor:	Dr. Mark S. Smith

2. **Description of Academic Area:** The Biblical Studies program is designed to provide men and women with the training necessary for effective teaching, research, and publication in the biblical field. Control of biblical languages and exegesis are particularly emphasized in the Biblical Studies Program.

3. **Degrees Offered:**

- a. Master of Arts (M.A.)
- b. Doctor of Philosophy (Ph.D.)
- c. Licentiate in Sacred Theology (S.T.L.) Biblical Theology
- d. Doctor of Sacred Theology (S.T.D.) Biblical Theology

4. **Master of Arts (M.A.):** The Master of Arts degree in Biblical Studies is focused on mastery of biblical Hebrew and Greek. While it includes some seminar work and other electives, it is aimed at gaining the proficiency in the primary languages of the biblical text in order for the student to pursue a doctoral degree in Biblical Studies.

a. **Prerequisites (any prerequisites completed at CUA must be at 3.3 GPA or higher):**

- i. A Bachelors' degree, preferably in an area related to biblical studies and theology. Students with little or no background in theology and religious studies will be asked to take additional courses in these subjects at the 600 level as needed, without those credits counting toward the degree.
- ii. Six credit hours in introductory Hebrew
- iii. Six credit hours in elementary and intermediate biblical Greek.

- b. **Admission Requirements:** Please refer to the admission requirements section of the "Civil Degrees: Master of Arts (M.A.)" for further information.

- a. **Coursework Requirements:** The M.A. degree consists of a minimum of 30 credit hours of completed coursework including

- i. Nine credits in advanced Hebrew.
- ii. Nine credits in advanced Greek.
- iii. Six credit in exegetical seminars
- iv. Six further credits in exegetical seminars or a related area such as theology, archaeology, the ancient Near East, linguistics, or further ancient languages.
- v. M.A. thesis guidance as needed.

b. **Language Requirements:**

- i. A reading knowledge of German demonstrated in accordance with area norms, to be completed by the end of the first year of study.
- ii. Please see the language requirements section of the Civil Degrees: Master of Arts (M.A.) for more information.

c. **Comprehensive Examination:**

- i. The M.A. comprehensive examination is normally taken during the student's last semester of study.
- ii. Comprehensive exams are evaluated as one unit on a pass/fail basis

- d. **Thesis Requirements: Master of Arts (M.A.) Biblical Studies:** An M.A. thesis is required or, with the approval of the academic area director, two seminar papers.

- e. **Residency Requirements: Master of Arts (M.A.) Biblical Studies:** 4 semesters of residence are required for the M.A. degree in Biblical Studies

5. Doctor of Philosophy (Ph.D.)

The purpose of the Ph.D. in Biblical Studies is to develop skills and demonstrate suitable academic attainments for appointment to a University-level teaching or research post, while completing a first major piece of research in biblical scholarship in the form of a dissertation.

- a. **Prerequisites: Doctor of Philosophy (Ph.D.) Biblical Studies (any prerequisites completed at CUA must be at 3.3 GPA or higher)**
 - i. A Master of Arts degree in biblical studies or a degree closely related to the field of biblical studies (M.Div., S.T.B., M.A. in theology). Students with an S.S.L. or an S.T.L. in biblical theology may be eligible for advanced standing.
 - ii. A reading knowledge of French or German demonstrated in accordance with area norms.
 - iii. Nine credits in advanced Hebrew and nine credits in advanced Greek (beyond the six credits required to enter our MA program; the CUA Greek sequence entails only six credits of advanced Greek, through GR 604, so students will need one additional Greek course of their choice).
- b. **Admission Requirements:** Please refer to the admission requirements section of the "Civil Degrees: Doctor of Philosophy (Ph.D.)" for further information.
- c. **Coursework Requirements:**
 - i. A minimum of 30 credit hours of coursework beyond the M.A. degree including:
 - ii. 12 credit hours of exegetical seminars in the major Testament
 - iii. 9 credit hours of exegetical seminars in the minor Testament
 - iv. 3 credit class TRS 807A: Text Criticism of the Bible
 - v. 6 credits of elective courses that might include additional seminars, languages, theology, etc.

Students must have intermediate skill in an ancient language other than Hebrew or Greek by taking one year of that language (which does not count toward the 30 credits needed for graduation) or demonstrated competence in a language in accordance with School norms. The language should be selected in consultation with the academic advisor in light of the student's intended research. Possibilities include but are not limited to Aramaic, Syriac, Akkadian, Ugaritic, Latin, and Coptic.
- d. **Doctoral dissertation guidance:** Please refer to the coursework requirements section of the "Civil Degrees: Doctor of Philosophy (Ph.D.)" for further information
- e. **Language Requirements:**
 - i. Ph.D. students must demonstrate reading knowledge of French and German, whichever was not completed before admission, demonstrated in accordance with area norms by the start of the second year in the doctoral program.
 - ii. Please refer to the language requirements section of the "Civil Degrees: Doctor of Philosophy (Ph.D.)" for more information.
- f. **Comprehensive Examination:**
 - i. A reading list is provided at matriculation to assist the student's preparation. The comprehensive examination is designed to take 3 days
 - ii. Please refer to the comprehensive examination section of the "Civil Degrees: Doctor of Philosophy (Ph.D.)" for more information.
- g. **Dissertation:** Please refer to the dissertation section of the "Civil Degrees: Doctor of Philosophy (Ph.D.)" for further information.
- h. **Licentiate in Sacred Theology (S.T.L.)**

In addition to its M.A.-Ph.D. program, the Biblical Studies Area offers the licentiate (S.T.L.) and the doctorate (S.T.D.) in Biblical Theology. These degrees, which are accredited by the Holy See, are especially appropriate for clerics and those who intend to teach in ecclesiastical faculties. Students may pursue the license as either a transitional or a terminal degree. As a transitional degree, the S.T.L. program introduces students to a more scientific study of theology in pursuing Doctoral studies. A graduate of the S.T.L. program is prepared to teach theology in a college or seminary, to function as a chaplain to various professional groups, and to act as a theological resource for a diocese and diocesan agencies.

- a. **Prerequisites: Licentiate in Sacred Theology (S.T.L.) Biblical Theology:** To be admitted to the S.T.L. program, a student must have already earned an S.T.B. in theology or its equivalent, e.g., an M.Div. the CUA S.T.B. requires 69 credits in academic theology, a comprehensive examination, and a reading knowledge of

Latin.

- b. **Admission Requirements:** Please refer to the admission requirements section of the "Ecclesiastical Degrees: Licentiate in Sacred Theology (S.T.L.)" for further information.
- c. **Coursework Requirements:**
 - i. 24 credit hours in exegesis at the licentiate (700) or doctoral (800) level
 - ii. Please see the coursework requirements outlined in the "Ecclesiastical Degrees: Licentiate in Sacred Theology (S.T.L.)" section for further information.
- d. **Language Requirements:**
 - i. Six credits of Greek beyond elementary and intermediate Greek (the elementary and intermediate course requires 6 credits).
 - ii. Six credits of Hebrew beyond introductory Hebrew (the introductory course requires 6 credits).
 - iii. A reading knowledge of Latin, verified either by Latin certification as part of an S.T.B. degree or by passing a translation exam prepared by our area faculty. LAT 509 is the best preparation for taking the exam.
 - iv. A reading knowledge of French or German demonstrated in accordance with area norms.
- e. **Comprehensive Examination:** Please refer to the comprehensive exam section of the "Ecclesiastical Degrees: Licentiate in Sacred Theology (S.T.L.)" for more information.
- f. **Thesis:** Please refer to the thesis section of the "Ecclesiastical Degrees: Licentiate in Sacred Theology (S.T.L.)" for more information.
- g. **Final Grade:** Please refer to the final grade section of the "Ecclesiastical Degrees: Licentiate in Sacred Theology (S.T.L.)" for more information.
- h. **Residency Requirements:** Please refer to the residency requirements section of the "Ecclesiastical Degrees: Licentiate in Sacred Theology" for more information.
- i. **Doctorate in Sacred Theology (S.T.D.)**

The S.T.D. "is the academic degree which enables one to teach in a Faculty and which is therefore required for this purpose." (*Sapientia Christiana*, 50.1). As such, the S.T.D. is the preferred qualification for teaching theology on a Catholic university faculty or for holding certain other posts of administration and is usually required for a permanent post on the theology faculty of an ecclesiastical or pontifical university.

- a. **Prerequisites: Doctorate in Sacred Theology (S.T.D.) Biblical Theology**
 - i. To be admitted to the S.T.D. in Biblical Theology, a student must have an S.T.L. in Biblical Theology or an S.S.L.
 - ii. Please refer to the prerequisites section of the "Ecclesiastical Degrees: Doctorate in Sacred Theology (S.T.D.)" for further prerequisites.
- b. **Admission Requirements:** Please refer to the admission requirements section of the "Ecclesiastical Degrees: Doctorate in Sacred Theology (S.T.D.)" for more information.
- c. **Coursework Requirements:**
 - i. 12 credit hours in exegesis at the doctoral (800) level.
 - ii. Dissertation guidance for at least 4 successive semesters.
 - iii. S.T.D. dissertation and defense

Please see the coursework requirements outlined in the "Ecclesiastical Degrees: Doctorate in Sacred Theology (S.T.D.)" for more information.
- d. **Language Requirements:**
 - i. S.T.D. students must have a reading knowledge of both German and French
 - ii. Please refer to the language requirements section of the "Ecclesiastical Degrees: Doctorate in Sacred Theology (S.T.D.)" for more information.
- e. **Admission Candidacy:** Please refer to the admission to candidacy section of the "Ecclesiastical Degrees: Doctorate in Sacred Theology (S.T.D.)" for more information.
- f. **Dissertation:** Please refer to the dissertation section of the "Ecclesiastical Degrees: Doctorate in Sacred Theology (S.T.D.)" for more information.

- g. **Lectio coram:** Please refer to the *Lectio coram* section of the "Ecclesiastical Degrees: Doctorate in Sacred Theology (S.T.D.)" for more information.
- h. **Residency Requirements:** Please refer to the residency requirements section of the "Ecclesiastical Degrees: Doctorate in Sacred Theology (S.T.D.)" for more information.

Church History

1. Faculty

Academic Area Director:	Dr. Susan Wessel
Ordinary Professors:	Dr. Mark Clark Dr. William Dinges Dr. Nelson Minnich Dr. Susan Wessel
Associate Professors:	Dr. Robin Darling Young
Assistant Professors:	Dr. Thomas Clemmons Dr. Maria Cecelia Ulrickson
Emeritus:	Msgr. Robert Trisco

2. Description of Academic Area:

The Church History program is focused on the history of the Church from the first to the twenty-first century. Consistent with its location within the School of Theology and Religious Studies (STRS), the program addresses the internal life of the Church, including the history of its doctrine, discipline, polity, worship, spirituality, and piety, its expansion through missionary work, and its charitable and educational activities. The development of its thought and structure is studied in the light of the ecclesiological conceptions of each period, as well as of the external conditions that affected it.

3. Degrees Offered:

- a. Master of Arts (M.A.)
- b. Doctor of Philosophy (Ph.D.)
- c. Sacred Theology Licentiate (S.T.L.)
- d. Sacred Theology Doctorate (S.T.D.)

4. Master of Arts (M.A.)

The goal of the M.A. in Church History is to prepare students for careers in religious education and for advanced study at the doctoral level. Students in the M.A. program are expected to think critically about the ways in which the Church has been studied over the centuries. To do this effectively, students are expected to acquire training in the original languages and to conduct their research in the primary texts. The program allows for students to complete coursework in related fields and disciplines.

- a. **Admission Requirements:** Please refer to the admission requirements section of the "Civil Degrees: Master of Arts (M.A.)" for further information.
- b. **Coursework Requirements:**
 - i. The M.A. degree consists of a minimum of 30 credit hours of completed coursework at the 600 or 700 level.
 - ii. The required courses for M.A. students are as follows:
 - 1. TRS 722A - Ancient and Medieval Church History
 - 2. TRS 621C - Church History from the High Middle Ages to the Present
 - 3. TRS 724 - Methods in Church History and Historical Theology
 - iii. Two seminar courses in which research papers are required and for which at least a grade of B is received. At least one of these seminars must be in the Church History academic area.
 - iv. Please refer to the coursework requirements section of the "Civil Degrees: Master of Arts (M.A.)" for further information.

c. Language Requirements:

- i. M.A. students must demonstrate reading competence in both French and German by the end of the second semester of coursework. Competence is demonstrated by receiving a grade of B or better in approved language courses or by passing an examination administered by the Church History area.
 - ii. Competence in 1 additional language may be required depending upon the student's area of concentration (e.g. Greek or Latin for early and Medieval church history). This is to be determined by passing an examination administered by the Department of Greek and Latin.
- d. Comprehensive Examinations:** Church History students are required to pass two written comprehensive examinations. One (four-hour) examination will be in the major area of concentration, and one (four-hour) examination will test the student's general knowledge of historiography in the fields of Early, Medieval, Renaissance, Early Modern, and American Church History. The examinations will be prepared under the direction of the student's adviser and the Church History academic area.

5. Doctor of Philosophy (Ph.D.)

The Ph.D. in Church History prepares students for careers in research, writing, and teaching on the college, university, and seminary levels. Students in the Ph.D. program are expected to think critically about the ways in which the Church has been studied over the centuries and to apply those insights to the study of their area of concentration. To do this effectively, students are expected to acquire advanced training in the original languages and to conduct their research in the primary texts. The program allows for students to complete coursework and to acquire competence in fields and disciplines relevant to their area of concentration.

- a. Admission Requirements:** Please refer to the admission requirements section of the "Civil Degrees: Doctor of Philosophy (Ph.D.)" for further information.

b. Coursework Requirements:

- i. A minimum of 36 credit hours beyond the M.A.
- ii. Students are required to take TRS 724 - Methods in Church History and Historical Theology.
- iii. In consultation with the academic advisor, the student is required to take 15 credit hours in Church History (12 credit hours of which will be from courses taken on the 700 and 800 levels).
- iv. Four (4) seminar courses in which a research paper is required and for which at least a grade of B+ is received. At least two of these seminars must be in the Church History academic area.
- v. Please refer to the coursework requirements section of the "Civil Degrees: Doctor of Philosophy (Ph.D.)" for more information.

c. Language Requirements:

- i. Ph.D. students must demonstrate reading competence in French and German by passing an examination administered by the Church History area. In certain cases, another modern language may be substituted for French or German. Approval for such a substitution will be granted by the director of the academic area upon consultation with the Church History faculty.
- ii. Depending on the student's area of concentration, competence in additional languages (e.g., Patristic, Medieval, and/or Ecclesiastical Latin; Patristic and/or Byzantine Greek; Syriac; Ethiopic, etc.) will be required. Competence in such additional languages will be demonstrated by passing an examination administered by the professor directing the student's research.

d. Comprehensive Examinations:

Church History students are required to pass three written comprehensive examinations. One (four-hour) examination will be in the area of concentration, and two (four-hour) examinations will be in the two minor fields, one of which may be in another discipline (e.g., History, Philosophy, Greek and Latin, Semitics). The major examination will consist of 60 titles, and the two minor fields will consist of 30 titles for each examination, including books, book chapters, articles, and primary sources. The bibliographies will be developed in consultation with the professor responsible for each of the examinations.

- e. Dissertation:** Please refer to the dissertation section of the "Civil Degrees: Doctor of Philosophy (Ph.D.)" for further information

6. Sacred Theology Licentiate (S.T.L.)

a. Admission Requirements: Students admitted to the S.T.L. program in Church History must have earned an S.T.B. degree from a pontifical faculty, or its academic equivalent, as determined by the Ecclesiastical Degrees Committee.

1. Applicants must submit an application, post-secondary transcripts, three letters of recommendation, a sample of academic writing, and either GRE or MAT scores, and, as required by University guidelines, TOEFL scores, taken within the last five years.

2. Applicants who are priests, deacons, seminarians or members of religious communities are required to submit a letter of endorsement from their Bishop or Religious Superior, as well as a separate letter from their Bishop or Superior attesting that their Diocese or Religious Community will provide funding for the applicant's studies.

- 3.. The Church History area faculty reserve the right to require additional coursework, as needed for the student's course of study.

4. Please refer to the admission requirements section of the "Ecclesiastical Degrees: Sacred Theology Licentiate (S.T.L.)" for further information.

b. Coursework Requirements:

1. At least 24 credits of coursework are required, all of which are normally to be taken in the Church History academic area. With written permission from the Church History area director, 6 credits may be taken outside the Church History area.

2. The courses will be normally at the 700 or 800 level, and at the 600 level, with the approval of the student's director.

3. Students are required to take the seminar, TRS 724, Methods in Church History and Historical Theology

4. Students will receive an additional 6 credits upon completion and approval of the thesis.

5. Four semesters of residence are required.

c. Language requirements: Candidates for the S.T.L. in Church History must fulfill the following language requirements by the end of the semester before the candidate takes the comprehensive examination. Some exceptions may apply, at the discretion of the Church History academic area.

1. Latin: The equivalent of two years of Latin, demonstrated by the successful completion of a Latin proficiency examination, administered by the Church History academic area.

2. Greek: The student must complete a reading course in biblical or patristic Greek OR pass an examination in biblical or patristic Greek, depending on the student's area of concentration. The exam will be administered by the Church History academic area.

3. Modern Language: The student must demonstrate reading ability in German or a Romance language (French, Italian, Spanish) either by the successful completion of an examination administered by the Church History academic area OR by the successful completion of a reading course (e.g., TRS 501 "Theological German").

d. Thesis: the thesis must consist of 25,000 to 35,000 words, define an original research question, analyze the relevant literature, and use sources in the original languages.

e. Comprehensive examinations: S.T.L. students must successfully complete both written and oral comprehensive examinations.

1. There are two four-hour written examinations, in which the student answers three out of four questions: i) a general examination based on a list of books in the field of Church History, and ii) a specialized examination in the student's field of concentration (e.g., Patristics, Medieval, Reformation, the Latin American Church, the American Catholic Church) based on a bibliography that the student develops in consultation with the student's director.

7. Sacred Theology Doctorate (S.T.D.) The S.T.L. is a prerequisite for the S.T.D. The requirements for the S.T.D. consist of: a limited number of seminars chosen with a dissertation topic in mind, ongoing direction from a faculty adviser, and the preparation

and defense of a dissertation that i) defines an original research topic, ii) makes use of primary sources in the original languages, and iii) contributes to scholarship.

a. Prerequisites for Admission:

1. The S.T.L. from the School of Theology and Religious Studies at The Catholic University of America, or its equivalent from another ecclesiastical faculty, as determined by the Ecclesiastical Degrees Committee.
2. In the case of (i) an S.T.L. earned elsewhere, or (ii) deficits in the student's preparation, additional seminars in the area of Church History and related fields may be required, as determined by the Church History area. Students whose preparation (S.T.L. or its equivalent) is in an area of concentration other than Church History will be required to take additional courses and/or pass the Licentiate comprehensive examination (with a minimum grade of 3.0) in the area of Church History
3. A cumulative grade point average of at least 3.3 for the S.T.L. or its equivalent.
4. A letter of intent stating the proposed area of concentration within Church History, and detailing the student's previous coursework, research, and language preparation.
5. The results of the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT), and, as required by University guidelines, the Test of English as a Foreign Language (TOEFL), taken within the last 5 years.
6. Three letters of recommendation by persons who are in a position to judge the applicant's ability for doctoral studies in Church History.
7. Applicants who are priests, deacons, seminarians or members of religious communities are required to submit a letter of endorsement from their Bishop or Religious Superior, as well as a separate letter from their Bishop or Superior attesting that their Diocese or Religious Community will provide funding for the applicant's studies.

b. Coursework requirements:

1. Students are required to attend the four proseminars that are offered for S.T.L and S.T.D students, if they have not already done so during their prior studies at Catholic University.
2. Students are required to take the seminar, TRS 724, Methods in Church History and Historical Theology
3. Students are required to take four doctoral seminars in Church History and related fields, at the 700 and 800 level, in which a research paper of approximately 8,000-10,000 words is required.
4. Students are required to take twelve credit hours of coursework.
5. Four semesters of residence are required. If the student has completed the S.T.L. at The Catholic University of America, only two semesters of residence are required, followed by continuous registration during the preparation of the dissertation.

c. Registration requirements:

1. No more than six credit hours of courses in addition to dissertation guidance may be taken during any of the student's four semesters in the program.
2. Students must register for dissertation guidance (997) for each of their four semesters in the S.T.D. program.
3. Students must maintain continuous registration until completion of their requirements.

d. Language requirements:

1. With the approval of the area director and the student's adviser, language examinations passed in fulfillment of the S.T.L. do not need to be repeated:
2. Latin: Successful completion of the Latin examination, normally at the Doctorate level, administered by the Church History academic area. The Latin requirement should ordinarily be satisfied by the end of the first semester in the program.
3. Greek: Successful completion of i) a reading course in either biblical or patristic Greek or ii) an examination in either biblical or patristic Greek, depending on the student's area of concentration, administered by the Church History academic area.

4. Modern Language: Reading ability in German and a Romance language (French, Italian, Spanish), demonstrated by the successful completion of an examination, administered in the Church History academic area.

5. Some exceptions may apply, at the discretion of the Church History academic area.

e. Dissertation: The student must write a dissertation that i) defines an original research topic, ii) makes use of primary sources in the original languages, and iii) contributes to scholarship.

1. A dissertation proposal must be approved by the director and two readers (who are ordinarily faculty members of the School of Theology and Religious Studies). After approval by the director and two readers, the proposal is circulated by email to the Church History academic area faculty for consideration. After receiving the approval of the Church History faculty, the proposal is submitted to the Ecclesiastical Degrees Committee. After receiving the approval of the Ecclesiastical Degrees Committee, the proposal is then submitted to the Dean and the Associate Provost for Graduate Studies for final approval.

2. Upon the student's completion of the dissertation, the director and the two readers signify their approval in writing. The director of the dissertation will then arrange for the lectio and for the defense of the dissertation through the School of Theology and Religious Studies office.

f. Lectio: Before defending the dissertation, the candidate for the S.T.D. must pass an oral examination on the historiography, historical context, and primary sources of the major area of the dissertation.

Historical and Systematic Theology

1. Faculty:

Academic Area Director:	Msgr. Paul McPartlan
Associate Area Director:	Dr. Joshua Benson
Ordinary Professors:	Dr. Mark Clark Dr. William Dinges Dr. Reinhard Huetter Msgr. Paul McPartlan Dr. Nelson Minnich Rev. Steven Payne, O.C.D. Dr. Wilhelmus Valkenberg Dr. Susan Wessel
Associate Professors:	Dr. Joshua Benson Dr. John Grabowski Rev. Nicholas Lombardo, O.P. Very Rev. Mark Morozowich Dr. Chad Pecknold Dr. Christopher Ruddy Dr. Robin Darling Young
Assistant Professor:	Dr. Thomas Clemmons Rev. Vincent Strand, S.J.
Research Professor:	Msgr. Kevin Irwin
Professors Emeriti:	Rev. Regis Armstrong, O.F.M. Cap. Rev. John Galvin Rev. Joseph Komonchak Dr. William Loewe Dr. Michael Root

2. Description of Academic Area

a. Historical Theology

The program in Historical Theology studies the development of Eastern and Western Christian theology from the earliest Christian communities to the present.

The program in Historical Theology works closely with the other academic areas in the School of Theology and Religious Studies as well as with the School of Philosophy, the Department of History, the Department of Greek and Latin, the Department of Semitics and Egyptian Languages, the Center for Early Christian Studies, and the Center for Medieval and Byzantine Studies.

b. Systematic Theology

Systematic Theology seeks a comprehensive and synthetic understanding of the Christian faith as mediated through Sacred Scriptures and Sacred Tradition and as interpreted by the conciliar and papal magisterium.

3. Degrees Offered

- a. Civil Degrees:
 - i. Master of Arts (M.A.)
 - ii. Doctor of Philosophy (Ph.D.)
- b. Ecclesiastical Degrees:
 - i. Licentiate in Sacred Theology (S.T.L.)
 - ii. Doctor of Sacred Theology (S.T.D.)

4. Master of Arts (M.A.): The M.A. program in Historical and Systematic Theology is designed to introduce students to scholarship and research in theology in general and to Historical and Systematic Theology. This program provides a basic grounding in Historical and Systematic Theology, along with an introduction to Biblical Studies, Moral Theology, and other disciplines.

a. Admission Requirements:

- i. Applicants for admission to the M.A. program must possess a B.A. degree with a minimum of 12 credit hours in theology/religious studies and 12 credit-hours in philosophy. Applicants who do not have this background will be required to complete appropriate courses in tandem with their M.A. work. Such prerequisite courses will be specified in the student's letter of admission.
- ii. Please refer to the admission requirements section of the "Civil Degrees: Master of Arts (M.A.)" for further information.

b. Coursework Requirements:

- i. M.A. students are expected to fulfill the following course requirements: Introductory Level: (3 credit hours), TRS 660A Introduction to Theology, Systematic Theology (9 credit hours) chosen from offerings at the 600 level, Historical Theology/Church History (3 credit hours) from offerings at 600 level, Moral Theology (3 credit hours) chosen from offerings at the 600 level, Scripture (3 credit hours): chosen from offerings at the 600 level, electives: (9 credit hours for students writing research papers; 3 credit hours for students writing an M.A. thesis).
- ii. Thesis option: M.A. students who choose to write a thesis must register for 2 semesters of M.A. Thesis Guidance (TRS 696B Thesis- Masters). An M.A. thesis should demonstrate a student's ability to do research by means of a modest contribution to knowledge involving a limited but significant topic of investigation. Specifically, an M.A. thesis should demonstrate: a) a student's familiarity with basic methods of research; b) mastery of a limited subject area; c) ability to exercise sound theological judgments involving analysis, comparison, and criticism; and d) formation of appropriate and accurate conclusions. The length of the thesis is primarily governed by the nature of the subject matter and the research involved but ordinarily should be 75-100 pages. Readers: A student, with the help of a faculty member who serves as director, will prepare a one-page thesis proposal that presents the background, purpose, method, and contribution of the proposed thesis. The proposal with a selected bibliography is to be submitted to the Associate Area Director for approval by Area faculty.
- iii. Research Paper Option: M.A. research papers may be: [a] written independent of any course or [b] written in conjunction with a particular course and integral to the fulfillment of course requirements; in the latter case, students, at the beginning of the semester, must inform their professor(s) of their intention of satisfying M.A. requirements by writing an M.A. research paper. The length of each research paper should be a minimum of 6000 words but a maximum of 7500 words. 1 of the 2 research papers must show familiarity with pertinent works in Latin, Greek, or a modern foreign language.
- iv. Please refer to the coursework requirements section of the "Civil Degrees: Master of Arts (M.A.)" for further information.

c. Language Requirements:

- i. M.A. students must demonstrate a basic knowledge of either Latin or Greek by: (1) passing either TRS 500A "Theological Latin" or TRS 502 "Greek for Theology," or by (2) passing a reading exam in either Latin or Biblical Greek. M.A. students must also demonstrate reading knowledge of either German or a Romance language by passing an area exam in the language. Instead of passing an exam, the German requirement may also be fulfilled by passing TRS 504 Theological German.
- ii. Please refer to the language requirements section of the "Civil Degrees: Master of Arts (M.A.)" for further information.

- d. **Comprehensive Examination:** Please refer to the comprehensive exam section of the "Civil Degrees: Master of Arts (M.A.)" for further information.

5. Doctor of Philosophy (Ph.D.) Historical OR Systematic Theology

The degree "Doctor of Philosophy" (Ph.D.) in Historical or Systematic Theology represents an achievement in theological scholarship and research. The Ph.D. program is designed to prepare graduate students to make significant contributions to knowledge in a major area of historical or systematic inquiry while broadening their understanding of other areas of theology. By means of research seminars, advanced level courses, language skills, comprehensive examinations, and a dissertation, the program is designed to develop graduates who are capable of thorough theological understanding and careful research. The area offers Ph.D. tracks in Systematic Theology or Historical Theology.

Doctoral Degrees in Historical Theology: The focus in the course work, comprehensive examinations, and research for and writing of the dissertation is on the thought and the works (including manuscripts) of individual theologians or

schools of theology in their theological, philosophical, ecclesial, socio-political, and cultural contexts ranging from the first century to the present. A dissertation in Historical Theology should be a work of original scholarly analysis and interpretation that challenges, expands upon, modifies, or overcomes previous interpretations and that draws upon the methods of theological, philological, historical, philosophical, and literary interpretation.

Doctoral Degrees in Systematic Theology: The focus in the course work, comps, and research for and writing of the dissertation is on particular systems of theology, theological loci, doctrines, dogmas and their conceptual constitution as well as correlated foundational, philosophical, and historical questions treated under the perspective of theological truth, doctrinal soundness, conceptual coherence, synthetic promise, apologetic relevance, and explanatory power. In this respect, individual theologians (and theological schools) from any historical period, but most typically the nineteenth century to the present, may be studied individually, cumulatively, comparatively, and contrastively. Different from a dissertation in historical theology, a dissertation in Systematic Theology will engage the question under discussion itself (in light of the *status quaestionis* and in the extant magisterial framework) and make a case for a specific answer that assists in advancing the discussion, or else, through its analysis of a particular theologian or particular theologians, implicitly advance the theological conversation

- a. **Admission Requirements:** Please refer to the admission requirements section of the "Civil Degrees: Doctor of Philosophy (Ph.D.)" for further information.
- b. **Coursework Requirements:**
 - i. A minimum of 36 credit hours of coursework beyond the M.A. degree
 - ii. 24 credit hours (including TRS 760A: Theological Foundations, and one of the annual Topics in Historical Theology courses) are to be taken in courses at the 700 level (lecture) and 800 level (seminars). At least 12 of those 24 credit hours are to be taken in 800 level seminars which require major research papers, and those seminars should normally be taken in the Historical and Systematic Theology area of STRS. One such seminar may be taken outside the area with the permission of the Associate Area Director.
 - iii. 12 credit hours of electives that may be taken in any of the academic areas of STRS.
 - iv. Students in Historical Theology are encouraged to take a minor (6 credit hours) in some area other than Historical Theology; students in Historical Theology are also encouraged to take Church History as a minor area of concentration.
 - v. Students in Systematic Theology may choose to take a minor area (6 credit hours) in 1 of the following areas: Biblical Studies, Catechetics, Church History, Moral Theology and Ethics, Liturgical Studies, or Religion and Culture. With the approval of the student's advisor, these courses may be taken in other graduate schools of the University (for example Philosophy or Canon Law).
 - vi. Please refer to the coursework requirements section of the "Civil Degrees: Doctor of Philosophy (Ph.D.)" for further
- c. **Language Requirements:**
 - i. Ph.D. students must demonstrate a reading knowledge of the following languages: Latin, Greek, German, and a major Romance language.
 - ii. Reading knowledge of Latin must be demonstrated by successful completion of the Latin Proficiency Exam administered by the Historical and Systematic area or by a course in Patristic or Medieval Latin. Ordinarily, the Latin requirement should be satisfied during a student's first fall semester in the program.
 - iii. Reading knowledge of either Biblical or Patristic Greek must be demonstrated either by the successful completion of a reading course in Biblical or Patristic Greek (depending upon the student's area of concentration) or by an examination administered by the academic area.
 - iv. Reading knowledge of Theological German must be demonstrated either by passing an examination administered by the academic area or by passing TRS 504: Theological German.
 - v. Reading knowledge of a modern Romance language must be demonstrated by passing an examination administered by the academic area.
- d. **First Year Review:** Toward the end of a student's second semester in the Ph.D. program, each student will have a review meeting with his/her advisor and other faculty members to review the student's progress to date, to plan remaining course selection, and to prepare themselves for comprehensive examinations in view of the student's major area and dissertation topic.
- e. **Comprehensive Examination:**
 - i. Ph.D. students are required to take comprehensive examinations in order to demonstrate their knowledge both in their principal area of concentration (Historical or Systematic Theology) and in the major area of concentration in which a student intends to write a dissertation. The three-part examination will take place on 3 days.
 - ii. The comprehensive examinations are intended not simply to examine a student about the knowledge acquired through coursework, but also to provide an opportunity to study areas not treated in their

courses, as well as to deepen knowledge of areas already studied, and to synthesize and interrelated areas of theological knowledge. The time for comprehensives should be seen as independent study in collaboration and consultation with faculty members.

- iii. Please refer to the comprehensive exam section of the "Civil Degrees: Doctor of Philosophy (Ph.D.) for further information.

f. Dissertation: Please refer to the dissertation section of the "Civil Degrees: Doctor of Philosophy (Ph.D.) for further information.

6. Licentiate in Sacred Theology (S.T.L.)

The Historical and Systematic Theology area offers S.T.L. degrees in either Historical Theology or Systematic Theology.

S.T.L. students in historical or systematic theology do not need to take all of their coursework in their area of concentration. They may take up to 6 credit hours of electives, normally taken from among the School's offerings.

Language Requirements: successful completion of 500C satisfies the Greek language requirement.

For other details, please refer to the general requirements outlined in the "Ecclesiastical Degrees: Licentiate in Sacred Theology (S.T.L.)" for information regarding the S.T.L.

7. Doctorate in Sacred Theology (S.T.D.)

The Historical and Systematic Theology area offers S.T.D. degrees in either Historical Theology or Systematic Theology. The description given above for Ph.D. degrees in Historical Theology or Systematic Theology applies mutatis mutandis to S.T.D. degrees.

- a. **Admission Requirements:** Please refer to the admission requirements of the "Ecclesiastical Degrees: Doctorate in Sacred Theology (S.T.D.)" for information regarding the S.T.D. in Historical Theology OR Systematic Theology

- b. **Coursework Requirements:**

- i. S.T.D. students must register for dissertation guidance (TRS 996A) for each of their 4 semesters in the S.T.D. program.
- ii. Students should choose a dissertation director, with the approval of the area chair, as early as possible in their S.T.D. program.
- iii. Please refer to the coursework requirements of the "Ecclesiastical Degrees: Doctorate in Sacred Theology (S.T.D.)" for further information.

- c. **Language Requirements:**

Candidates for the S.T.D. degree must fulfill the following language requirements, unless they have already fulfilled these requirements in the S.T.L. program in STRS:

1. Latin: Successful completion of the Latin Proficiency Examination, administered by the academic area. The Latin requirement should ordinarily be satisfied by the end of the first fall semester in the program.
2. Greek: Successful completion of a reading course or passing an examination in either Biblical or Patristic Greek, depending on the student's area of concentration.
3. Modern Language: A reading ability in both German and a major romance language must be demonstrated by successful completion of an examination administered by the area.
4. The requirement in theological usage in German may also be fulfilled by passing TRS 504: Theological German.
5. If needed for the student's research, another modern foreign language may be substituted for German or a romance language with the approval of the student's dissertation director, readers, and the area director.

- d. **Admission to Candidacy:** Please refer to the admission to candidacy section of the "Ecclesiastical Degrees: Doctorate in Sacred Theology (S.T.D.)" for further information

- e. **Dissertation:** Please refer to the dissertation section of the "Ecclesiastical Degrees: Doctorate in Sacred Theology (S.T.D.)" for further information.

- f. **Lectio coram:** Please refer to the *Lectio coram* section of the "Ecclesiastical Degrees: Doctorate in Sacred Theology (S.T.D.)" for further information.

- g. Final Grade:** To be eligible for the degree, a candidate must obtain a 3.00 average in course work and in both the lectio and dissertation defense. The final grade for the degree shall be computed as follows:

1. 30% coursework
2. 50% Dissertation
3. 10% *Lectio*
4. 10% Defense

8. Certificate in Franciscan Studies

The Certificate in the Franciscan Tradition enables students to obtain an additional academic qualification that indicates they have completed focused study of Franciscan figures and thought. The Certificate consists of twelve hours of academic credit and draws on faculty from across the university.

a. Program Objectives

- i. Provide students with graduate level instruction in the Franciscan tradition.
- ii. Encourage students to study Franciscan sources in a variety of disciplines.
- iii. Help students apply their growing knowledge of Franciscan sources to contemporary issues.

b. Certificate Requirements

- i. The certificate program is open to:
 1. Students who are currently enrolled in graduate programs at CUA or elsewhere, and who wish to study Franciscan figures or themes and to earn a separate credential or simply to deepen their own formation.
 2. Students with a BA or equivalent who wish to study Franciscan figures or themes. No GRE scores are required from applicants.
- ii. Timing of Studies

The certificate may be pursued either part-time or full-time, either as a candidate for a graduate degree at CUA or as a non-degree certificate student (ND-CERT). Course work for the certificate will normally require two academic years, though (depending upon course availability) a student may complete the certificate in one academic year. Non-degree students must complete their course work in four consecutive semesters.
- iii. Requirements for Completion
 1. Completion of four courses (12 credit hours) within any of the four areas of the certificate program (Franciscan Theology, Prayer, Writers, and Philosophy). Current courses include: TRS 608, TRS 727H, TRS 754B, TRS 754D, TRS 754 G, TRS 726B, TRS 727C, TRS 727J, PHIL 795, PHIL 797.
 2. Maximum period of validity of individual courses is 48 months.
 3. The minimum GPA score to receive the certificate is 3.00.

9. Certificate in Carmelite Studies

- a. The "Graduate Certificate in Carmelite Studies" is a set of subplans that can be attached to multiple TRS graduate degrees, as will be explicitly described in the Graduate Announcements, including the PhD, STD, STL, MA, MDiv, and STB, in each of the Academic Areas of the School. This set of subplans enables graduate students to obtain an additional academic qualification that indicates they have completed focused study in the Carmelite tradition. The "Certificate" consists of twelve hours of academic credit and draws on faculty and courses from across the university.
- b. There is also a Graduate Certificate in Carmelite Studies that enables non-degree graduate students to obtain an academic qualification that indicates they have completed focused study in the Carmelite tradition. The Certificate consists of twelve hours of academic credit and draws on faculty and courses from across the university.
 - i. The certificate program is open to Non-degree students who meet CUA's requirements to enroll in a masters-level courses.
 - ii. Applications for degree and non-degree programs are made through TargetX
 - iii. Application requires official transcript only; no GRE, TOEFL, or letters of recommendation are needed
- c. **ENROLLMENT REQUIREMENTS**
 - i. Credits cannot be transferred from other institutions for the completion of this certificate
- d. **REQUIREMENTS FOR COMPLETION**
 - i. Completion of four courses (12 credit hours) authorized for the program.
 - ii. The minimum GPA score is 3.00.
- e. **COURSES OFFERED IN THE SCHOOL OF THEOLOGY AND RELIGIOUS STUDIES**
 - i. TRS 754F: The Carmelite Tradition: Beginnings to 1500 (3 credits)
 - ii. TRS 754H: The Carmelite Tradition: 1500 to the Present (3 credits)
 - iii. TRS ????: Teresa of Avila (3 credits)
 - iv. TRS 759B: John of the Cross (3 credits)
 - v. TRS 759: Thérèse of Lisieux and Elizabeth of the Trinity (3 credits)
 - vi. TRS ????: Edith Stein (3 credits)
 - vii. TRS ????: Mary and Elijah in the Carmelite Tradition (3 credits)

- viii. TRS ????: Methods of Contemplative Prayer (3 credits)
- ix. TRS ????: Spiritual Guidance in the Carmelite Tradition (3 credits)
- x. TRS 692: Directed Readings (3 credits)
- xi. TRS 693: Directed Research (3 credits)
- xii. **ADDITIONAL COURSES AT CUA (may be counted towards the Subplan(s)/ certificate with permission of the Chair of Carmelite Studies)**
 - 1. SPAN 534: Prose of the Spanish Mystics (3 credits)
 - 2. SPAN 656: Early Modern Female Conventual Culture (3 credits)
 - 3. TRS 655A: The Practice of Spiritual Direction (3 credits)
 - 4. TRS 754: Mystical Theology (3 credits)

Liturgical Studies/Sacramental Theology

1. Faculty:

Academic Area Director:	Rev. Dominic Serra
Ordinary Professor:	Msgr. Paul McPartlan
Associate Professors:	Rev. Stefanos Alexopoulos Very Rev. Mark Morozowich Rev. Dominic Serra Rev. Michael Witczak
Research Professor:	Msgr. Kevin Irwin
Research Assistant Professor	Rev. Marco Benini
Professor Emerita:	Sister Mary Collins, O.S.B.

2. Degrees Offered:

- a. Civil Degrees:
 - i. Master of Arts (M.A.)
 - ii. Doctor of Philosophy (Ph.D.)
- b. Ecclesiastical Degrees:
 - i. Licentiate in Sacred Theology (S.T.L.)
 - ii. Doctorate in Sacred Theology (S.T.D.)

3. Master of Arts (M.A.)

The goal of the M.A. in liturgical studies/sacramental theology is to equip students for a broad range of educational, diocesan, and parish ministries. It also leads to advanced study on the doctoral level. Some interdisciplinary study in allied academic areas such as music, architecture, etc. is possible.

a. Admission Requirements:

- i. Applicants should possess a B.A. with a liberal arts emphasis, and have completed courses in Ecclesiology, Christology, and critical introductions to the Old and New Testaments.
- ii. Students should demonstrate a familiarity with the general areas of Liturgical Studies (covered in TRS 540).
- iii. Students should have a basic familiarity with Church History. IV. Please refer to the admission requirements section of the "Civil Degrees: Master of Arts (M.A.)"
- iv. Please refer to the admission requirements section of the "Civil Degrees: Master of Arts (M.A.)"

b. Coursework Requirements:

- i. The M.A. degree consists of a minimum of 30 credit hours. This includes a core curriculum of 12 credits hours and 18 additional credit hours of electives
- ii. The four core courses are: (1) TRS 741A: Liturgy: Theological and Historical Perspectives; (2) TRS 741B: Liturgy and Culture; (3) TRS 740: Liturgical Sources; and (4) TRS 744: Eucharist: A Liturgical Theology.
- iii. Research paper option: two research papers done in connection with courses (25-30 pages each)
- iv. Thesis Option: An M.A. thesis (75-100 pages). The thesis fulfills 6 of the 18 credit hours in electives

c. Language Requirements:

- i. Students must demonstrate reading proficiency in both Latin and French.
- ii. The Latin requirement is fulfilled by passing a reading exam for which the best preparation is LAT 509.
- iii. The French requirement is fulfilled by passing a reading exam administered within STRS for which FREN 500 is a good preparation.

d. Comprehensive Examination:

- i. The M.A. comprehensive examination is normally taken during the student's last semester of study.
- ii. Comprehensive exams are based on an M.A. reading list.
- iii. Comprehensive exams are evaluated as one unit on a pass/fail basis.

4. Doctor of Philosophy (Ph.D.)

The goal of the Ph.D. in liturgical studies/sacramental theology is to equip students for careers in research, writing, and teaching on the college, university, and seminary levels. Coursework and dissertations for this degree often reflect an interdisciplinary approach to liturgical studies.

a. Admission Requirements:

- i. The minimum requirement for entrance into the Ph.D. in Liturgical Studies/Sacramental Theology is either a master's or licentiate degree in an appropriate discipline. Students entering with a licentiate will be considered for advanced standing in the program. Relevant bodies within the school will review the quality of an applicant's academic record. After such evaluation, further work may be required for individual students, including work in related disciplines. It is expected that applicants to the program in Liturgical Studies/Sacramental Theology would have taken courses in a critical introduction to the Old and New Testaments, Christology, ecclesiology, and liturgical studies/sacramental theology, and will have familiarity with church history.
- ii. Applicants are expected to have taken master's -level courses equivalent to the School of Theology and Religious Studies courses in TRS 741A: Liturgy: Theological and Historical Perspectives, TRS 740: Liturgical Sources, and a TRS 744: Eucharist: A Liturgical Theology."

b. Coursework Requirements:

- i. Ph.D. students are required to complete a minimum of 36 credit hours.
- ii. 18 of the 36 credit hours will be in Liturgical Studies/Sacramental Theology from courses offered on the 700 and 800 levels. (12 of the 18 credit hours should be from 800-level doctoral seminars.)
- iii. 12 credit hours will be in electives in courses taken from other field within the STRS on the 700 and 800 levels, e.g., Biblical Studies, Systematics Theology, Church History, etc.
- iv. The final 6 credit hours will be taken from another field within STRS or from another school within the university, e.g. Architecture, Anthropology, Music, etc. in courses at a level equivalent to STRS 700 and 800 levels. This will establish the student's allied field of study.
- v. During their coursework, students will be required to produce 4 research papers that will become a part of the student's file to be reviewed by the Liturgical Studies/Sacramental Theology faculty prior to the student being granted doctoral candidacy. Each research paper will be 25-30 pages. At least 3 of these papers should be written in conjunction with 800- level courses and should evidence the student's proficiency in doing research using foreign languages. These papers will be evaluated by the course professor and given a letter grade. After the students have seen the graded text, the paper will be placed in the student's file.

c. Language Requirements:

- i. Students are to demonstrate reading proficiency in Latin and Greek and in two modern languages, usually German and French.
- ii. The language requirements will be met by passing a reading proficiency examination administered within the School of Theology and Religious Studies.
- iii. Depending on a student's research agenda, another modern language may be substituted for German or French. Approval for such a substitution will be granted by the director of the academic area upon consultation with the liturgical studies/sacramental theology faculty.
- iv. The student's research agenda may suggest that an additional ancient language be added.

d. Comprehensive Examination:

- i. Written comprehensive examinations will be taken over three days. Ordinarily these are taken within one week, at dates published on the TRS academic calendar.
- ii. Two of these days will be comprehensives in the liturgical studies/sacramental theology area of concentration. The final day will be on the student's allied area of study.
- iii. The material for the comprehensives will be taken from three bibliographies prepared by the student in consultation with an instructor chosen in each of the three fields..

- e. **Dissertation:** Please refer to the dissertation section of the "Civil Degrees: Doctor of Philosophy (Ph.D.) for further information.

Licentiate in Sacred Theology (S.T.L.) and Doctorate in Sacred Theology (S.T.D.) in Two Concentrations:

Two ecclesiastical degree concentrations are offered at the S.T.L. and S.T.D. levels. Each track accentuates one of the two inseparable aspects of this academic area, Liturgical Studies and Sacramental Theology.

The S.T.L. / S.T.D. in Liturgical Studies Focuses primarily upon the liturgical historical development of services with an accentuation upon the theological development through the centuries as the vehicle of a living theology of Christian worship.

S.T.D. seminars will be chosen by the student with consent of the advisor with this focus in mind.

The general S.T.L. descriptions apply with the following specifics:

Licentiate in Sacred Theology (S.T.L.) Liturgical Studies

- a. **Admission Requirements:** Please refer to the admission requirements section of the "Ecclesiastical Degrees: Licentiate in Sacred Theology (S.T.L.)" for further information.
- b. **Coursework Requirements**
 - i. 4 core courses (12) credit hours must be completed during the first 2 semesters of coursework. These are TRS 741A: Liturgy: Theological and Historical Perspectives, TRS 741B Liturgy and Culture, TRS 740: Liturgical Sources, and TRS 744: Eucharist: A Liturgical Theology. The remaining courses (12 credit hours) are taken from electives in the specialization as recommended by the student's academic advisor.
 - ii. Please refer to the coursework requirements section of the "Ecclesiastical Degrees: Licentiate in Sacred Theology (S.T.L.)" for more information.
- c. **Language Requirements:**
 - i. Latin: A reading knowledge of Latin is a prerequisite and must be demonstrated during the first semester of coursework.
 - ii. Greek: A reading knowledge of Greek is to be demonstrated by the end of the second semester.
 - iii. Modern Language: A reading knowledge of French is preferred and should be demonstrated early in the second semester.
- d. **Comprehensive Examinations:** Please refer to the comprehensive exam section of the "Ecclesiastical Degrees: Licentiate in Sacred Theology (S.T.L.)" for more information.
- e. **Thesis:** Please refer to the thesis section of the "Ecclesiastical Degrees : Licentiate in Sacred Theology (S.T.L.)" for more information.
- f. **Final Grade:** Please refer to the final grade section of the "Ecclesiastical Degrees: Licentiate in Sacred Theology (S.T.L.)" for more information..

Doctorate in Sacred Theology (S.T.D.) Liturgical Studies

- a. **Admission Requirements:**
 - i. An S.T.L. in Liturgical Studies comparable to the one offered in our program with special attention to the topics covered in TRS 741A, TRS 740 and TRS 744.
 - ii. Please refer to the admission requirements section of the "Ecclesiastical Degrees: Doctorate in Sacred Theology (S.T.D.) for more information
- b. **Coursework Requirements:**
 - i. Four doctoral seminars in the Liturgical Studies Concentration, chosen with the guidance of the

academic advisor. It is possible to substitute a 700-level course for 1 of these provided that the course will require a page research paper.

- ii. Please reference the coursework requirements section of the "Ecclesiastical Degrees: Doctorate in Sacred Theology (S.T.D.)" for more information.
- c. **Language Requirements:** Please refer to the language requirements section in the "Ecclesiastical Degrees: Doctorate in Sacred Theology (S.T.D.)" for more information.
- d. **Admission to Candidacy:** Please refer to the admission to candidacy section of the "Ecclesiastical Degrees: Doctorate in Sacred Theology (S.T.D.)" for more information.
- e. **Dissertation:** Please refer to the dissertation section of the "Ecclesiastical Degrees: Doctorate in Sacred Theology (S.T.D.)" for more information.
- f. **Lectio coram:** Please refer to the *Lectio coram* section of the "Ecclesiastical Degrees: Doctorate in Sacred Theology (S.T.D.)" for more information.

The S.T.L. / S.T.D. Sacramental Theology focuses primarily upon the theological understanding of liturgical services in light of their historical development. This concentration attends to these matters with a focus on attention to issues in sacramental theology as these relate to the method and content of historical/systematic theology. S.T.D. seminars will be chosen by the student with the consent of the advisor with this focus in mind. The general S.T.L. descriptions apply with the following specifics.

Licentiate in Sacred Theology (S.T.L.) Sacramental Theology:

- a. **Admission Requirements**
 - i. Please refer to the admission requirements section of the "Ecclesiastical Degrees: Licentiate in Sacred Theology (S.T.L.)" for more information.
- b. **Coursework Requirements:**
 - i. Core Courses: TRS 741A: Liturgy: Theological and Historical Perspectives, TRS 740: Liturgical Sources, and TRS 744: Eucharist: A Liturgical Theology.
 - ii. Electives: must include 1 course in Christology and 1 course in Ecclesiology.
 - iii. Please refer to the coursework requirements section of the "Ecclesiastical Degrees: Licentiate in Sacred Theology (S.T.L.)" for more information.
- c. **Language Requirements:** Languages Requirements are the same as those for the S.T.L. in Liturgical Studies.
- d. **Comprehensive Examination:** Please reference the comprehensive exam section of the "Ecclesiastical Degrees: Licentiate in Sacred Theology (S.T.L.)" for more information.
- e. **Thesis:** Please refer to the thesis section of the "Ecclesiastical Degrees: Licentiate in Sacred Theology (S.T.L.)" for more information.
- f. **Final Grade:** Please refer to the final grade section of the "Ecclesiastical Degrees: Licentiate in Sacred Theology (S.T.L.)" for more information.

Doctorate in Sacred Theology (S.T.D.) Sacramental Theology

- a. **Admission Requirements:**
 - i. An S.T.L. in Liturgical Studies comparable to the one offered in our program with special attention to the topics covered in TRS 741A, TRS 740 and TRS 744.
 - ii. Please refer to the admission requirements section of the "Ecclesiastical Degrees: Doctorate in Sacred Theology (S.T.D.)" for more information.
- b. **Coursework Requirements:**
 - i. Four doctoral seminars: 2 in Liturgical Studies / Sacramental Theology, 1 in Christology, and 1 in Ecclesiology, chosen with the guidance of the academic advisor. It is possible to substitute a 700-level course for 1 of these provided that the course will require a 25-30 page paper.
 - ii. Please refer to the coursework requirements section of the "Ecclesiastical Degrees: Doctorate in Sacred Theology (S.T.D.)" for more information.
- c. **Admission to Candidacy:** Please refer to the admission to candidacy section of the "Ecclesiastical Degrees:

Doctorate in Sacred Theology (S.T.D.)" for more information

- d. **Dissertation:** Please refer to the dissertation section of the "Ecclesiastical Degrees: Doctorate in Sacred Theology (S.T.D.)" for more information.
- e. **Lectio coram:** Please refer to Lectio coram section of the "Ecclesiastical Degrees: Doctorate in Sacred Theology (S.T.D.)" for more information.

Moral Theology/Ethics

1.Faculty:

Academic Area Director:	Dr. David Cloutier
Ordinary Professors:	Dr. Joseph Capizzi Dr. William Barbieri Dr. John Grabowski
Associate Professors	Dr. David Cloutier Dr. Paul Scherz
Assistant Professor:	Dr. David Elliot
Adjunct Faculty:	Dr. G. Kevin Donovan Rev. Kevin Fitzgerald, S.J. Dr. James Giordano Dr. Daniel Sulmasy

2. Description of Academic Area:

Moral Theology is the branch of Christian theology that focuses on the human response to the Christian revelation. It is studied in conversation with Sacred Scripture and Sacred Tradition, as well as with other disciplines such as philosophy, religious studies, politics, law, medicine, and the social and behavioral sciences.

This program is designed to provide men and women with advanced training in Moral Theology and Religious Ethics in order to prepare them for effective teaching, research, and publication in the academy, as well as for service providing ethical guidance to ministries of the Church and to other organizations

Students may focus their research in various branches of ethics, e.g., Social and Political, Economic, Environmental, Comparative, Biomedical, Sexual and Familial, or Virtue Theory.

The degrees offered, however, all aim to impart an overall understanding of the Catholic moral tradition, its sources, and historical development as well as contemporary methodological expressions and debates.

3. Degrees Offered:

- a. Graduate Certificate in Catholic Clinical Bioethics
- b. Civil Degrees:
 - i. Master of Arts in Catholic Clinical Bioethics
 - ii. Master of Arts (M.A.)
 - iii. Doctor of Philosophy (Ph.D.)
- c. Ecclesiastical Degrees:
 - i. Licentiate in Sacred Theology (S.T.L.)
 - ii. Doctorate in Sacred Theology (S.T.D.)

4. Certificate in Catholic Clinical Bioethics:

The Certificate in Catholic Clinical Ethics prepares students to apply philosophical and medical principles in an ethical

reasoning process based in Catholic moral theology perspective. The core courses build a foundation in the philosophy of medicine, applying ethical reasoning, and case analysis.

Courses are taught by faculty from the School of Theology and Religious Studies at The Catholic University of America and the Department of Medicine and Pellegrino Center for Clinical Bioethics at Georgetown University Medical Center. Students are given access to faculty, staff, and academic and career resources at both institutions.

The courses cannot be used for completion of regular TRS Master of Arts (M.A.) or Doctor of Philosophy (Ph.D.) degrees.

d. Admission Requirements:

1. Admission will be determined by an admissions committee comprised of faculty from the Catholic University of America Moral Theology/Ethics Area and from Georgetown University's Pellegrino Center.
2. The Catholic Clinical Ethics (CACE) Master of Arts and Certificate Programs require an online application to be submitted to the Biomedical Graduate Education through the Georgetown Graduate School of Arts and Sciences application portal. Application elements, including letters of recommendation, must be submitted through the online application system. Only transcripts and test scores should be submitted independently by the applicant's previous academic institution(s) and testing agency. Transcripts can be mailed before submitting an application.
3. Applicants must possess a (four year) Bachelor's degree (B.A. or B.S.) from an accredited institution completed with a cumulative GPA of 3.0 or higher.
4. A Statement of Purpose: In an essay of 500-700 words, state your purpose in undertaking graduate study in Catholic theology and clinical Bioethics. Include your academic objective, research interests and career plans. Also, discuss your related qualifications including: collegiate activities, professional experience, community involvement, and any other substantial accomplishments not already mentioned on the application form.
5. Three Letters of Recommendation: Submit three confidential letters of recommendation. Recommendations should come from former or present college or university instructors giving evidence of personal aptitude for, as well as interest in and motivation for, the field of moral theology and clinical Bioethics.
6. A writing sample demonstrating the ability to do high quality research and analysis.
7. International Students: Applicants from non-English speaking nations whose previous education has not been at institutions of higher education in the United States are required to certify their proficiency in English by submitting scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).
8. Non-refundable application fee.
9. Official Transcripts: Applicants should contact the registrar of every post-secondary school previously attended and request an official transcript should be mailed to: Biomedical Graduate Education Admissions Office, SE108 Medical- Dental Building, 3900 Reservoir Rd. NW Washington D.C. 20057-1411.

e. Coursework Requirements:

1. Students must complete the 3 required core courses (9 hours) and one elective (3 credits hours), and a portfolio (2 credit hours) to complete the certificate program.
2. Core courses include:
 - i. Philosophy of Medicine
 - ii. Applied Ethical Reasoning
 - iii. Foundations of Catholic Clinical Bioethics
3. Elective Courses include: Ethics of Clinical and Translational Research, Introduction to the Profession of Medicine for Non-Clinicians, Catholic Social Teaching across the Institutional Spectrum of Healthcare, Bioethics and the Law
4. A typical Portfolio will consist of all the student's reflective writing assignments completed during the program, accompanied by a synopsis of all the included work, written in light of knowledge gained in coursework and prior learning experiences.
5. All classwork is completed online

5. M.A. in Catholic Clinical Bioethics:

The Master of Arts in Catholic Clinical Bioethics is designed to provide fluency in understanding and applying bioethical

concepts for those professionals who have responsibility for ethical policy and decision-making responsibility in healthcare settings. Through the Master of Arts in Catholic Clinical Ethics core coursework, students develop a strong foundation in Catholic moral theology and the ability to apply philosophical and medical principles in an ethical reasoning process.

As a joint program between Pellegrino Center for Clinical Bioethics at Georgetown University and the School of Theology and Religious Studies at The Catholic University of America, students are given access to faculty, staff, and academic and career resources at both institutions.

Although the program will primarily be offered online, the degree includes a required on-site practicum which will take place during the final summer of a student's program.

- a. **Admission Requirements:** Please refer to the admission requirements section of the "Certificate in Catholic Clinical Bioethics" for further information.
- b. **Coursework Requirements:**
 - i. In addition to the requirements for the Certificate, students must complete 3 additional required core courses (7 hours), two electives (6 credit hours), a Portfolio Capstone (two credits), and a Practicum (3 credits) to complete the M.A. program.
 - ii. Additional Core courses include:
 1. Medicine, Health, and the Human Person
 2. Applied Catholic Clinical Ethics
 3. Advanced Ethical Reasoning in Case Consultation
 - iii. Elective Courses include: Sexual Ethics and Beginning of Life Issues, Ethics of Genetics and Genomics, Neuroethics, Healthcare Policy, Ethics of Alternative Medicine, Disability Ethics, Pediatric Ethics, Organizational Ethics, Ethical Issues across the Spectrum of Healthcare
 - iv. In addition to the Portfolio, each MA student will write a research paper focused on an issue chosen by the student and an instructor. This paper will provide additional evidence of the student's ability to investigate, evaluate, and provide recommended action to address a selected issue in clinical ethics.
 - v. The Practicum will include asynchronous and synchronous preparations for mediation and consult skills. It will conclude with a multi day onsite component. While staying at CUA, students will be exposed to the spirituality that undergirds Catholic clinical ethics and will engage in discussions of Catholic spiritual and sacramental practices as they relate to medical care. At Georgetown University Medical Center Department of Medicine, students will engage in simulated case consultations. Some consults may take place at Washington Hospital Center's Ethical Consult Simulation Program.
 - vi. All classwork is completed online through the practicum will be completed on-site during the final summer of a student's program.

6. Master of Arts (M.A.):

The M.A. program in Moral Theology/Ethics is designed to introduce students to scholarship and research in theology and religious studies in general and to Moral Theology/Ethics in particular. This program provides a basic grounding in Moral Theology/Ethics, along with an introduction to other disciplines in the School.

- a. **Admission Requirements:** Please refer to the admission requirements section of the "Civil Degrees: Master of Arts (M.A.)" for further information.
- b. **Coursework Requirements (30 credits):**
 - i. TRS 632A: Christian Social Ethics.
 - ii. TRS 630A: Foundations of Christian Moral Life.
 - iii. A course in methodology (e.g., TRS 660 History and Method in Theology, TRS 661 Christian Anthropology, TRS 760 Theological Foundations, or TRS 780 Foundations of Religious Studies).
 - iv. Three additional Moral Theology/Ethics courses may be chosen from among other areas of concentration in the School of Theology and Religious Studies (STRS) or from other relevant disciplines outside of STRS.
 - v. The remaining courses are electives and may be taken in any area of study offered by School of Theology and Religious Studies.
 - vi. Students may complete the research requirement in two ways:

1. Paper option: two major research papers demonstrating an ability to incorporate sources written in the student's chosen modern language are to be written in courses at the 600 or 700 level. Each paper must be on a topic directly related to the study of Moral Theology and Ethics. These papers become part of the student's file. This option requires 30 hours of coursework along with 2 major research papers.
 2. Thesis option: An M.A. thesis (with 2 semesters of thesis guidance) which counts as 6 of the required 30 credits.
- vii. Please refer to the coursework requirements section of the "Civil Degrees: Master of Arts (M.A.)" for more information.
- c. Language Requirements:**
- i. M.A. students must demonstrate reading proficiency for theological research in 1 modern language (normally French or German). Another language may be substituted, but only if it is demonstrated that the student will use it in completing research.
 - ii. Please refer to the language requirements section of the "Civil Degrees: Master of Arts (M.A.)" for more information.
- d. Comprehensive Examination:** The purpose of the M.A. comprehensive examination is to enable the student to synthesize issues and problems in the area of Moral Theology/Ethics. The examination will draw upon material in a reading list on a set of topics available from the academic area. The M.A. comprehensive exam is normally taken in the final semester of course work. Students are required to have maintained at least a 3.0 grade point average to be eligible to take comprehensive exams.

7. Doctor of Philosophy (Ph.D.)

The degree Doctor of Philosophy (Ph.D.) in Moral Theology/Ethics represents a significant achievement in theological scholarship and research. The Ph.D. program is designed to prepare graduate students to make significant contributions to knowledge in a major area of moral theological or ethical inquiry while broadening their understanding of other areas of theology. By means of research seminars, advanced level courses, language skills, comprehensive examinations, and an extensive research project, the program is designed to develop graduates who are capable of through theological understanding and careful research. Students also select a minor area from in or outside of the School to support their doctoral research.

- a. Admission Requirements:**
- i. Ordinarily, applicants will have taken 12 credit hours of undergraduate or graduate philosophy.
 - ii. Students who enter the Moral Theology and Ethics Ph.D. program with academic deficiencies may be required to take additional courses to complement their doctoral level courses.
 - iii. Please refer to the admission requirements section of the "Civil Degrees: Doctor of Philosophy (Ph.D.)" for further information
- b. Coursework Requirements:**
- i. A minimum of 36 credit hours of coursework beyond the M.A. degree.
 - ii. 18 of the 36 credit hours are to be taken in the area of Moral Theology and Ethics, including the 4 Moral Theology and Ethics core courses: TRS 830E: Ethics and Politics in St. Augustine [MT/E Core #1], TRS 835B: The Moral Theology of St. Thomas [MT/E Core #2], TRS 737E: Freedom, Law , Rights [MT/E Core #3], TRS 737D: Twentieth-Century Theological Ethics [MT/E Core #4].
 - iii. An additional 9 credit hours are electives that may be taken in any of the academic areas of the STRS.
 - iv. At least 9 credit hours of coursework in a designated minor area.
 - v. In conjunction with courses taken on the 700 and 800 levels, students are required to produce 4 research papers that will become a part of the student's permanent file. The Moral Theology and Ethics faculty will review these research papers prior to the student being admitted to doctoral candidacy. All four of these papers should be relevant to the student's program in Moral Theology and Ethics. Two must give evidence of the student's proficiency in doing research using foreign languages. Each paper is to be evaluated by the course professor and given a letter grade before it is submitted to the Area Director who will place it in the student's file following review and acceptance.
 - vi. Please refer to the coursework requirements section of the "Civil Degrees: Doctor of Philosophy (Ph.D.)" for more information.
- c. Language Requirements:**
- i. Demonstrated reading proficiency and facility for use in theological research in at least 1 modern

- research language (normally French or German) and either Latin or Greek.
- ii. Additional languages may be required by a student's own research.
- iii. Please refer to the language requirements section of the "Civil Degrees: Doctor of Philosophy (Ph.D.)" for more information.

d. Comprehensive Examination:

- i. The comprehensive examinations include both written and an oral exam.
- ii. There are 3 foci of the written examinations, in the following areas:
 - 1. General moral theology
 - 2. The student's proposed area of dissertation research within moral theology/ethics
 - 3. The student's minor area
- iii. The subject matter of each examination will be based on a list of topics corresponding to the above foci compiled by the student in consultation with, and pending the approval of, the student's comprehensive exam committee.
- iv. The written exams may be scheduled over a period of up to 7 days.
- v. Following successful completion of the written portion of the comprehensive examinations, students will be given a 90 minute oral examination.
- vi. The subject matter of the oral exam includes the entirety of the book lists for the written exams.
- vii. Please refer to the comprehensive exam section of the "Civil Degrees: Doctor of Philosophy (Ph.D.)" for more information.

e. Candidacy: Upon successful completion of comprehensive exams, the student will apply to the academic area director of MT/E for candidacy. The MT/E faculty will evaluate the student's application for candidacy and make a recommendation to the School.

f. Dissertation: Please refer to the dissertation section of the "Civil Degrees: Doctor of Philosophy (Ph.D.)" for further information.

8. Licentiate in Sacred Theology (S.T.L.)

The S.T.L. in Moral Theology aims to give students a basic grounding in the sacred science covering fundamental moral theology, the historical development of the Catholic moral tradition, and current developments in the various branches of contemporary theological ethics.

a. Admission Requirements:

- i. Ordinarily, students must possess an S.T.B. degree from a pontifical university or faculty or its equivalent.
- ii. Please refer to the admission requirements section of the "Ecclesiastical Degrees: Licentiate in Sacred Theology (S.T.L.)" for more information.

b. Language Requirements:

- i. Reading proficiency and facility for use in theological research in two ancient languages (Latin and Greek) and one modern language (ordinarily French and German).
- ii. Please refer to the language requirements section of the "Ecclesiastical Degrees: Doctorate in Sacred Theology (S.T.L.)" for more information.

c. Coursework Requirements:

- i. Students must complete a minimum of 24 credit hours of coursework at the 700 or 800 level in the area of moral theology, plus 6 credit hours for the thesis. Thesis credits will be awarded after the thesis has been approved.
- ii. To qualify for S.T.L. comprehensive examinations, a student must maintain a cumulative grade point average of at least a 3.0.
- iii. During their first year, S.T.L. students are required to take the doctoral Pro-Seminar (TRS 799).
- iv. Please refer to the coursework requirements section of the "Ecclesiastical Degrees: Licentiate in Sacred Theology (S.T.L.)" for more information.

d. Comprehensive Examination:

- i. The written examination in moral theology is a two-part exam, administered in two three-hour periods over two days. It is based on a reading list of topics and bibliographies available from the academic area.
- ii. The comprehensive examinations include both written exams and an oral exam.
- iii. Please refer to the comprehensive exams section of the "Ecclesiastical Degrees: Licentiate in Sacred Theology (S.T.L.)" for more information.

e. Admission to Candidacy: Please refer to the admission to candidacy section of the "Ecclesiastical Degrees:

Licentiate in Sacred Theology (S.T.L.)" for more information.

- f. **Thesis:** Please refer to the thesis section of the "Ecclesiastical Degrees: Licentiate in Sacred Theology (S.T.L.)" for more information.
- g. **Final Grade:** Please refer to the final grade section of the "Ecclesiastical Degrees: Licentiate In Sacred Theology (S.T.L.)" for more information.

9. Doctorate in Sacred Theology (S.T.D.)

The S.T.D. in Moral Theology is a degree conferred after students with a basic tested theological orientation and proven competence in moral theology have shown ability for achievement in scholarly research and teaching. The program is focused on completion of a limited number of seminars and the preparation and defense of a dissertation.

a. Admission Requirements:

- i. Ordinarily, students must possess an S.T.L. in moral theology from a pontifical university or faculty or its equivalent.
- ii. Please refer to the admission requirements section of the "Ecclesiastical Degrees: Doctorate in Sacred Theology (S.T.D.)" for more information.

b. Language Requirements:

- i. Students must demonstrate reading proficiency and facility for use in theological research in 2 ancient languages (Latin and Greek) and 2 modern languages (normally French and German).
- ii. Please refer to the language requirements section of the "Ecclesiastical Degrees: Doctorate in Sacred Theology (S.T.D.)" for more information.

c. Coursework Requirements:

- i. 12 credit hours of coursework in moral theology at the 700 or 800 level.
- ii. Please refer to the coursework requirements section of the "Ecclesiastical Degrees: Doctorate in Sacred Theology (S.T.D.)" for more information.

d. Admission to Candidacy:

Please refer to the admission to candidacy section of the "Ecclesiastical Degrees: Doctorate in Sacred Theology (S.T.D.)" for more information.

e. Dissertation:

Please refer to the dissertation section of the "Ecclesiastical Degrees: Doctorate in Sacred Theology (S.T.D.)" for more information.

f. Lectio coram:

Please refer to the *Lectio coram* section of the "Ecclesiastical Degrees: Doctorate in Sacred Theology (S.T.D.)" for more information.

Catechetics

1. Faculty

Academic Area Director: Rev. Raymond Studzinski, O.S.B.

Associate Professors: Rev. Raymond Studzinski, O.S.B.

Research Associate Professor:: Dr. Jem Sullivan

Adjunct Faculty: Sister Margaret Schreiber, O.P.
Dr. Jessica DePrizzio Cole

2. Description of Academic Area:

1. As an academic research discipline, Catechetics is interdisciplinary and prepares students for research in the field. Students wishing to pursue academic study may matriculate in either the M.A. or the Ph.D. programs in Catechetics.
2. As a pastoral discipline distinct from Catechetics, Catechesis embraces a broad contemporary understanding of approaches to, and dynamics of pastoral ministry. Students desiring a pastoral/professional degree may matriculate for a Master of Catechesis (M.Cat.) or a Doctor of Ministry (D.Min.) with a concentration in Liturgical Catechesis

3. Degrees Offered:

- a. Master of Arts (M.A.)
- b. Doctor of Philosophy (Ph.D.)
- c. Master of Catechesis (M.Cat.)
- d. Doctor of Ministry (D.Min. with a concentration in Liturgical Catechesis)

4. Master of Arts (M.A.):

The M.A. in Catechetics introduces the student to scholarship and research in the areas of Catechetics and Catechesis, with a special emphasis on Liturgical Catechesis. The degree program prepares the student for advanced and doctoral studies in the field of Catechetics. The program is designed to give the student a solid academic foundation in the discipline while offering the opportunity for elective courses to further research goals.

- a. **Admission Requirements:** Please refer to the admission requirements section of the "Civil Degrees: Master of Arts (M.A.)" for further information.
- b. **Coursework Requirements:**
 - i. The M.A. degree requires a minimum of 36 credit hours of coursework, which is to include two major research papers for their file. Alternatively, students may choose to complete 30 credit hours of coursework and work with a professor in completing a Master's thesis (6 credit hours).
 - ii. Students are to maintain a 3.3 GPA.
 - iii. 24 of the 36 required credit hours are foundational courses in Catechetics, Liturgical Catechesis, and Theology.
 - iv. 12 of the 36 credit hours are electives determined in consultation with the student's advisor.
 - v. Research Paper option: 2 major research papers, one paper demonstrating an ability to incorporate sources in French or another modern language, are to be written in courses at the 600 or 700 level each of which must be on a topic directly related to the study of Catechetics. These papers become part of the student's file.
 - vi. Thesis option: An M.A. thesis (together with 2 semesters of thesis guidance) which counts as 6 of the above listed required 36 credit hours.
 - vii. Please refer to the coursework requirements section of the "Civil Degree: Master of Arts (M.A.)" for more information.
- c. **Language Requirements:**
 - i. M.A. students must demonstrate reading competence in French or another approved language usually by the end of the second semester of coursework.
 - ii. Please refer to the language requirements section of the "Civil Degree: Master of Arts (M.A.)" for more information.
- d. **Comprehensive Examination**
 - i. Comprehensive exams are based on coursework and an M.A. reading list.
 - ii. Please refer to the comprehensive examination section of the "Civil Degree: Master of Arts (M.A.)" for more information.

5. Doctor of Philosophy (Ph.D.):

The Ph.D. degree in Catechetics prepares a student for advanced research, writing, and teaching at the college, university, or seminary levels. Since Catechetics is an academic research discipline that, of its nature, is interdisciplinary, the course of study includes courses in the various academic areas of TRS.

- a. **Admission Requirements:**
 - i. M.A. degree in theology and/or religious studies or Catechetics and/or Religious Education or an equivalent degree with a cumulative GPA of 3.3 or higher is required.
 - ii. Additional prerequisite coursework may be required by the area director when deemed necessary for the student's successful completion of degree requirements, especially in the areas of theology and language skills.
 - iii. Please refer to the admission requirements section of the "Civil Degrees: Doctor of Philosophy (Ph.D.)" for more information.
- b. **Coursework Requirements:**
 - i. A minimum of 30 credit hours of coursework beyond the M.A. degree; 36 credit hours if the student's M.A. is from another institution.
 - ii. In consultation with the academic advisor 15 credit hours are to be taken in Catechetics or disciplines related to Catechetics at the 700- level (lecture) and 800-level (seminar) in any TRS academic area.
 - iii. In consultation with the academic advisor 9 credit hours at the 700- level (lecture) and 800-level

- (seminar) may be taken in any TRS academic area for a minor.
- iv. In consultation with the academic advisor 9 credit hours are to be taken in an allied area outside the major area of concentration. With the approval of the academic area director, these courses may be taken in other graduate schools of the University.
- v. Research Papers: In conjunction with courses taken at the 700 and 800 levels, students are required to produce 4 research papers that will become a part of the student's permanent file. Two of these papers are to incorporate foreign language sources.
- vi. Assessment Interviews take place prior to registration and then at midterm of the first semester.
- vii. Please refer to the coursework requirements section of the "Civil Degrees: Doctor of Philosophy (Ph.D.)" for more information.

c. Language Requirements:

- i. A reading knowledge of Latin and French or another approved modern language must be demonstrated by successful completion of both proficiency exams in each language. This requirement should be satisfied during a student's first semester in the program.
- ii. German: A reading knowledge of German is required and a proficiency language exam is to be completed by the end of the second semester of doctoral work. In consultation with the Area Director, a student, whose doctoral work requires another modern or ancient language, may request that the German requirement be waived and another language substituted.
- iii. Please refer to the language requirements section of the "Civil Degrees" Doctor of Philosophy (Ph.D.)" for more information.

d. Comprehensive Examination:

- i. The comprehensive examination is based upon a reading list drawn up by the student in consultation with the 3 members of the examining board.
- ii. Please refer to the comprehensive examination section of the "Civil Degrees: Doctor of Philosophy (Ph.D.)" section for more information.

- e. **Dissertation:** Please refer to the dissertation section of the "Civil Degrees: Doctor of Philosophy (Ph.D.)" for further information.

6. Master of Catechesis (M.Cat.)

The M.Cat. is a professional degree and differs from the M.A. in Catechetics. The purpose of the M.Cat. is to prepare students to be practitioners in the field of Catechesis rather than researchers in the field of Catechetics. Catechesis prepares students for "handing on" the Christian tradition; Catechetics trains students to research and develop models and theories of Catechesis. The M.Cat. has 2 tracks: on campus and blended online.

a. Admission Requirements

- i. An appropriate B.A. degree. The academic area retains the right to require additional prerequisite courses that are deemed necessary for the academic success of the applicant.
- ii. 6 semester hours of graduate level coursework in theology or religious studies with a grade of 3.0 or above taken at another institution may be applied toward the M.Cat. degree with the area director's approval.
- iii. 2 page double-spaced essay by the applicant articulating his/her call to ministerial leadership in the ministry of catechesis.
- iv. Please refer to the admission requirements section of the "Pastoral Ministry Degrees: Master of Catechesis (M.Cat.)" for further information.

b. Coursework Requirements:

- i. 30 graduate credit hours of coursework and 6 credit hours of a supervised internship or ministry project guidance.
- ii. Students must maintain a 3.0 or above GPA.
- iii. Students will design a ministry project after 18 credit hours of coursework and write a 20-25 pages on the project to be placed in the student's file.
- iv. Students will prepare a professional portfolio.

c. On Campus Track

- i. Students complete 30 graduate course credit hours on campus and are integrated with the M.A. and Ph.D. students in the STRS.
- ii. Students engage in a ministry internship (6 graduate credit hours) in the Washington DC metropolitan region.
- iii. Students participate in the Proseminar for New Graduate Ministerial Students (TRS 699A).

d. Online Track

- i. Students complete 30 graduate course credit hours and 6 credit hours of supervised ministry related to a project implemented at the student's ministerial setting.
- ii. Students typically take 6 credit hours during 3 summers and 3 credit hours during each semester over 2 academic years.
- iii. Courses are taken through The Catholic University of America Blackboard (online system).

e. Doctor of Ministry (D.Min.): Please refer to "Pastoral Degrees": Doctor of Ministry (D.Min.) for more information about this program.

Pastoral Studies Area

1. Faculty

Academic Area Director:	Rev. Raymond Studzinski, O.S.B.
Ordinary Professor of Practice:	Rev. Steven Payne, O.C.D.
Associate Professors:	Rev. Raymond Studzinski, O.S.B. Rev. Michael Witczak
Associate Professors of Practice:	Dr. Susan Timoney
Research Associate Professors:	Rev. Msgr. Stephen Rossetti
Adjunct Associate Professors:	Rev. Msgr. Michael Clay
Adjunct Assistant Professors:	Rev. Chris Arockiaraj, P.S.S. Rev. Frank DeSiano, C.S.P. Rev. Frank Donio, S.A.C. Dr. Gregory Sobolewski

2. Description of Academic Area:

This area of theological studies focuses on praxis as a form of theology. It also examines and trains students in the practices of theology as embodied knowledge in relationship to evangelization and the life of the Church and the world. It utilizes an interdisciplinary methodology that incorporates research and praxis from the social sciences with theology. The degrees offered in this area prepare students for pastoral and religious leadership in ministerial settings. The Master of Divinity provides a comprehensive grounding in the theological tradition with a view towards its pastoral implementation. The Hispanic ministry specialization at the Master of Divinity level focuses this comprehensive grounding in service to Latinos. The Doctor of Ministry offers a concentration in evangelization provides specialized education in evangelization for seasoned pastoral practitioners and a concentration in seminary formation for those who are serving the Church in the formation of future priests.

3. Degrees Offered:

- a. **Master of Divinity (M.Div.)-90 Credit Ordination Track:** Please refer to "Pastoral Degrees: Master of Divinity (M.Div.)" for more information about this program.
- b. **Master of Divinity (M.Div.)-72 Credit Non-Ordination Track:** Please refer to "Pastoral Degrees: Master of Divinity" for more information about this program.
- c. **Master of Divinity in Hispanic Ministry (M.Div.):** Please refer to "Pastoral Degrees: Master of Divinity in Hispanic Ministry (M.Div.)" for more information about this program.
- d. **Doctor of Ministry in Evangelization (D.Min.):** Please refer to "Pastoral Degrees: Doctor of Ministry (D.Min.)"

for more information about this program.

- e. **Doctor of Ministry in Seminary Formation (D. Min.):** Please refer to "Pastoral Degrees: Doctor of Ministry (D. Min.)" for more information about this program.
- f. **Doctor of Ministry in Spirituality (D. Min.):** Please refer to "Pastoral Degrees: Doctor of Ministry (D. Min.)" for more information about this program.

Religion and Culture

1. Faculty:

Academic Area Director:	Dr. Charles B. Jones
Ordinary Professors:	Dr. William Barbieri Dr. William Dinges Dr. Charles B. Jones Dr. Robert Miller II, O.F.S. Dr. Wilhelmus Valkenberg
Associate Professors:	Rev. Raymond Studzinski, O.S.B.

2. Description of Academic Area:

This academic area emphasizes analysis of the ways that religious expressions have both transformed and been transformed by cultures. This study trains students in two types of investigation. The first utilizes the methods of the social sciences such as anthropology, hermeneutics, history, psychology, and sociology in the analysis of religion. The second is directed to the history and teachings of religions outside of Christianity. The use of interdisciplinary methods helps students to understand the human side of religious phenomena and to apply multiple approaches to its interpretation. Area programs place emphasis on the critical study of symbol, ritual, and myth and on the interchanges between religious traditions and their particular social and cultural forms. Past students have focused their studies on religion as seen through social development, art, architecture, literary studies, interreligious dialogue, science, economics, and politics. The Religion and Culture curriculum also requires active dialogue with the Catholic theological tradition.

3. Degrees Offered:

- Master of Arts (M.A.)
- Doctor of Philosophy (Ph.D.)

4. Master of Arts (M.A.)

The M.A. degree in Religion and Culture provides the student with a basic foundation in the field of Religious Studies through a set of core courses and allows for a level of specialization by encouraging the student to focus electives in a certain area of study. The degree can prepare the student for doctoral studies or for careers in teaching, public policy, religion journalism, church work, etc.

- Admission Requirements:** Please refer to the admission requirements section of the "Civil Degrees: Master of Arts (M.A.)" for further information.
- Coursework Requirements:** This degree requires 30 credit hours of coursework, within which the following courses are mandatory:
 - TRS 760: Theological Foundations or TRS 660: History and Method in Theology
 - TRS 780A: Introduction to the Study of Religion
 - TRS 780B: Hermeneutics and Religion.
 - Students also take 9 credits (3 courses) in Religion and Culture, including 3 credits (1 course) devoted to the cross-cultural study of religion or the study of a religious tradition other than Christianity.
 - The student selects 9 additional credits (3 courses) from School courses related to the Catholic theological tradition, including offerings in Historical and Systematic Theology, Biblical Studies, Spirituality, and Catechetics.
 - Students must take 6 credits in courses in which they produce two significant research papers, or in M.A. thesis guidance to produce a master's thesis.
 - Please refer to the coursework requirements section of the "Civil Degrees: Master of Arts (M.A.)" for more information
- Language Requirements:**
 - M.A. students must pass a proficiency test in one modern language.
 - Please refer to the language requirements section of the "Civil Degrees: Master of Arts (M.A.)" for more

information.

d. Comprehensive Examinations:

- i. Students take 2 days of comprehensive examinations during their last semester of coursework as set by the School calendar. The first day covers required material in Religious Studies and the Catholic Theological Tradition. The second day covers elective topics which the student selects. The basis for the examinations is a standard reading list.
 1. Please refer to the comprehensive exam section of the "Civil Degree: Master of Arts (M.A.)" for more information.

5. Doctor of Philosophy (Ph.D.)

The Ph.D. in Religion and Culture prepares students for academic careers by providing training in research methods, appropriate languages, courses that provide a foundation in the area of religious studies, and specialization in a research area through the writing of a dissertation. It also trains the student in the Catholic theological tradition in such a way as to place religious studies and theology in conversation within the student's scholarship. The student also develops expertise in an allied discipline (e.g., history, politics, psychology, etc.).

- a. **Admission Requirements:** Please refer to the admission requirements section of the "Civil Degrees: Doctor of Philosophy (Ph.D.)" for further information.
- b. **Coursework Requirements:**
 - i. A minimum of 36 credit hours of coursework beyond the M.A. degree.
 - ii. The following courses are required if the student did not take them in their M.A. program: TRS 780A: Introduction to the Study of Religion, TRS 760B: Theology, Culture, and Hermeneutics; *or* TRS 780B: Religion and Hermeneutics, and TRS 760: Theological Foundations *or* TRS 660: History and Method in Theology. If the student completed any or all of these courses within the area's M.A. program, then they take other courses to fulfill the distribution requirements and reach the requisite 36 credit hours.
 - iii. At least 21 credits (7 courses) in the field of Religion and Culture, including at least 3 credit hours (1 course) devoted to the cross-cultural study of religion or the study of a religious tradition other than Christianity. At least 9 credits (3 courses) in the Catholic theological tradition, and 6 credits (2 courses) in an allied area of specialization chosen from some other area of the School or department of the University (e.g., Anthropology, Sociology, Philosophy, etc.).
 - iv. In conjunction with research seminars taken at the 800 level students are required to produce 4 research papers (3 if the student earned the M.A. in the area) that will become a part of the student's permanent file. The Religion and Culture faculty will review these research papers prior to admitting the student to doctoral candidacy. All 4 of these papers should deal explicitly with Religion and Culture and give evidence of the student's proficiency in research methods and in using foreign languages.
Please refer to the coursework requirements section of the "Civil Degrees: Doctor of Philosophy (Ph.D.)" for more information.
 - v. Please refer to the coursework requirements section of the "Civil Degrees: Doctor of Philosophy (Ph.D.)" for more information.
- c. **Language Requirements:** Please refer to the language requirements section of the "Civil Degrees: Doctor of Philosophy (Ph.D.)" for more information.
- d. **Comprehensive Examination:** The program requires three days of examinations: 1. Religion and Culture, 2. The Catholic theological tradition and Allied Area, and 3. Subfield. Please refer to the comprehensive examination section of the "Civil Degrees: Doctor of Philosophy (Ph.D.)" for more information.
- e. **Dissertation:** Please refer to the dissertation section of the "Civil Degrees: Doctor of Philosophy (Ph.D.)" for more information.

Educational Affiliations Institutes and Opportunities

The academic areas of the School of Theology and Religious Studies, through the research and professional degree programs they offer, are intended to make significant contributions to the Church and to society. Insofar as these areas are related to the ever-present pastoral needs of the Church, the School provides a variety of programs to ensure the essential dialogue between those who do research and those who are most affected by it. In order to accomplish these goals more effectively, the School has entered into agreements with other institutes, schools and professional institutions.

Since the academic public of the school includes seminarians, lay men and women preparing for teaching, research, or other ministries in the Church and academic life, ordained priests, and men and women religious, it is important to maintain cooperative relationships with other academic and professional resources. In addition, increased interest in continuing education has changed the educational opportunities available to all those involved in pastoral ministry. The School of Theology and Religious Studies is committed to serving the Church by developing and consolidating a variety of educational programs.

Preparation for Ordination

Education for ordained ministry at The Catholic University of America derives from a 1927 mandate of the University's Board of Trustees to provide a seminary course for the education of candidates for the priesthood.

The education of seminarians has been a fitting part of the University's mission to be of service to the Church by preparing its future leaders. *The Code of Canon Law* (c. 250), the *Ratio Fundamentalis Institutionis Sacerdotalis* of the Sacred Congregation for Catholic Education (nos. 61 and 76) and the *Program of Priestly Formation* of the United States Conference of Catholic Bishops call for four years of theological education in preparation for priestly ordination. The School's degree programs in theology and pastoral studies offer and strongly recommend an eight-semester program of theological studies for seminarians. The degree programs offered afford a variety of opportunities for students preparing for ordination to obtain recognized academic and professional degrees. The ecclesiastical degrees are acknowledged internationally as preparation for priestly ministry. The Bachelor of Sacred Theology (S.T.B.) degree can be obtained in three years. It can be followed by the Licentiate in Sacred Theology (S.T.L.) and the Doctor of Sacred Theology (S.T.D.) degrees. In addition to the academic courses required by the degree, opportunities are provided for students to participate in pastoral courses that integrate theology, pastoral ministry and supervised experiential learning. The Master of Divinity (M.Div.) program is an advantageous way for students to prepare themselves for a variety of ministries in the Church. The program requirements ensure that students integrate academic work and pastoral experience in view of future ministry.

Seminarians may also opt to pursue the S.T.B. and M.Div. jointly. Students also have the opportunity to do specialized work in preparation for particular ministries, such as Hispanic ministry. The judgments about a candidate's qualifications and readiness for ordination belong to the candidate and to the seminary or house of studies in which he is enrolled with the final judgment made by his ecclesiastical superior.

While the School of Theology and Religious Studies does not assume responsibility for evaluating a student's suitability for ministry, it does provide an evaluation of the academic performance and the professional capabilities of the students enrolled in its programs. Acceptance into (or exclusion from), as well as completion of, any of the degree programs of the School does not imply a judgment on the qualifications of a student for ordination. Since the preparation for ordination to the priesthood requires not only theological studies but also human, spiritual, and pastoral formation (cf. *Program of Priestly Formation*), a candidate for ordination must also be enrolled in a seminary or house of studies. Theological College, the University seminary, provides the human and spiritual formation necessary for ordination for diocesan seminarians. Here students preparing for diocesan priesthood find the resources and competent help in integrating personally all aspects of their preparation for ordained ministry. Other seminaries and houses of formation in Washington, D.C., and the metropolitan area also use the Schools of Theology and Religious Studies for the philosophical and theological preparation of men for priestly ministry. The Associate Dean for Graduate Ministerial Studies acts as a liaison between the School and the seminarians.

Intellectual Formation of Seminarians in Theology

The School of Theology and Religious Studies at The Catholic University of America boasts a faculty of distinguished, often internationally renowned, scholars.

Many professors are the authors of texts used in colleges, seminaries and universities throughout the United States. Seminarians at Theological College and other Catholic houses of studies are registered in the school with access to the faculty in all the academic areas of study: biblical studies and languages; Church history and historical theology; liturgical studies and sacramental theology; moral theology/ethics; pastoral studies, religious education/catechetics, spirituality and supervised ministry; religion and culture; and dogmatic and systematic theology.

Seminarians may take courses that draw on the resources and talents of more than 40 scholars. Because the School is an ecclesiastical as well as a recognized civil faculty, it grants a wide variety of civil, ecclesiastical, and pastoral degrees. All seminarians are required to complete ordination requirements established by the *Program on Priestly Formation* promulgated by the United States Conference of Catholic Bishops. These requirements include Scripture, systematic theology, moral theology, liturgy, history, and canon law. They also include direct service to the poor, supervised ministry, two years of parish placement, preaching and the celebration of liturgical rites. The School of Theology and Religious Studies cooperates with Theological College and other houses of studies to provide these additional pastoral programs. Seminarians ordinarily enroll in one of three degree programs under the guidance of the Associate Dean for Graduate Ministerial Studies and the student's academic advisors:

1. The Master of Divinity degree (M.Div.)-90 Credit Ordination Track is a first professional degree for seminarians for whom the pastoral focus of academic formation in all the academic areas of Catholic theology is especially significant.
2. The Bachelor of Sacred Theology degree (S.T.B.) a first ecclesiastical degree that provides seminarians with a basic theological orientation in Catholic theology.
3. The joint Bachelor of Sacred Theology and Master of Divinity degrees.

The School of Theology and Religious Studies also offers the Master of Arts (M.A.), Master of Catechesis (M.Cat.), Licentiate in Sacred Theology (S.T.L.); Doctor of Sacred Theology (S.T.D.), Doctor of Philosophy (Ph.D.), and Doctor of Ministry (D.Min.) degree.. The licentiate and the doctorate in theology are advanced ecclesiastical degrees with concentrations in biblical theology, historical theology, liturgical studies, moral theology and systematic theology. The Master of Catechesis is a professional master's degree that focuses on training parish and diocesan directors of faith formation in the ministry of catechesis. The Doctor of Ministry is a professional doctorate that focuses upon pastoral ministry in evangelization, liturgical catechesis, spirituality, and seminary formation. . Qualified seminarians who complete their first graduate degrees prior to ordination can often begin work on many of these advanced degrees. Seminarians may also benefit from more than 250 elective course offerings available at The Catholic University of America and 10 other independent ecumenical schools of theology that make up the Washington Theological Consortium. During their matriculation at the university, seminarians are required to take at least one course in another ecclesial tradition through the offerings of the Consortium. Through a cooperative agreement with the Pontifical John Paul II Institute for Studies on Marriage and the Family, seminarians, as well as other graduate students in the School, can also elect coursework in this highly specialized academic area with permission of either the Associate Dean for Graduate Ministerial Studies or the Associate Dean of Graduate Studies. In summary, seminarians have the opportunity to integrate the traditional intellectual riches of Catholic theology, its interaction with contemporary culture and other religious traditions, and a supervised pastoral commitment.

Together these elements should form not only competent, faithful priests, but genuine pastoral leaders in the Church.

Intellectual Formation of Seminarians in Pre-Theology

In accord with the vision and norms of the *Program of Priestly Formation*, Fifth Edition, for pre-theology studies, the School of Philosophy in association with the School of Theology and Religious Studies offers a comprehensive and flexible pre -theology program for candidates for priestly ministry. The School of Philosophy offers a coordinated series of philosophy courses for the intellectual formation of pre-theology students in all the areas of philosophy specified by the *Program of Priestly Formation*. The School of Theology and Religious Studies offers the full range of theology courses specified for this program, and the University also has rich offerings in ancient and modern languages, Catholic art and culture, literature, public speaking, and other fields.

Certificate Program in Pre-Theology Studies

The School of Philosophy offers a two-year program in pre-theology studies leading to the Certificate in Pre-Theology Studies. Candidates for the certificate are matriculated in the School of Philosophy and follow a course of studies determined by the vision and norms of the *Program of Priestly Formation*, Fifth Edition, for pre-theology studies as specified below. Qualified candidates of the certificate program may be combined with studies for the degree of Master of Arts or Licentiate in Philosophy. Interested students should consult the Announcements from the School of Philosophy for further details.

Theological College

University Seminary

Theological College is the Seminary of the Catholic University of America. The School of Theology and Religious Studies of The Catholic University of America offers diocesan-sponsored seminarians enrolled at Theological College and CUA the theological instruction essential for priestly ministry as prescribed by the approved degree programs. Theological College provides spiritual, human and pastoral formation as prescribed by the *Program of Priestly Formation* of the United States Conference of Catholic Bishops (USCCB). The School of Theology and Religious Studies also collaborates with Theological College in offering certain courses and programs of pastoral formation required by the seminarians' academic degree programs and the PPF of the USCCB.

Seminary Faculty

Theological College is administered by the Sulpician Fathers, a group of diocesan priests whose apostolate for 300 years has been the preparation of men for the priesthood. The Rector is assisted in this by formation faculty members whose primary responsibilities include: personal guidance and human formation, spiritual direction and formation, liturgy and liturgical formation, prayer, and the evaluation of seminarians' progress. Every seminarian has a priest spiritual director in the internal forum. Faculty members also serve as external forum advisers in human, spiritual, and pastoral formation to the students, meeting regularly with each to help them internalize the multidimensional aspects of their formation into personal and religious growth and ministerial readiness. Theological College has developed a local mission statement and programs to implement these norms.

Seminarians

Diocesan seminarians are sent to Theological College by bishops throughout the United States. As the seminary, overseen by the society of St. Sulpice, celebrates its centennial this year, it opens its doors to 90 seminarians from 26 U.S. dioceses. Those in theological studies pursue one of the three main degree options for seminarians with a growing number taking advantage of the fifth year S.T.L. program offered through the School of Theology and Religious Studies and Theological College. 17 seminarians are awardees of the McShain Scholarship and three are recipients of the Knights of Columbus' Father Michael J. McGivney Scholarship.

Community Life

The seminary faculty and seminarians form a community united in faith under the headship of Our Lord Jesus Christ. Together they engage in the work of priestly formation in its four dimensions as outlined in the Apostolic Exhortation *Pastores Dabo Vobis*: human, spiritual, intellectual, and pastoral. Theological College's Student Handbook highlights these four dimensions, outlining more specifically the manner in which they are to be implemented at a university-based seminary.

Seminarians are given clearly stated expectations for each dimension of priestly formation. Rector's and conferences and small group discussions provide the opportunity for seminarians to reflect on questions of priestly spirituality in a format that involves peer interaction. Theological College supports a student government structure that allows seminarians to be involved in implementing the goals of the seminary.

Spiritual Formation Program

A primary concern of Theological College is the personal and spiritual growth and formation of the seminarians involving three dynamics: The first derives from the Sulpician heritage as expressed by Father Olier, the Sulpician's founder, in his maxim, "To live supremely for God in Christ Jesus." The second dynamic is based on reflection on the way in which holy and effective priests live and minister today, and the need for a personal spirituality that will sustain the seminarian after ordination. The third derives from the unique context in which Theological College is situated, that is, a university setting that gathers students from many different dioceses, each with its own specific ministerial needs.

Seminarians come together daily to celebrate the Eucharist and Morning and Evening Prayer from the *Liturgy of Hours*, and every seminarian works with an individual spiritual director to deepen his response to God's love, especially by developing a solid prayer life. Community celebrations of Reconciliation are held on a regular basis, and seminarians have access to many other resources for private celebration of this sacrament as well. In addition to an annual retreat, other prayer experiences are scheduled throughout the year.

Formation Advising/Evaluation Program

To assist bishops who send their students to Theological College, the faculty engages in a process of advisement and

evaluation in a spirit of service to the student and the diocese. Every seminarian has a priest adviser from the seminary faculty who is concerned with his progress toward personal maturity, his readiness to embrace the commitments of priestly life, his grasp of theology, and his completion of ordination requirements, and acquisition of the pastoral skills needed for priestly ministry. An annual evaluation, which is sent to each seminarian's bishop, evaluates his progress according to the essential dimensions of priestly formation: human, spiritual, intellectual, and pastoral.

Theological and Pastoral Programs

Seminarians are enrolled in the School of Theology and Religious Studies for the theological and certain pastoral dimensions of their preparation. Each pursues one of three first graduate degrees: M.A. in theology, Bachelor of Sacred Theology (S.T.B.), or Master of Divinity (M.Div.), or the joint S.T.B./M.Div. degrees. Each degree has its own respective focus and integrating features. All seminarians must also complete ordination requirements that include Scripture, systematics, moral theology, liturgy, history, spirituality, pastoral theology, and canon law, as well as engage in programs of direct service to the poor, supervised ministry to the sick, two years of parish placement, preaching, and liturgical celebration. The resources of Theological College and Catholic University's program are enhanced through membership in the Washington Theological Consortium. Seminarians are able to cross- register in certain courses offered by the member institutions of the Consortium.

Pre-Theology

Theological College offers a complete two-year pre-theology program according to the directives of the PPF (no. 185). Pre-theology encompasses human, spiritual, intellectual, and pastoral formation as well. Adaptations are made to meet the specific needs of individuals and their dioceses. The pre-theology program utilizes the resources of the School of Philosophy and the School of Theology and Religious Studies to meet all the requirements of the PPF.

Ecumenical and Interreligious Affiliations

The School of Theology and Religious Studies seeks to bring critical inquiry, reflection, and praxis to the Roman Catholic faith tradition. In cooperation with other schools of the University, the School attempts to realize an ideal that the Second Vatican Council proposed for institutions of higher learning, namely, "that the Christian mind may achieve, as it were, a public, persistent and universal presence in the whole enterprise of advancing higher culture" (*Declaration on Christian Education*, 10). Moreover, the School is committed to investigate and advance ecumenical and interreligious questions and relationships (*Sapientia Christiana*, 69). Its faculty moves beyond academic study to engage other Christian churches and the religions of the world in dialogue. As a minimum condition for these concerns, the school rejects "every type of discrimination, whether social or cultural, whether based on sex, race, color, social condition, language or religion as contrary to God's intent" (*Pastoral Constitution of the Church in the Modern World*, 29). In 1998, the then School of Religious Studies founded the Institute for Interreligious Study and Dialogue in the area of interfaith dialogue.

Pontifical John Paul II Institute for Studies on Marriage and Family

The Pontifical John Paul II Institute for Studies on Marriage and Family is a graduate theological school founded by the Holy Father in 1982 to help develop more fully the Church's understanding of the person, marriage and family in the light of divine revelation.

The Washington, D.C. Session of the Institute began its work in fall 1988. The Institute is a community of scholars, global in its environment and vision and multidisciplinary in its academic scope. Its programs of study foster the theological competency necessary for teaching and research and for the exercise of a variety of Christian ministries, including counseling and pastoral work in the specialized areas of marriage and the family, and for religious leadership positions, especially in Family Life Bureaus. The Institute offers three degree programs: a specialized Doctorate in Sacred Theology (S.T.D.), a Licentiate in Sacred Theology of marriage and family (S.T.L.), and a Master of Theological Studies (M.T.S.) in marriage and family. In 2002, The Catholic University of America and the John Paul II Institute for Studies on Marriage and the Family entered into a cooperative agreement through which students enrolled in degree programs in either institution could take two courses during a given academic year with the permission of their respective deans. Please consult the catalogue of the institute available through the office of the Dean of the School of Theology and Religious Studies or the Dean of the John Paul II Institute.

E-mail: information@johnpaulii.edu. Web site: www.johnpaulii.edu.

Washington Theological Consortium

The Catholic University of America was one of the founding member institutions of the Washington Theological Consortium in 1967. Since its incorporation in 1971, the Consortium has worked actively to coordinate programs of theological education among and for its founding member institutions, which include, among others, the Dominican House of Studies, Howard University Divinity School, Virginia Theological Seminary, Wesley Theological Seminary, and United Lutheran Seminary. The Consortium fosters ecumenical and academic cooperation through joint faculty committees, team-taught courses in specialized areas, publication of a guide to the extensive library resources in the member institutions, cross-listing of course offerings, and the like. Through the Consortium, CUA students may register for courses at member institutions through the CUA Office of Enrollment Services, and such courses will automatically be added to the student's transcript with no extra procedures necessary. Students should consult the Associate Deans for Seminary and Ministerial Studies and Graduate Studies concerning registration for courses in other institutions of the consortium. Please consult with the appropriate dean to locate eligible courses and obtain permissions.

Courses Offered

Consult Cardinal Station for additional information about courses and to determine course offerings by semester.

XIV. Metropolitan School of Professional Studies

Administration

Vincent J. Kiernan, Ph.D.	Dean
Twila Lindsay, Ph.D.	Associate Dean
LaShay Long, M.A.T.	Director of Admissions and Communications
Chad Smith, J.D.	Director of Legal Programs
Jean-Luc Nshimiyimana, M.Ed.	Academic Advisor
Cierra Dillon, B.S.	Business Manager
Shanne Gora, B.A.	Admissions Coordinator
Julius Serrano	Alexandria Site Director

Adjunct Faculty

- Adele Abrams, J.D.
- Emmett Aldrich, M.S.
- Matthew Amon J.D.
- Dennis Austin, M.S.
- Josephine Bahn J.D.
- David Banks, Ph.D., M.S.S.W., M.P.H., RN
- Samuel Berbano, J.D.
- Anthony Boehm, M.A.
- Arnold Bradford, Ph.D.
- Gilberto Brito, M.P.P.
- William Buracker, Ph.D.
- Jeffery Carroll, M.P.S.
- Rodney Cartwright, M.S.
- Herbert Casey, M.S.
- Adel Daham, M.A.
- Jamie Despres, Ph.D.
- Sherif Ebrahim, Ph.D., M.H.A., FACHE
- Michele Fantt-Harris, SHRM-SCP, SPHR, GPHR
- Benjamin Farmer, M.F.A.
- Mark Fitzgerald, M.F.A.
- Eric Fontaine, J.D.
- Ann Gallagher, M.S.
- Al Ghassemzadeh, M.S.
- Robert Graham, M.P.S.
- Mark Gray, Ph.D.
- Jacqueline Hamp, Ed.D.
- Candance Harris, J.D.
- Gregory Havrilak, Ph.D.
- Michale Hayes, J.D., LL.M.
- Tom Healy, J.D.
- Jack Horan, J.D.
- Leon Hutton, M.B.A., D.B.A., C.P.A., C.G.F.M S.P.H.R.
- Chris Jennison J.D.
- Walter Jones, M.P.S.
- Ken Kellner, J.D.
- Vincent Kiernan, Ph.D.
- Kimo Kippen, M.S.
- James Kruggel, Ph.D.
- Eric Knapp, B.S., J.D.
- Michael Krumpak, M.S.
- Michael Kushner, M.B.A., PMP
- Ferentz Lafargue, Ph.D.
- Richard Lederman, Ph.D.
- Carrie Lewis, Ph.D.
- Andrew Litke, Ph.D.
- Roy Littlefield, Ph.D.
- Jennifer Maxwell, M.A.
- Joseph McDonald, M.S.M.
- Michael McMahon, M.A., M.S.
- Evelyn Millhouse-Fort, P.M.P.
- Michael Molinelli, AIA NCARB, LEED ap
- Thom Morra, M.A.
- William Morton, M.B.A.
- Alice Myers, Ph.D.
- Charles Neimeyer, Ph.D.
- James O'Brien, M.S.
- Claudia O'Connor, M.S.I.S.
- Valentina Okaru-Bissant J.D.
- Colin Pears, Ph.D.
- Matthew Pietropaoli, M.A.
- Dominic Pigneri, Ph.M.
- Shaun Rieley, M.A.
- Mary Roary, Ph.D.
- Larry Robertson, M.A.
- Alexis Robinson, M.S.W.
- Robert Roop, SHRM-SCP, CAE
- Jean Russell, Ph.D.
- Hamid Semiyari, Ph.D.
- Donald Sepe, M.A.
- Prabhash Shrestha, M.S.
- Josef Simpson, Ph.D.
- Helen Smetheram, M.S.
- Chad Smith, J.D.
- Joseph Smolskis, M.B.A.
- Michael Staron, M.A.
- Howard Steed, Ph.D.
- Michael Stell, M.A.
- Michael Strand, M.A.
- Carlos Taja, M.A.
- Scott Tambert, M.S.
- Max Torres, Ph.D.
- Adam Urrutia, M.A.
- Geoffrey VanderPal, MBA, DBA, CFP, CLU, CTP
- Laura Viehmyer, M.S.
- Keith Williams, Ph.D.
- Donald Winstead, M.A.
- Michael Wolf, J.D.
- Jimmy Word, M.D., M.H.A.
- Tawnya Yetter, J.D.
- Jack Yorest, M.B.A.

History and Mission

CUA's Metropolitan School of Professional Studies (MSPS) was established as University College in 1979 by the Board of Trustees to extend the educational resources and programs of the university to adult students wanting to pursue academic and professional credentials. MSPS has a long history of serving adults with programs that integrate a values-based, liberal arts foundation with majors that are applications-oriented and focused on professional career tracks. The school offers master's degrees, bachelor's degrees, associate's degrees, certificates, and noncredit preparation for professional certification in high-demand career tracks.

MSPS regards its service to nontraditional students as a special part of The Catholic University of America's overall educational mission. The master's degree programs offered by MSPS are designed primarily for working professionals.

Courses are offered on weekday evenings and online. They provide a strong academic foundation while emphasizing practical, "real world" applications of skills and knowledge.

Graduate Offerings

MSPS offers the following graduate degrees:

- Master of Health Administration (M.H.A.)
- Master of Science in Emergency Service Administration (M.S.E.S.A.)
- Master of Science in Social Service Administration (M.S.S.S.A.)

MSPS offers the following graduate certificate:

- Certificate in Federal Contract Management

Admission

In order to be considered for admission into one of the graduate degree programs offered by MSPS, applicants must submit the following:

- Completed CUA Graduate Application for Admission (<https://cardinaladmissions.cua.edu>)
- The non-refundable application of \$60;
- Official transcripts (with institutional seal) from all colleges attended, including one from a regionally-accredited U.S. college or university showing completion of a four-year baccalaureate degree, or the international equivalent;
- Two letters of recommendation. Ideally, at least one academic recommendation (from a current or former faculty member) and one professional recommendation (from a former or current supervisor) should be included;
- Statement of purpose, approximately 500 words in length, stating the reason for undertaking graduate studies, qualifications, personal and professional goals, and how participation in the program will help attain these goals;
- Résumé, detailing one's professional experiences (work, awards, memberships); and
- A pre-admission interview

Additional credentials required of international applicants:

- Evidence of English language proficiency, as documented by either:
 - an official IELTS score report, with a minimum score of 6.5.
 - an official TOEFL score report, with a minimum score of 80 (if taken via internet). Student should have at least 20 out of 30 in each section on the "older" TOEFL, or 92 - 93 on the reformatted TOEFL.
 - 146 or above on the verbal section of the GRE.
 - an official Duolingo Score, with a minimum score of 105
 - B+ or higher in English 101 from a U.S. higher education institution or earned from an English speaking country
- Confirmation of financial support. Visit <https://www.catholic.edu/admission/international-students/index.html> for more information.

Admission decisions are based on grade point average, undergraduate degree, years and relevance of work experience, recommendations, writing ability, usefulness of program in meeting personal and professional objectives, and other relevant criteria.

Financial Information and Costs Financial Aid

The Catholic University of America offers reduced tuition for students in the Metropolitan School of Professional Studies who are taking courses provided by MSPS. The university also maintains a federal financial aid program for students with a demonstrated need. For information on federal financial aid, please contact the Office of Financial Aid at (202) 319-5307 or visit <https://financial-aid.catholic.edu/index.html>.

Student Accounts

Students are considered officially enrolled and responsible for any associated financial obligations once they are registered through Cardinal Station (<https://cardinalstation.cua.edu>). Billing statements are issued online through the CardinalPAY e-commerce system; no paper bills are issued. For more information on CardinalPAY, please visit <https://enrollment-services.catholic.edu>

Satisfactory payment includes paying the total charges, being current with payments on the tuition payment plan, and/or completing all financial aid forms and waiting for accepted financial aid to be credited. Incomplete financial aid awards are considered to be late payments. Additional charges will be assessed to the student's account for checks returned by the bank for insufficient funds or stop payments. All charges due to the university must be paid in full by the payment due date published each semester. For more information on payment due dates, please visit <https://enrollment-services.catholic.edu>. Students who do not honor the financial arrangements agreed upon will not be permitted to register the following semester unless payment is made or new arrangements are negotiated.

Costs

A general accounting of university tuition, fees, and other expenses may be found at the Office of Enrollment Services' web site: <https://enrollment-services.catholic.edu/>

Degree Programs

Graduate degree programs offered through MSPS place special emphasis on advanced learning that links theory and professional practice. The programs require successful completion of 40 semester credit hours; a minimum of 34 credits must be taken at The Catholic University of America. Students are allowed a maximum of 7 years from their initial enrollment to meet all degree requirements.

Transfer of Credit

With approval from the Dean of MSPS, matriculated students may take courses at other regionally-accredited institutions of higher learning on a limited basis.

Students may transfer in no more than a total of 6 credits, which includes all transfer credits pre- and post-matriculation. Transferability of credit is determined at the discretion of the program based on course equivalence, date of completion (typically, no more than 5 years prior to entry into program), and grade (minimum B/3.0). Students entering MSPS graduate programs as Metropolitan Bachelor's to Master's Scholars may apply a total of 9 credits earned from 1) 500-level courses taken as an undergraduate student and/or 2) pre-approved, graduate-level transfer courses taken at other regionally-accredited institutions, with a maximum of 6 credits of the latter.

Students planning to take courses at another regionally-accredited institution (during any academic semester or summer session) must obtain approval from the dean of MSPS before the end of the semester prior to the semester in which they plan to take the transfer course(s). Approval is granted on a case-by-case basis depending on the student's need for the course(s), degree requirements, etc. Without prior approval, transfer of credit is not guaranteed. Students hoping to take courses at another institution should also contact the Office of Financial Aid at (202) 319-5307 to determine how funding may be impacted.

Students who wish to transfer in credits from another institution of higher education in their last semester must do so before the following dates in order to qualify for graduation in the term indicated:

- Fall semester deadline: November 1
- Spring semester deadline: April 1
- Summer semester deadline: August 1

International Students

Students from countries other than the United States of America wishing to attend the Metropolitan School of Professional Studies must provide the same credentials (e.g., proof of high school completion, official transcripts, etc.) as students from the United States. International students, however, must provide official evaluations of all transcripts from recognized evaluations services. The Metropolitan School especially recognizes evaluations from World Education Services (WES), American Association of Collegiate Registrars and Admissions Officers (AACRAO), and Education Credential Evaluators (ECE).

Probation and Dismissal Policies

Probation

Any student who falls below a 3.0 cumulative grade point average (GPA) is on academic probation for the following regular semester. For example, a student whose cumulative GPA is below 3.0 at the end of the spring semester is on probation through the end of the following fall semester, even if the student takes summer courses to raise his/her cumulative GPA. A student whose cumulative GPA is below 3.0 at the end of the fall semester is on probation through the end of the following spring semester. A student on academic probation may be required by the academic dean to take a reduced course load during the time of probation.

Dismissal

Any student who earns less than a B- in more than three courses, or whose grade point average falls below a (3.0) B for two consecutive semesters, is subject to dismissal from the program.

See below (i.e., Requirements for Graduation) for additional policies relevant to probation and dismissal.

Requirements for Graduation

All students are responsible for knowing academic and university policies. Policies specific to MSPS's graduate programs include the following:

1. Graduate students must earn an overall grade point average of at least a B (3.0 on a 4.0 scale) on course work applied toward a master's degree, which may include no more than one course completed with a grade of C. Students are permitted to retake, no more than one time each, up to two courses for which they earned less than a B. The grade from the second enrollment in the course will replace the original grade for the purpose of determining academic standing
2. Students must complete the program's capstone course (MADM 674) with a grade of B or better.

There are numerous academic policies that apply to students enrolled in MSPS. These policies may be found in various Catholic University and MSPS documents, including these *Announcements* and the university's web-based policies page (<https://policies.catholic.edu>). Students are responsible for familiarizing themselves with these policies and will find the information very helpful in understanding academic regulations, responsibilities, and expectations. Students are also encouraged to contact their MSPS academic adviser at (202) 319-5256 for additional information.

Class Attendance and Absences

Success in college coursework requires regular attendance and participation by the student enrolled in a course, and all class sessions are enhanced by the presence and participation of the whole course roster. Therefore, while recognizing that extraordinary circumstances can prevent a student from being able to attend a specific class session, all students are expected to attend and arrive on time for all class sessions. Students who are absent from more than 33% of a given course (i.e., students who miss more than 5 classes in a 14-week course or more than 3 classes in a 7-week course) will be given a failing grade (F*) automatically. The Metropolitan School of Professional Studies makes no distinction between "excused" and "unexcused" absences. Instructors teaching in MSPS may include supplemental attendance policies for their courses, and are required to report weekly attendance to MSPS.

Incomplete Grades

A student may request the provisional grade of I (incomplete) in a course when the student is unable to complete the course requirements for grave reasons (e.g., family emergency, personal illness or injury, death in family, etc.). The student must make the request by submitting a signed MSPS Incomplete Grade Request Form to the Associate Dean after the last day to withdraw from class but before the last day of the class in which the student wishes to receive the incomplete. The Dean's office will only approve a grade of incomplete when all of the following conditions are met:

1. The student requests a grade of incomplete from the instructor by using the MSPS Incomplete Grade Request Form which can be obtained from the student's advisor; and
2. The student provides specific evidence to verify that the reason for the request is legitimate; and
3. The student must be passing the course at the time of the request; and
4. The amount of work remaining in the course can be reasonably and sufficiently completed after the conclusion of the course session; and
5. Both the student and the instructor sign and submit the MSPS Incomplete Grade Request Form to the Associate Dean; and
6. The Associate Dean approves the request by signing the MSPS Incomplete Grade Request Form.

Students granted an incomplete for the fall semester must complete the outstanding work by January 15 of the following spring semester; students granted an incomplete for the spring semester must complete the outstanding work by June 15 of the following summer term; and students granted an incomplete for the summer term must complete the outstanding work by September 15 of the following fall semester. In extraordinary circumstances, the student or the instructor may request an extension of the deadline for the outstanding work to be submitted. Such a request must be approved in writing by the Associate Dean. An incomplete grade not resolved by the deadline automatically becomes a failing (F) grade.

The student is responsible for completing all outstanding work and submitting it to the instructor on time.

Student Support Advising

Once admitted to MSPS, each student is assigned an academic adviser. All students are encouraged to contact their adviser at least once a semester for pre- registration advising for the next semester's classes. However, students may see their adviser at any time during the academic year regarding their academic program and status. Students are responsible for knowing and understanding the requirements of their specific degree programs and for keeping track of their progress in working toward their degrees.

Leave of Absence/Continuing Students

An approved Leave of Absence is required for students who are requesting a break in enrollment. Students who do not register for a Fall or Spring semester without filing for a Leave of Absence (LOA) will be administratively withdrawn (automatically), required to re-apply for admission, and charged an application fee.

Student Services

MSPS strives to deliver an unparalleled level of service to adult students. In addition to the opportunities for involvement and support provided by the university, MSPS delivers a wide range of services to include personal, professional, and academic development seminars; a new student orientation; student organizations; a weekly e-newsletter disseminated to the entire MSPS student community; and a host of other student development programs. Students wishing to learn more about student services are welcome to visit the online Student Development Resource Center: <https://metro.catholic.edu>.

Degree Program Curricula

Master of Health Administration

The Master of Health Administration (MHA) is a professional degree designed to prepare students for leadership and managerial roles in hospitals and other healthcare systems, consulting firms, or healthcare related businesses. Students are given a strong foundation in analytical problem solving, budgeting and finance, ethics, legal and policy analyses.

The MHA program consists of 40 credits split between a foundational curriculum of 25 credits and a specialized curriculum of 15 credits. The curriculum is designed to be completed within 4 terms full time or 7 terms part time, with the capstone course being the sole class taken in any student's final semester. All courses listed below are 3 credits unless otherwise stated.

Foundational Courses

- Catholic Servant Leadership (1 credit)
- Effective Communication in Leadership
- Human Resource Management and Strategy
- Principles of Budgeting and Finance
- Public Policy Analysis and Implementation
- Principles of Ethical Leadership
- Public-Private Partnerships
- Research Methods and Quantitative Analysis
- Master's Capstone

Specialized Courses

- American Health Care System
- Information Technology for Health Care Administration
- Legal Aspects of Health Care Administration

- Organizational Theory for Health Care Administration
- Public Health Administration

Master of Science in Emergency Service Administration

The Master of Science in Emergency Service Administration (MS-ESA) is a professional degree designed to prepare students for leadership and managerial roles in emergency service organizations. Students are given a strong foundation in analytical problem solving, budgeting and finance, ethics, legal and policy analyses related to emergency services in both the private and public sectors.

The MS-ESA program consists of 40 credits split between a foundational curriculum of 25 credits and a specialized curriculum of 15 credits. The curriculum is designed to be completed within 4 terms full time or 7 terms part time, with the capstone course being the sole class taken in any students' final semester. All courses listed below are 3 credits unless otherwise stated.

Foundational Courses:

- Catholic Servant Leadership (1 credit)
- Effective Communication in Leadership
- Human Resource Management and Strategy
- Principles of Budgeting and Finance
- Public Policy Analysis and Implementation
- Principles of Ethical Leadership
- Public-Private Partnerships
- Research Methods and Quantitative Analysis
- Master's Capstone

Specialized Courses:

- Principles and Practices of Emergency Management and Intervention
- Information Technology for Emergency Services
- Organizations and Systems in Emergency Response
- Disaster Response and Recovery for Communities and Organizations
- Hazard Risk and Vulnerability Assessment

Master of Science in Social Service Administration

The Master of Science in Social Service Administration (MS-SSA) is a professional degree designed to prepare students for leadership and managerial roles in social service organizations. Students are given a strong foundation in analytical problem solving, budgeting and finance, ethics, legal and policy analyses. The MS-SSA is similar to a MSW but differs in that whereas an MSW prepares students to be social work practitioners, the MS-SSA prepares students to manage a social work practice.

The MS-SSA program consists of 40 credits split between a foundational curriculum of 25 credits and a specialized curriculum of 15 credits. The curriculum is designed to be completed within 4 terms full time or 7 terms part time, with the capstone course being the sole class taken in any students' final semester. All courses listed below are 3 credits unless otherwise stated.

Foundational Courses

- Catholic Servant Leadership (1 credit)
- Effective Communication in Leadership
- Human Resource Management and Strategy
- Principles of Budgeting and Finance
- Public Policy Analysis and Implementation

- Principles of Ethical Leadership
- Public-Private Partnerships
- Research Methods and Quantitative Analysis
- Master's Capstone

Specialized Courses

- Diversity in a Multicultural Society
- Legal Aspects of Social Services
- Organizational Theory for Human Services
- Public Policy and Social Services
- Public Relations and Fundraising

Graduate Certificate Curricula

The Graduate Certificate in Federal Contract Management was developed to offer an opportunity for students who are interested in capitalizing on the robust career opportunities for contracting professionals. Students pursuing the Federal Contract Management Certificate must complete the following four courses:

- Federal Contract Management and Administration
- Legal Aspects of Government Contracting
- Contract Pricing, Negotiations, and Source Selection
- Performance of Government Contracts

Courses Offered

A full listing of graduate courses offered by the department is found below. Consult [Cardinal Station](#) for additional information about courses and to determine course offerings by semester.

MADM	501	Communicating Effectively as a Manager
MADM	514	Principles of Ethical Leadership
MADM	525	Research Methods and Quantitative Analysis
MADM	533	HR Management and Strategy
MADM	552	Principles of Budgeting and Finance
MADM	611	American Health Care System
MADM	612	Information Technology for HealthCare Administration
MADM	613	Legal Aspects of Healthcare Administration
MADM	614	Organizational Theory for Health Care Administration
MADM	615	Public Health Administration
MADM	621	Disaster Response and Recovery for Communities and Organization
MADM	622	Hazard Risk & Vulnerability Assessment
MADM	623	Information Technology for Emergency Services
MADM	624	Organizations and Systems in Emergency Services
MADM	625	Principles and Practices of Emergency Management & Intervention
MADM	631	Diversity in Multicultural Society
MADM	632	Legal Aspects of Social Services
MADM	633	Organizational Theory for Human Services
MADM	634	Public Policy and Social Service

MADM	635	Public Relations & Fundraising
MADM	675	Master's Capstone
MBU	594	Independent Study
MBU	599TR	Transfer of Credit
MBU	570	Federal Contract Management and Administration
MBU	573	Legal Aspects of Government Contracting
MBU	576	Contract Pricing, Negotiations, and Source Selection
MBU	578	Performance of Government Contracts
MBU	632	Compensation and Benefits in the Federal Sector
MBU	633	Legal Environment of Human Resources in the Federal Sector
MBU	635	Performance Management in the Federal Sector
MBU	637	Strategies and Practices in Federal Staffing
MBU	638	Strategic Human Capital Management in the Federal Sector
MBU	640	Public Relations: Managing External Relations
MBU	641	Integrated Organizational Communication
MBU	647	Advanced Managerial Communication
MBU	652	Managerial Decision Making: Finance & Budgeting
MBU	653	Human Resource Budgeting and Metrics
MBU	661	Ethical Leadership
MBU	663	Leadership and Organizations
MBU	664	Developing Leadership Competencies
MBU	667	Leading Organizational Change
MBU	668	Organization Development
MBU	674	Master's Capstone (MSM): Research, Syntheses, Applications
MSO	500	Catholic Servant Leadership
MSO	525	Research Methods and Quantitative Analysis
MSO	575	Public Administration
MSO	576	Public Policy Analysis and Implementation
MSO	585	Public Private Partnerships