

Table of Contents

Graduate Catalog

Marywood University General Policy

Marywood University (the “University”) declares and reaffirms a policy of equal educational and employment opportunity and non-discrimination in its educational programs and all other activities that it operates both on and off University property. Marywood is committed to maintaining a healthy and safe learning, living, and working environment for all members of the Marywood community. Marywood University does not condone and will not tolerate discrimination, harassment, or assault regardless of whether the action is based on race, sex (including sexual harassment, sexual violence and pregnancy), color, gender, national or ethnic origin, age, creed, ancestry, religion, disability, marital status, military/veteran status, genetic information, whether an individual has a GED, use of a guide or support animal, or any other characteristic protected by applicable federal, state, or local law.

Marywood University does not discriminate on the basis of sex in its educational programs and in other activities operated by the University and is required by Title IX, and specifically 34 C.F.R. Part 106.9, not to discriminate in such a manner. This extends to employees of and applicants for admission to Marywood University. Inquiries concerning the application of Title IX may be directed to the Title IX Coordinator or a Deputy Title IX Coordinator for the University, or to the Assistant Secretary for the Office of Civil Rights of the Department of Education.

Any individual who believes s/he has been subject to discrimination on the basis of sex is encouraged to file a grievance consistent with the University’s Sexual Misconduct and Complaint Procedures Policy.

Marywood University is committed to taking all necessary steps to comply with any obligations it may have under Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, Title IX of the Civil Rights Act of 1964, as amended Title VII of the Civil Rights Act of 1964, as amended, and the Campus SaVE Act of 2013. These are explicit civil and legal applications of the formulation of beliefs already cherished in Marywood’s religious commitment, objectives, and practices.

Marywood University will make reasonable accommodations to known physical or mental limitations of otherwise qualified individuals with disabilities unless doing so would impose an undue hardship on the University. Any person who believes he or she may require such accommodation should contact the Associate Vice President for Human Resources and Affirmative Action Officer.

The Marywood University Anti-Discrimination Policy applies to all faculty, staff, administration, employees, students, volunteers, and visitors on campus property. Additionally, the Policy applies to the conduct of all faculty, staff, administration, employees, students, volunteers, and visitors at off-campus University-sponsored events, including, but not limited to, academic and educational programming, internships, study abroad programs, athletic events, and all other University programming, as well as to the conduct of all faculty, staff, administration, employees, students, volunteers, and visitors occurring off-campus but having an effect on the University’s educational environment.

Inquiries should be directed to:

Ms. Meghan Cruciani
Assistant Vice President for Student Success
Deputy Title IX Coordinator
Marywood University
Learning Commons, Room 310
Scranton, PA 18509-1598
Phone: 570-340-6043
Fax: 570-340-6073
E-mail: cruciani@marywood.edu

Mr. Ross Novak

Dean of Students
Deputy Title IX Coordinator
Marywood University
Liberal Arts Center, Room 101
Scranton, PA 18509-1598
Phone: 570-348-6236
E-mail: rnovak@marywood.edu

Ms. Ann O'Brien
Deputy Title IX Coordinator
Assistant Director for Service Learning and Community Service
Swartz Center for Spiritual Life, Room 132
Scranton, PA 18509-1598
Phone: 570-961-4593
E-mail: aobrien@marywood.edu

Students may also reference Accommodating Students with Disabilities policy and the Anti-Discrimination and Complaint Procedures policy in the *University Student Handbook* found on the Marywood University website.

The statements in the catalog are for the purposes of information. This catalog is *not* to be intended as creating a binding contract between the student and Marywood University. The University reserves the right to change requirements or regulations, *including* tuition and fees, as necessary, at any time, giving such notice as is reasonably *practical* under the circumstances. Students must fulfill all prevailing degree or program requirements.

Program of Study

Accreditations/Approvals

Regional

Marywood University is accredited by the **Middle States Commission on Higher Education**, 3624 Market Street, 2nd Floor West, Philadelphia, PA 19104. Phone: 1-267-284-5000.

The Commission on Higher Education is an independent corporation which maintains an ongoing relationship with the Middle States Association of Colleges and Schools and accredits degree-granting colleges and universities in the Middle States region, which includes Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, the Virgin Islands, and several locations abroad. This includes distance education and correspondence education programs offered by such institutions.

Professional

The Bachelor of Architecture (B.ARCH.) degree program is accredited by the **National Architectural Accrediting Board**, 1101 Connecticut Avenue, NW, Suite 410, Washington, DC 20036. Phone: 1-202-783-2007.

Business and Managerial Science Programs granting the B.B.A. Degrees at the Undergraduate Level and the MBA and M.S. in Management Information Systems Degrees at the Graduate Level are accredited by the **Accreditation Council for Business Schools and Programs**, 11520 West 119th Street, Overland Park, KS 66213. Phone: 1-913-339-9356.

The Didactic Program and Internship and Distance Internship Programs in the Nutrition, Athletic Training, and Exercise Science Department are accredited by the **Accreditation Council for Education in Nutrition and Dietetics**, 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995. Phone: 1-800-877-1600, ext. 5400.

The Master's degree in Physician Assistant Studies is accredited by the **Accreditation Review Committee on Education for the Physician Assistant**, 12000 Findley Road, Suite 275, Johns Creek, GA 30097. Phone: 1-770-476-1224.

The Graduate Art Therapy Program of the Department of Art is accredited by the **American Art Therapy Association, Inc.**, 4875 Eisenhower Avenue, Suite 240., Alexandria, VA 22304. Phone: 1-888-290-0878 or 1-703-

548-5860.

The Undergraduate Music Therapy Program is accredited by the **American Music Therapy Association, Inc.**, 8455 Colesville Road, Suite 1000, Silver Spring, MD 20910. Phone: 1-301-589-3300.

The Doctor of Psychology (Psy.D.) program in Clinical Psychology is accredited as a doctoral program in clinical psychology by the **American Psychological Association (APA)**, Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC 20002-4242. Phone: 1-202-336-5500 or 1-800-374-2721.

The Athletic Training Program in the Nutrition, Athletic Training, and Exercise Science Department is accredited by the **Commission on Accreditation of Athletic Training Education**, 6850 Austin Center Boulevard, Suite 100, Austin, TX 78731-3184. Phone: 1-512-733-9700 or 1-800-462-2283.

The baccalaureate nursing program is accredited by the **Commission on Collegiate Nursing Education**, 655 K Street, NW, Suite 750, Washington, DC 20001. Phone: 1-202-887-6791.

Counseling Programs in Elementary Counseling, Secondary School Counseling, PreK-12 Counseling and Clinical Mental Health Counseling are accredited by the **Council for Accreditation of Counseling and Related Educational Programs**, 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314. Phone: 1-703-535-5990.

Programs for the preparation of elementary, secondary, PreK-12, and special education teachers and for the preparation of other school personnel including school psychologists, guidance counselors, principals, superintendents, librarians, reading specialists, speech and language pathologists, home school visitors, and supervisory personnel are accredited by the **Council for Accreditation of Educator Preparation (CAEP)**, 1140 19th St. NW, Suite 400, Washington, DC 20036. Phone: 1-202-223-0077.

The Master's Program in Speech-Language Pathology is accredited by the **Council on Academic Accreditation, American Speech-Language-Hearing Association**, 2200 Research Boulevard, Rockville, MD 20850-3289. Phone: 1-800-638-8255.

The Master's and Bachelor of Social Work degree programs in the School of Social Work are accredited by

the **Council on Social Work Education**, 1701 Duke Street, Suite 200, Alexandria, VA 22314-3457. Phone: 1-703-683-8080.

Marywood University is accredited by the **National Association of Schools of Art and Design**, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248. Phone: 1-703-437-0700.

Marywood University is accredited by the **National Association of Schools of Music**, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248. Phone: 1-703-437-0700.

Fields of Study

Ph.D. in Strategic Leadership and Administrative Studies

Psy.D. in Clinical Psychology

Master of Arts Degrees offered:

- Art Therapy
- Clinical Mental Health Counseling
- Psychology; Psychology/Clinical Services
- Studio Art

Master of Science Degrees offered:

- Biotechnology
- Counselor Education
- Criminal Justice
- Dietetics Internship
- Financial Information Systems
- Higher Education Administration
- Management Information Systems
- Nutrition
- Physician Assistant Studies
- Reading Education
- School Leadership
- Special Education
- Special Education Administration/Supervision
- Speech-Language Pathology
- Sports Nutrition and Exercise Science

Special Professional Degrees offered:

- Master of Architecture
- Master of Arts in Teaching
- Master of Business Administration
- Master of Education
- Master of Fine Arts
- Master of Health Services Administration
- Master of Interior Architecture
- Master of Public Administration
- Master of Public Administration/Master of Social Work (Dual Degree Program)
- Master of Social Work

Pennsylvania Certifications offered:

- Biology
- Communications (Theatre)
- Curriculum and Instruction Supervisor
- Early Childhood and Elementary Education PK-4
- Endorsement – Autism Spectrum Disorders PK-12

- Endorsement in ESL
- English
- Home and School Visitor
- Mathematics
- Music
- Principal K-12
- Reading Specialist
- School Counseling (PreK-12)
- Social Studies
- Spanish
- Special Education PK-4
- Special Education 7-12 (English or Mathematics)
- Special Education Supervisor
- Speech and Language Impaired
- Superintendent Letter of Eligibility

Key Contacts for Information

Directory of Graduate Offices

Dean, College of Arts and Sciences	570-348-6233
Dean, College of Health and Human Services	570-340-6001
Dean, College of Professional Studies	570-340-6063
Marywood University – Main Switchboard	570-348-6211
Marywood University web address	www.marywood.edu
Retention and Advising	570-340-6043
University Admissions (Graduate)	570-340-6002
University Admissions e-mail (Graduate)	GoGrad@marywood.edu
University Admissions Fax (Graduate)	570-961-4763
University Admissions (Toll-Free)	1-866-279-9663

Student Resources

Career Development Center	570-348-6247
Cashier's Office/Student Accounts	570-348-6212
Certification Office	570-961-4731
Counseling Center	570-348-6245
Dean of Students	570-348-6236
Financial Aid Office	570-348-6225
Housing and Residence Life	570-348-6236
Information Technology: Training	570-348-6215
Learning Commons	570-961-4707
Military and Veteran Services	570-961-4584
Registrar/Academic Records	570-348-6280
Registrar/Academic Records - Fax	570-961-4758
Student Center for Athletics and Wellness	570-961-4724
Student Health Services	570-348-6249

Graduate Departments

Architecture	570-961-4536
Art	570-348-6278
Communication Sciences and Disorders	570-348-6299
MPA Program	570-348-6211, ext. 2932
Nutrition, Athletic Training, & Exercise Science	570-348-6277
Ph.D. Program	570-348-6279
Physician Assistant	570-348-6298
Psychology/Counseling	570-348-6226
School of Business and Global Innovation	570-348-6274
School of Education	570-348-6289
School of Social Work	570-348-6282
Science, Mathematics, and Computer Science	570-348-6265
Social Sciences (Criminal Justice)	570-348-6288

History, Mission, and Organizations

History of the University and Graduate Education: Marywood Experience

Marywood College was established by the Congregation of the Sisters, Servants of the Immaculate Heart of Mary, in 1915. In 1917, the College was incorporated under the laws of the Commonwealth of Pennsylvania, and, in 1921, approval of the Middle States Association of Colleges and Schools was secured. The College expanded to include graduate study in 1921, and the charter was extended on June 26, 1922, to include the Master of Arts degree. In the intervening years, the College moved to expand graduate degree offerings in those areas where it had particularly strong resources and strong mission-related needs. In the spring of 1997, the Pennsylvania Department of Education approved the request to change Marywood's status from college to university. By definition, a university is a multi-unit institution with a complex structure and diverse educational functions, including instruction, promotion of scholarship, preservation and discovery of knowledge, research, and service. In addition, a university has a broad cultural basis from which undergraduate and graduate units draw upon the arts and sciences for basic courses.

Marywood University Mission Statement

Marywood University, sponsored by the Congregation of the Sisters, Servants of the Immaculate Heart of Mary, roots itself in the Catholic intellectual tradition, the principle of justice, and the belief that education empowers people. The University integrates an enduring liberal arts tradition and professional disciplines to create a comprehensive learning experience. Our undergraduate and graduate programs promote academic excellence, advance innovative scholarship and foster leadership in service to others. Within a welcoming and supportive community, Marywood challenges individuals of all backgrounds to achieve their full potential and make choices based on spiritual and ethical values. Marywood University prepares students to seek sustainable solutions for the common good and educates global citizens to live responsibly in an interdependent world.

Goals and Objectives

1. Provide a values-based context for university experiences.
 - A majority of students will participate in service opportunities in an ongoing way.
 - Students will demonstrate an understanding of the ethical dimensions of their fields of study.
 - A majority of students will participate in spiritual development activities.
 - Employees will demonstrate core values in the work place.
2. Foster an awareness and appreciation of the pluralistic nature of contemporary society.
 - Graduates will choose to study or work in multicultural settings either at home or abroad.
 - Students will demonstrate a deeper appreciation for cultural diversity and an understanding of global issues.
 - Enrolled students will travel abroad during their college years.
 - Employee groups and governing bodies will reflect the pluralistic nature of contemporary society.
3. Provide a supportive and welcoming environment to a diverse academic community.
 - Students enrolled in any program will fulfill their academic goals by successfully completing their degree work.
 - An increasing number of racially and culturally diverse students and employees will choose Marywood as a welcoming community.
 - Students from a cross-section of socio-economic groups will enroll in each incoming class.
 - Campus constituencies will express satisfaction with all campus services.
4. Prepare people for socially responsible leadership roles.
 - Students will participate in an internship or practicum experience.
 - Students will demonstrate a significant level of co-curricular activities.
 - Students will experience positive interactions with

faculty members outside of class.

- Employees will serve as role models of socially responsible leaders.

5. Provide a challenging instructional program.

- Students will demonstrate achievement of cognitive skills at a level comparable to peers on standardized tests.
- Students will demonstrate the ability to think critically by engaging in research activities and by developing problem solving strategies.
- Students will demonstrate the ability to integrate the liberal arts tradition with their professional specializations.
- Students will demonstrate competence in both information literacy skills and communications skills.
- Faculty will provide evidence of ongoing scholarly activity.

6. Inspire a sense of personal responsibility for responding to social justice issues.

- Faculty, staff, and students will participate in projects designed to address social inequities.
- Students will demonstrate knowledge of both national and international social justice issues.
- Faculty, students, and staff will serve as advocates for justice in their personal and professional lives.

Core Values

Catholic Identity

The pursuit of truth, goodness, beauty, justice, and the common good within the context of the Catholic faith tradition and in dialogue and service with persons of diverse faiths and worldviews.

Respect

Honoring the uniqueness and dignity of each human person; demonstrating ethical and just interactions; and caring for the earth and all creation through a commitment to sustainability.

Empowerment

Access to education that enables all to achieve their full

potential to live as conscientious citizens in a pluralistic society.

Service

A commitment to promoting social responsibility which fosters community engagement to meet real needs.

Excellence

Manifesting Marywood University's pursuit of the highest level of achievement in support of *Sanctitas, Scientia, Sanitas*.

University Overview

Student Learning Outcomes

1. Knowledge of Human Cultures and the Physical and Natural World through study in the sciences and mathematics, social sciences, humanities, histories, a second language, and the arts. Focused by engagement with big questions, both contemporary and enduring, and animated by the diverse elements of the Catholic intellectual tradition.
2. Intellectual and Practical Skills, including:
 - Inquiry and analysis
 - Critical and creative thinking
 - Written, oral, and visual communication
 - Quantitative literacy
 - Aesthetic literacy
 - Information literacy
 - Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.

3. Personal and Social Responsibility, including:
 - Civic knowledge and engagement—local and global
 - Intercultural and interfaith knowledge and competence for global citizenship
 - Ethical reasoning and spiritual values that recognize social inequity and that seek justice and the common good
 - Foundations and skills for lifelong learning and service

Anchored in both in-class learning and active involvement with diverse communities and real-world challenges.

4. Integrative and Applied Learning, including:
 - Synthesis and advanced accomplishment across general and specialized studies.

Demonstrated through the application of knowledge, skills,

and responsibilities to new settings and complex problems.

Faculty

Marywood University has developed a three-fold faculty system to bring teaching and instruction to the highest level possible, involving faculty, community professional practitioners in the applied disciplines, and field site/practicum supervisors.

Each of the three groups works in concert to deliver the curricula. This approach integrates and balances practice and theory in the professions, keeps the curriculum current to practice, and is reflective of the creative ideas generated in the various disciplines.

The majority of Marywood's faculty who teach graduate courses are experienced teachers and scholars. Their experience and the University's long history in adult professional and aesthetic education are factors which have led, over the years, to an open and engaging faculty-student relationship. At Marywood, the quality of faculty-student relationships, both within and outside the classroom, has become the standard by which educational excellence is measured.

Role and Practice of Scholarship

Scholarship at Marywood supports and builds upon our teaching and service activities. Faculty scholarship is closely linked to teaching and is integrated into coursework on an ongoing basis. Graduate programs, because of their curricular focus on the human services and the professions, stress the concrete application of theoretical and empirical findings to local, regional, national, and international needs. Faculty work with students to improve their research skills; a scholarly orientation within the professional degree programs is our hallmark. Joint publishing of student-faculty is an aspiration of programs in all Colleges. The role of scholarship continues to grow at Marywood with the development of annual opportunities for faculty and students to present their research findings both on campus via the Graduate Research Forum and off campus at professional meetings.

Governance

Each of the Colleges are led by a dean, aided by the faculty, and provide specific structures and opportunities for student and community input. The standards and policies of graduate education evolve from the values of

open discussion, self-criticism, and critical thinking. The process of information gathering, judgment, and decision-making occurs through various committees and organizations, including: the Policy and Operations Committees, the Graduate Curriculum Committee, various department-based advisory groups, and the Graduate Student Council.

Enrollment

Marywood University has an enrollment of 3,000 students; enrollment at the graduate level is approximately 1,000 students. Graduate students, both full-time and part-time, represent a diversity of backgrounds. Actively working to increase the diversity of the student body in Marywood's graduate programs is a high priority. Marywood's size permits a closeness in faculty-student relationships, which is uncommon in larger research-oriented graduate schools.

Location and Campus

Marywood University is located on a scenic property of 115 acres in an attractive residential area of the city of Scranton in northeastern Pennsylvania. With a population of 75,000, Scranton is the sixth-largest city in Pennsylvania and is the county seat of Lackawanna County. Marywood provides access and self-sufficiency to its students, with the advantage of being close to major cities of the northeast.

Scranton is within driving distance of the following cities:

- 2½ hours to New York City
- 2½ hours to Philadelphia
- 4 hours to Washington, D.C.
- 5 hours to Pittsburgh
- 5½ hours to Boston

Several airlines serve the Wilkes-Barre/Scranton International Airport, which is 20 minutes from campus. The city of Scranton is located in the Pocono Mountains region, an area renowned for the beauty of its lakes and forests, as well as the access it offers for all kinds of winter and summer sports and other outdoor activities.

The region is home to two minor league sports teams, the Scranton Wilkes-Barre Rail Riders (minor league baseball team of the New York Yankees) and the Wilkes-Barre Scranton Penguins (minor league hockey team of the Pittsburgh Penguins). Scranton provides an array of cultural opportunities—concerts, theatre, ballet, lectures, and art shows. It celebrates its distinguished history as a labor center in museums and Steamtown National Park.

At Marywood University, students enjoy a beautiful campus with a blend of classic academic architecture,

modern facilities, and an array of athletic fields and space.

Marywood's **Liberal Arts Center** features the iconic Rotunda, classrooms, the University Admissions Office, and a variety of administrative offices. The **Shields Center for Visual Arts**, with its two outstanding galleries, the Suraci and the Contemporary, provides exhibits throughout the year. Marywood's strong heritage in the performing arts continues at the **Sette LaVerghetta Center for Performing Arts**, which features a rich repertoire of music, theatre, and dance events. The **Center for Architectural Studies** is a spectacular and spacious adaptation of Marywood's former gymnasium and a state-of-the-art example of sustainable design, featuring a two-story commons that is an ideal place for group discussions, debates, displays, and project critiques. The **Center for Natural and Health Sciences** houses science laboratories, computer labs, the 100-seat Comerford Theatre, and classrooms.

The **William G. McGowan Center for Graduate and Professional Studies**, the **Insalaco Center for Studio Arts**, and the **O'Neill Center for Healthy Families** provide dynamic, professional learning environments, clinics, labs, studios, and equipment. The **Center for Athletics and Wellness** supports both athletic and academic programs. The building includes a 5,000 square foot fitness center, a 1,500-seat arena, an indoor jogging track, dance and aerobics studio, locker rooms, athletic training room, hydrotherapy room, student lounge, and a climbing wall. Open-air tennis courts are nearby. The **Aquatics Center** is an extension of the Center for Athletics and Wellness and includes an eight-lane pool, team locker rooms, and spectator seating for 190.

The bookstore, main dining hall, and campus safety office, along with meeting, lounge, and recreation spaces, are housed in **Nazareth Student Center**. The **Swartz Center for Spiritual Life** is home to the beautiful **Marian Chapel**, where Masses are held regularly. With its Peragallo pipe organ and 7-foot Steinway grand piano, the Marian Chapel also offers the Music, Theatre, and Dance Department an intimate 180-seat performing space. Additionally, the Swartz Center has a **Conference Center** that offers multiple rooms for meetings and events.

Marywood's newest facility, the **Learning Commons**, is a flexible and open physical space, which serves as the intellectual and social heart of campus. In addition to housing Library Services, this facility also serves as the home of the **Center for Communication Arts**, **Entrepreneur Launch Pad**, and the **Center for Transformational Teaching and Learning**. Surrounded by the Learning Commons, the Center for Architectural

Studies and the Insalaco Center for Studio Arts, the **Calabro Delfino Amphitheatre**, with its natural tiered lawn, is the ideal open-air setting for academics, staged art, outdoor exhibitions, and recreation. The beautiful **Motherhouse and Seminary Morgan Memorial Garden**, situated in front of the Learning Commons, celebrates the history of Marywood and the IHM Congregation.

Regulations, Rules, and Policies

Marywood University maintains a *Student Handbook* on its website. Every graduate student has a responsibility to be aware of applicable policies contained in this *University Handbook*. The *Handbook* is available online at www.marywood.edu. This catalog references some major policy statements contained in the *Student Handbook*.

Graduate Admission

Applicants for **admission to master's level graduate courses must** meet at least two minimum requirements: (1) possess a bachelor's degree from a regionally accredited college or university and (2) demonstrate potential for graduate work, ordinarily by having maintained a "B" average during undergraduate study. Additional prerequisite standards for admission and evidence of suitability for advanced study may be set by particular departments or for specific degree concentrations within departments. Students seeking admission should review the particular section or sections of the graduate catalog referring to the degree program of their interests. Students seeking admission should contact the Office of University Admissions as soon as possible. If admission test requirements, such as the Graduate Record Examination or Miller Analogies Test, are omitted from the admission application, your application may not be eligible for review. Test results are valid for five years from the test date. An applicant who has not completed an undergraduate degree at the time of application can gain provisional admission. The student will not gain full admission until the Office of University Admissions has received an official transcript showing the undergraduate degree awarded. **Students who do not complete the admission process cannot gain full admission status to a graduate program and are not eligible for financial aid. Without gaining full admission status, students will be subject to all policy and rule changes affecting their degrees beyond their initial date for commencing coursework.** Since degree requirements frequently change over a three-to-five-year period, the lack of full admission status could prolong a student's time and credit hours necessary for degree completion. Until a student fulfills all entry requirements to the department, a student is not fully admitted to graduate studies. Accumulated credit hours are evaluated by an academic adviser at the time of full admission to determine applicability to the degree program being pursued. After admission into an academic program at Marywood, the student will receive notification to pay a

non-refundable confirmation deposit. This will secure enrollment for the student and allow the student to register for classes.

Applicants for admission to the Ph.D. program must hold a master's degree and meet specific additional requirements for that program. Consult the section of this catalog related to the Ph.D. program for further details.

Applicants for admission to the Psy.D. program must present at least 18 credits of Psychology coursework at the undergraduate level. A small number of students can be admitted post-master's. Refer to the section of this catalog related to the Psy.D. program for details.

Admission of International Students

Marywood University is authorized under federal law to enroll foreign national students. An academic record of all college and university work previously completed will be required to secure admission to any field of study. Graduate students are admitted with the understanding that their work is subject to review and re-evaluation upon arrival. In some cases, additional undergraduate work will be required before acceptance as a regular matriculating graduate student.

The student should complete the application for admission, including references and official transcripts, and submit them to the Office of University Admissions. The applicant must also arrange to have the scores of any required tests, including the TOEFL or IELTS, sent directly to Marywood by the testing agency. All English Language Proficiency examinations must have been taken within two years at the time of application. All application materials should reach the Office of University Admissions at least three months in advance of the beginning of the term of anticipated enrollment to allow time for correspondence and the evaluation of the application. Translated, true copies should accompany original documents which are in a language other than English.

The student must submit forms documenting means for payment of tuition, fees, and living expenses. These forms must be returned to Marywood. Upon receipt of the deposit at Marywood, a U.S. Immigration I-20 form will be forwarded to the applicant.

New international students should contact the Office of University Admissions upon admission and the Office of International and Multicultural Initiatives upon arrival in Scranton. All international students should feel free to

consult the Office of University Admissions at any time concerning special problems.

The Registrar is the designated official relating to U.S. Immigration affairs. The Office of the Registrar is located in the Liberal Arts Center.

International students should be aware of the following:

1. Admission to graduate standing does not imply that any financial assistance will be given. Admission means only that the student may take graduate courses. Accordingly, to be admitted, a student must be able to prove financial support availability. Scholarships are available to international students; however, they do not cover the full tuition costs.
2. Full-time enrollment is required.
3. To be informed about the student's competence in reading and writing English, the University requires that the student demonstrate mastery of the English language by performing satisfactorily on the Test of English as a Foreign Language (administered by the Educational Testing Service of Princeton, New Jersey) or the International English Language Testing System. Normally TOEFL scores above 79 on the internet-based test or a band of 6.0 on the IELTS will be accepted as evidence of mastery. International students must submit TOEFL or IELTS scores taken within the last two years. For students wishing to pursue the M.S. in Biotechnology, a band of 6.5 on the IELTS or 81 on the TOEFL is required.
4. Students are required to carry health insurance or purchase health insurance upon arrival to campus.

Application Process

Students seeking admission to a doctoral or master's degree, certificate, or certification program must apply for admission through the Office of University Admissions. All applicants must submit the following information:

1. The application form properly completed, including the non-refundable application fee payment if the application is not submitted online.
2. Unopened official transcripts of all previous academic work, including any academic work completed at Marywood.
3. Two letters of reference from persons familiar with the student's educational background and work.

Doctoral applicants are required to submit three letters of recommendation.

4. There may be specific departmental requirements as listed in the department's description of the course of study for which application is being submitted.

Students seeking state certification must also contact the University's Certification Office at 570-961-4731 for specific additional requirements.

When all required materials have been received at the Office of University Admissions, they will be forwarded to the applicant's department of specialization for review. Applicants should expect a review process which may take up to 15 days from final application submission or from the published deadline for receipt of applications, whichever is later. After the departmental review and assessment of the application is completed, the applicant will be informed in writing by the Office of University Admissions of the specific action taken concerning the request for admission. The various student statuses at the graduate level are defined later in this catalog.

Late applicants who cannot or do not submit complete credentials within their applications for departmental review may take classes only under the personal enrichment or the admission-in-process categories. Students who take classes under these categories are not eligible for financial aid or loans. Such students are limited in the numbers of credit hours for which they may enroll. Students who are denied admission by an academic area are not permitted to pursue personal enrichment within that area of study.

Marywood University operates on a rolling admissions basis. However, certain programs have specific deadlines for admission applications. A number of programs only review applications during certain times of the year. Please contact the Office of University Admissions or the academic department to which you are applying to find out if this applies to your field of study.

Graduate courses are offered in the fall, spring, and summer sessions. Applicants to any course of study other than the Ph.D., Psy.D., Physician Assistant, or Speech-Language Pathology programs may be admitted in any of these sessions, but must check with their appropriate chairpersons to be advised properly concerning when beginning courses will be available and the consequences of being admitted in a particular semester other than the fall semester.

Students seeking admission to the Biotechnology,

Counseling, Ph.D., Psy.D., Physician Assistant, Social Work, or Speech-Language Pathology programs should consult the section of the catalog related to their program for details on the application process.

An admitted graduate student may defer his/her enrollment for up to two years from the original semester in which they were admitted. In addition, the student may defer a maximum of two times. A student who has submitted an enrollment deposit and wished to defer enrollment will be subject to a fee for each occurrence of deferral. If a student wishes to defer enrollment a third time or if the deferment falls outside of the two-year period, the student must apply to the graduate program again.

Admissions in Process/Enrichment Credit Limitations

Full admission to a course of study takes effect in the semester specified in the admission letter to the degree applicant from the Office of University Admissions. Admission to a program does not guarantee that financial aid will be available for that semester. Students may not take more than nine (9) credit hours (or as otherwise dictated by a department) prior to full admission. Individual programs of study may further limit a student to as few as six (6) credits prior to full admission. Credits taken under admission-in-process or enrichment status do not guarantee acceptance into a specific program, nor does it guarantee fulfillment of required coursework. Upon completion of an admissions application, completed coursework will be evaluated. Acceptance of applicable credits is completely at the discretion of the Department Chair or Administrator, and the Dean of the specified college. In addition, students taking courses under admission-in-process or enrichment status are considered non-matriculating and therefore are not eligible for financial aid. Students should be advised that courses taken under either status and applied to a degree program will be considered in the seven-year completion time limit.

Students pursuing coursework under these statuses will be required to file an application for non-matriculating students each term of study.

All application materials should be mailed to:
Marywood University
Office of University Admissions
Liberal Arts Center 120
2300 Adams Avenue
Scranton, PA 18509-1598

Questions regarding application status should be directed to the University Admissions: GoGrad@marywood.edu

Retention of Application Files

Applications for admission to a master's degree, certificate, or certification program will be kept for *two years* from the original date of receipt. If the application has not been completed during this period, it will be destroyed without notice to the applicant. If the applicant subsequently decides to enter a graduate program at the University, he/she will be required to reassemble the entire application file.

Application files for applicants who have been offered admission to Marywood University will be kept for *two years* from the semester of acceptance. If a student does not register for class during this period, the application will be destroyed.

Application files for applicants who have not been offered admission to Marywood University will be kept for *two years* from the semester for which the student has applied.

Application files for applicants who formally withdraw their application prior to and after acceptance will be kept for *two years* from the semester for which the student has applied.

Applications for admission to the Ph.D., Psy.D., Physician Assistant, or Speech-Language Pathology programs are retained only for the admissions cycle of the academic year for which the student has applied.

All documents submitted in connection with an application become the property of the University.

Student Status Categories

A student may be enrolled in a Marywood University graduate program with either regular status or special status. **Regular status** refers to that of a student who is admitted by the University and who is pursuing a course of studies leading to a master's degree or doctoral degree. Students who have not yet been admitted to matriculation or who do not intend to earn a master's or doctoral degree are given **special status**, as defined by the following categories used within the graduate programs:

Regular

This status is assigned to those students who are pursuing a course of study leading to a master's or doctoral degree.

Provisional

Students who have been given provisional acceptance remain in a special status category until they have fulfilled

all conditions of their letter of acceptance.

Admission-in-Process

A student who has applied to seek a graduate level degree is in a special status, non-degree-seeking category until all necessary paperwork, letters of reference, fees, tests, and departmental evaluations have been completed. It is the student's obligation to see that the required materials for application completion are sent to the Office of University Admissions on a timely basis, normally within five months of the date of application.

Certificate Program

A student who has been accepted to pursue a program of study leading to a Marywood University certificate with no specific relationship to state certification or any professional body is in a special status, non-degree seeking category.

Certification

A student accepted to a program of study which fulfills requirements for state certification in such areas as education, counselor education, and special education is in a special status, non-degree seeking category.

Transfer

A visitor from another educational institution whose purpose is to transfer credit back to the home institution is in a special status, non-degree seeking category.

Enrichment

A person enrolled in a course without reference to a specific, organized goal recognized by any graduate program is in a special status, non-degree seeking category.

Certificate of Advanced Graduate Study (CAGS)

This certificate program is an individually oriented program designed to meet the needs of students for advanced study in Counseling and Art. Each student, with an assigned advisor, can plan his/her program of studies and draw up a contract which will be reviewed each semester until completion of the program.

Student Reporting Classification

A graduate student who is enrolled for six or more credits in a given semester is reported as full-time for that semester. A student who is enrolled for less than six credits in a given semester is considered as part-time for that

semester. Students enrolled in three credits are reported as half-time for that semester. In certain instances, governmental or agency regulations supersede the Marywood definition.

Other Academic Regulations and Rules

Students may also reference Academic Honesty Policies in the University *Calendar/Student Handbook*.

Academic Honesty

The Marywood University community functions best when its members treat one another with honesty, fairness, and trust. The entire community, students and faculty alike, recognize the necessity and accept the responsibility for academic honesty. Students must realize that deception for individual gain is an offense against the entire community. Cheating and plagiarism are behaviors destructive of the learning process and of the ethical standards expected of all students at both the graduate and undergraduate levels.

Students have a responsibility to know and adhere to the University's *Academic Honesty* policy. Violations of this academic honesty statement or the intent of this statement carry consequences. University procedures for investigation of alleged violations of this policy ensure that students are protected from arbitrary or capricious disciplinary action. Initial sanctions for violations of academic honesty ordinarily are determined by the course instructor. The faculty member will employ a range of sanctions, from a minimum of a failing grade for the specific coursework in which the infraction occurred to a maximum of a failing grade for the entire course. If necessary, the chairperson and/or academic dean may become involved in investigating the allegation of academic dishonesty and the determination of sanctions. The faculty member will file a report with the Office of the Provost, with a copy to the faculty member's department chairperson and the student's academic dean. An academic dean may choose at any time to inform the Dean of Students of charges of academic dishonesty for adjudication in the University conduct system. Likewise, a member of the University community may submit a conduct report against a student, group of students, or student organization for alleged violations of the *Academic Honesty* policy to the Dean of Students, who will inform the appropriate academic dean for possible adjudication. The Provost will maintain a register of established cases of academic dishonesty in order to identify an individual student's pattern of violation. Two established cases of academic dishonesty will result in suspension from the

University; three established cases will result in dismissal.

In a case in which the student is involved with violations of both academic and discipline policies from the same incident, the Dean of Students and the cognizant academic dean of the college in which the student is enrolled will confer regarding sanctions to assess their academic impact and to assure that a consistent message is communicated to the student.

Sanctions for academic and/or disciplinary reason, as determined by the Dean of Students and in compliance with the judicial process, may include either suspension or dismissal from the University.

Suspension is the termination of student status for a specified period of time. Conditions of reinstatement are included in the Preliminary/Formal Hearing Results notice. A suspended student is charged fees for the semester in which the suspension occurs in accordance with the published University Withdrawal and Refund Policy Statement. A grade of “W” is assigned for the same semester courses remaining on the student transcript. A statement of the student’s status is sent to the Provost, Vice President for Enrollment Services and Student Success, and the Registrar, and the record of the sanction is maintained for five years in the Office of the Dean of Students. Since the majority of undergraduates are legal dependents of their parents/guardians, the University reserves the right to contact parents and/or guardians when sanctions of Removal from University Housing or Suspension/ Dismissal from the University are imposed. Independent students should notify the Dean of Students of their independence and verify that status if requested.

Dismissal is the permanent termination of student status and separation from the University. A dismissed student is charged full fees for the semester in which the dismissal occurs in accordance with the published University Withdrawal and Refund Policy Statement and a grade of “W” is assigned for the same semester courses remaining on the student transcript. A statement of the student’s status is sent to the Provost, the Vice President for Enrollment Services and Academic Success, and the Registrar and is recorded permanently in the Office of the Dean of Students. Since the majority of undergraduates are legal dependents of their parents/guardians, the University reserves the right to contact parents and/or guardians when sanctions of Removal from University Housing or Suspension/Dismissal from the University are imposed. Independent students should notify the Dean of Students of their independence and verify that status if requested. See *University/Student Handbook* Academic Honesty section for definitions and procedures.

The student has a right to appeal sanctions resulting from academic dishonesty. A student who decides to file a formal grievance must submit the request in writing to the departmental Chair or Dean. This is ordinarily done within thirty working days of the date an alleged incident occurred or a problem began. The necessary form is available from the Academic Dean of the college where the alleged problem occurred. The Provost is the final recourse in the academic appeal process.

Professional Standards of Ethics and Conduct

The University educates students to take positions of responsibility and ethical leadership within their communities. Many of our departments and programs represent professions which adhere to established standards of behavior and ethics; we expect our students to adhere to those standards. Failure to do so may result in dismissal from a program of study. For further information, consult your dean or faculty advisor.

Admission to Degree Candidacy

Admission to graduate study as a fully-admitted student does not assure admission to candidacy for a degree. A separate and thorough assessment of the degree candidate’s progress and work for candidacy will be made by the department within which candidacy is sought. When a department admits a student to degree candidacy, it does so as an expression of a firm belief that the quality of work that a degree-seeking student has completed gives strong evidence of significant potential for successful advanced study within the degree area. Students achieving marginally passing grades in their beginning courses may be dropped from the degree program at the time of review for failing to make a strong case for their continued candidacy.

To be eligible for candidacy a student must:

1. File an application for admission to candidacy with the Chairperson or Administrator, according to the criteria of the department and upon completion of 12 hours of graduate work (30 hours in the doctoral program) with a “B” average. Application forms are available in the deans’ offices and in department offices.
2. Meet all prerequisites required by the department as listed in this catalog and the program handbook.

Notification of admission to candidacy is given in writing by the Chairperson of the department.

Standards for Continuance

All graduate students must maintain a cumulative QPA of at least 3.00 to remain in good academic standing and to earn the degree. (NOTE: Some academic departments or programs have published requirements that are higher than the minimum University standards for good academic standing.) Additionally, a graduate student whose cumulative QPA falls below 3.00 will be placed on academic probation.

If placed on academic probation, the student is required to achieve at least a 3.00 cumulative QPA within the completion of the next three courses (typically nine credits) or s/he may be subject to dismissal. A student who obtains two failing grades (“F,” “F*,” and in some programs “U”) in a program, for whatever reason, will be dismissed from the University.

Transfer of Credit

At least two-thirds of the degree requirements must be met at Marywood. Departments or individual programs may require more hours taken at Marywood and may limit transfer credits to fewer than this limit. Specific credits and numbers of credits accepted for transfer must be approved in writing by the department chairperson in the degree program or graduate certification program to which a student has been fully admitted.

All credits accepted for transfer must have been taken at the graduate level. Bi-level courses are generally unacceptable and must be specifically justified in the student’s departmental records. All credits transferred must be equivalent to a “B” grade or better. If a course has been taken on a pass-fail basis there must be a written statement attached to the requested transfer credit that states it is the institutional policy to grant credit only for grades of “B” or better in graduate coursework. Transfer credits must parallel or integrate well, both in terms of content and quality, with current standards at the University. Ordinarily, acceptable transfer credits must have been earned within the five previous calendar years from the date of provisional or regular admission.

An applicant desiring to earn credit at Marywood for transfer to another institution should file application and submit an official statement of good academic standing from the home institution.

Marywood students desiring to register for credits at another institution to be transferred to Marywood to fulfill specific requirements of a certificate or degree program must receive prior approval of the appropriate department

chairperson or administrator and obtain his or her signature on the graduate level Authorization for Transfer Credit form. Transfer Credit forms are available on the Registrar’s page on the Marywood website.

Time Limitation for Degrees

All requirements for a master’s or doctoral degree must be completed within seven calendar years unless a specific department requires a different time limitation or the student has been granted a leave of absence for medical or other good reason and the time period for completion has been extended by the Dean. This period of time is only rarely extended. **Written application for extension, with full documentation of serious cause, must be made to the chairperson or administrator of the department in which the student is enrolled.** Any extension must have the approval of both the department and the appropriate dean.

Leave of Absence Policy

The University will consider a serious student-initiated petition for leave of absence from studies in any degree program. Students who cannot actively pursue their degree studies for more than two consecutive semesters (including summer sessions) are well advised to seek a department approved leave of absence. Without any documented and approved leave of absence recorded, students will be held strictly accountable to the seven-year time limit for degree completion.

The time limit applies to all degree requirements including a degree candidate’s professional contribution and any other degree closure experiences/requirements. **Failure to return to graduate studies by the specified date from an approved leave of absence will result in the administrative withdrawal of the student from Marywood by the Registrar.**

No leave of absence will be granted without the prior approval of the appropriate dean. The maximum additional time permitted through any combination of leaves of absence within one degree is two calendar years. Leave of absence petitions must generally be filed with the department/program at least two months prior to the semester they are proposed to take effect. In cases where a Leave of Absence is filed with an effective date within a term for which a student is registered, all published deadlines for withdrawal and refund apply.

Withdrawal from the University

A matriculating student who desires to withdraw from Marywood must notify the Registrar’s Office and

appropriate dean in writing. If enrolled in classes, ordinary procedures for withdrawing from courses and the University's published time line apply. Absence from class does not constitute notice of withdrawal from a course. A student who discontinues attendance at classes without withdrawing officially will receive "F*" in all courses concerned.

Continuous enrollment and consistent progress toward a degree in each academic year is an expectation of the University for all matriculating students. A matriculating student who has not completed any credits toward the degree in a two-year period may be administratively withdrawn from the program.

Readmission

A former matriculating student who wishes to return after having been withdrawn must reapply for admission. The catalog which is current at the time of readmission will apply. If the student's bid for readmission is successful, previously earned academic credits will be evaluated in light of their age and applicability to the current curriculum by the appropriate chairperson or administrator.

Registration, Scheduling, and Program Change

Registration

Specific registration information is distributed by the Registrar prior to each academic session. Students may register either by mail, by fax at (570) 961-4758, online (if enrolled in a degree, certificate, or certification program) through the MarywoodYou portal at www.marywood.edu/you, or in person for each term during which they expect to attend classes. Matriculating students and those in a certificate or certification program need the approval of the chairperson/advisor or administrator; other students need the signature of the Assistant Vice President for Student Success in the Academic Success Office or designee.

A student may be denied further registration if progress toward the completion of his/her planned program of study becomes unsatisfactory, or in the event of financial delinquency.

Course Load

A full-time graduate student carries from 6-16 semester hours of credit in both fall and spring semesters. Credits in excess of 16 require the approval of the appropriate dean.

Cancelled Courses

Marywood reserves the right to cancel any course, revise subject matter content, or alter schedules.

Student Schedule Changes

At the beginning of each semester there is an established period during which a student may make scheduling changes. Students should follow the specific procedure for schedule changes as published by the Registrar. Students are encouraged to utilize the web system for schedule changes. Students who prefer paper processing can obtain a schedule change form at the Office of Academic Records or online at www.marywood.edu/registrar/forms.html.

Withdrawal from Courses

Students may withdraw from courses which follow session parameters at any time during the session up to the specific withdrawal deadline date, which is published each term. The Registrar's Office can provide alternate deadline dates for non-standard courses. A change of schedule form is available at the Office of Academic Records or online at www.marywood.edu/registrar/forms.html. The official date of withdrawal is the date the completed form is received at that office. Students may utilize the web registration system (degree, certificate, or certification students) if they have received advisor approval. Absence from class does not constitute notice of withdrawal. A student who discontinues attendance in a course without officially withdrawing will receive an "F*" in that course.

Auditing Courses

Upon appropriate advisement, a person who holds a bachelor's degree may register and attend graduate classes as an auditor. The fee for auditing courses is the same as when taking courses for credit. Academic credit will not be given subsequently for courses taken as an auditor.

Graduate Advisement

Upon acceptance to a Marywood University graduate program, each student is assigned a faculty advisor from the student's area of study. Each graduate student must seek academic advisement and receive course scheduling approval from the assigned graduate department advisor or chairperson before registering for courses. Students are expected to schedule advising appointments well in advance whenever possible. It is recommended that students develop a course of study plan for two semesters or more each time they meet with their advisor. Before taking any elective coursework, each student should have a conference with the advisor to discuss career interests and

professional goals. Ultimately, it is the student's responsibility to meet all requirements for his or her program of study.

Graduate students who have not yet been formally accepted into a graduate program should seek academic advisement and receive course scheduling approval from the Office of Retention and Advising at 570-340-6043.

Scheduling of Classes

Graduate classes taught in the regular academic year are usually scheduled in late afternoons, evenings, and on Saturdays in order to provide the opportunity for individuals engaged in full-time occupations to further their education. Graduate courses are offered during the summer terms in regular daytime and evening class times, as well as online.

Course Numbering

Courses marked 500 and above are strictly graduate courses. Courses marked 1000 and above are specifically doctoral level courses (Ph.D. program) and those psychology courses in the 700 and 800 series are doctoral level (Psy.D. program). Some courses marked 400 to 499 are bi-level courses. No more than nine graduate credits of a student's total graduate program may be selected from bi-level courses. Only such 400 courses as are offered for graduate credit may be used in this way; undergraduate credits are not applicable to the master's degree. Graduate students enrolled in 400 numbered courses are expected to meet more rigorous requirements than undergraduates in the same course.

Change of Program or Field of Study

Students who wish to change from one department to another must file a reapplication with the University Admissions Office. Their applications will be reviewed by the faculty of the new department.

A student who wishes to change a field of study within a department must file an Academic Goal Change within Department Authorization Form, available on the Registrar's webpage at www.marywood.edu/registrar/forms.html.

Credit Hour Definition

Marywood University defines its credit hour in compliance with both United States and Pennsylvania Department of Education requirements. Marywood designs its academic calendar to meet or exceed the minimum standards for class meetings, assuring that there are 14 hours of

classroom instruction exclusive of holidays or final examinations. The credit hour consists of one hour of classroom or direct faculty instruction per week with two hours of out of classroom work over the course of the 15-week semester. The credit hour consists of 14 hours of classroom instruction, with a 15th week devoted to a final examination or culminating experience. In the case of a three-credit course, the student will have 45 contact hours spent in class for a total of 135 hours of work inside and outside the classroom. For all alternate instructional delivery methods, laboratories, or independent studies, the credit hour represents an equivalent to the minimum requirement for classroom instruction. Online courses are conducted 100 percent online (with the exception of a possible optional in-person orientation). Courses are considered to be hybrid if 20 percent (equivalent to three weeks of classes) or more of the course is online. Summer sessions meet the required instructional hours per credit in the compressed timeframe of a shorter session.

Grading, Records, and Transcripts

Grading System

To receive credit for a course, students must meet all course requirements. The responsibility for completing assigned work and for understanding material covered in class rests fully on the student.

Grades are recorded at the end of each semester and each summer session. Any inaccuracy must be reported in writing to the registrar immediately. Graduate level student coursework is graded according to the following scale:

A	=	4.00
A-	=	3.67
B+	=	3.33
B	=	3.00
B-	=	2.67
C+	=	2.33
C	=	2.00
F	=	0.00
F*	=	0.00 Failure to resolve "I" grade; unofficial withdrawal
X	=	Temporary delay in reporting final grade
I	-	Incomplete
IP	-	In progress (restricted; used for grading certain Professional Contributions)
S	-	Satisfactory
U	-	Unsatisfactory
W	-	Withdrew officially
WP	-	Withdrew officially with passing grade
WF	-	Withdrew officially with failing grade
AD	-	Audit

The grade average expected of graduate students is "B." Grades of "S" and "U" may be given to indicate satisfactory and unsatisfactory performance in institutes, seminars, or practicum-type courses. No course in which the grade earned is less than "C" is credited toward the degree. A "B" average is needed to graduate.

The "X" indicates that credit for the session's work in the course is withheld pending completion of course requirements. Unlike the "I," the "X" is initiated by the faculty member or, in certain circumstances, the registrar. The "X" grade must be resolved in the same manner as an "I" and will become a permanent "F*" if unresolved.

The standing "Incomplete" (I) is given to a student who has done satisfactory work in a course but has not completed the course requirements because of illness or some other emergency situation. The student must submit a written request for the grade "I" to the course instructor. (Forms are available at the Office of Academic Records or online at www.marywood.edu/registrar/forms.html.) A faculty member is not permitted to assign "Incomplete" unless the student has requested it and is eligible under the above conditions. **An "Incomplete" in a course taken for**

credit must be resolved within one month after the opening of the following semester or the grade becomes a permanent "F*" (or the grade designated by the faculty member on the "Incomplete Request Form").

Flight practicums will be afforded the length of the next major semester beyond the term in which the temporary grade was recorded for resolution. At the conclusion of that semester, unresolved flight practicum grades will be converted to a permanent grade of "U" and must be repeated. In no case will students be allowed registration for a subsequent flight practicum until the outstanding temporary grade has been resolved.

The student is responsible for making satisfactory arrangements with the teacher for completion of course requirements. After an "Incomplete" or "X" has been changed to a failing grade, a student must retake the course concerned to obtain credit.

There is one exception to the "I" grade rule. This applies to Professional Contributions (555-0 credit). An "IP" will regularly be granted for up to one year in accordance with University policy.

The standing "Failure" (F or F*) indicates that the student has not obtained any credit for the semester's work. If it is a required course, it must be repeated. However, a course may be repeated only one time.

Any grade, excluding "I" and "X," is retained on the student's record, but is removed from the computation of the QPA when a student retakes the course and earns a higher grade in the retake.

Academic Appeal

The document defining the policies and procedures for grade appeals can be obtained in the deans' offices. The University Academic Appeals Process is followed for other academic related events and/or student grievances. Marywood University recognizes the need to assure students a prompt, impartial, and fair hearing of their grievances related to academic matters. A student who feels that s/he has been treated unfairly or unjustly by instructional staff, chair, or dean with regard to an academic matter has a right to grieve according to approved procedures available in deans' offices. Note: The University's Civil Rights Policy and Grade Appeals policy supersede this Student Academic Grievance policy. Students may reference the Academic Appeal section in the University online *Student Handbook* for academic grievance procedures or contact their dean's office.

Academic Records

A student who believes that an error has been made in assignment of a grade must initiate immediate contact with the instructor of the course; any changes made by the faculty member must be made within 90 days of the end of the semester for which the grade was assigned, or in the case of resolution of a temporary grade (“I” or “X”), within 90 days of the filing of that grade.

The student is responsible for reporting to the Office of Academic Records any other error on the academic record within 30 days after a grade or other academic record report is made available to the student. Marywood University will not be liable for unreported errors on student records.

Transcripts

A transcript is issued only upon the written request of the student. A transcript form (or letter) should be submitted for each transcript requested. Transcript forms are available at the Office of Academic Records or on the Registrar’s web page on the Marywood University website.

An official transcript (one bearing the school seal) is normally sent directly to the school district, business, etc., indicated by the student. An unofficial student copy may be sent directly to a student upon request. A fee is charged for each transcript.

Marywood University will not forward the transcript of any student who has a financial indebtedness to the institution.

Confidentiality of Student Records

Marywood University intends to comply fully with the Family Educational Rights and Privacy Act of 1974, as amended. This act was designated to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. A policy statement explains in detail the procedures to be used by Marywood for compliance with the provisions of the act. Copies of the policy statement can be found in the Office of the Registrar, the Offices of the Deans, and on the University website.

Students may also reference Policies and Procedures in the University *Student Handbook*.

Resources and Services

Financing Your Future: Investing in Graduate Education

Scholarships, Assistantships, and Student Loans

Scholarships for Graduate Students Seeking Master's Degrees or the Educational Specialist Degree

Marywood University awards scholarships each year on the competitive basis of academic promise and professional focus and commitment. Scholarships are available to both full-time and part-time students who meet specified credit levels of matriculation.

Please consult the Graduate Financial Aid Section of the Marywood University website to review which academic programs award merit scholarships and the method of application based upon your academic discipline.

The endowed scholarships, generous gifts of Marywood University benefactors, provide the financial support for the IHM Graduate Scholarships for a number of our students. Prospective and current graduate students do not apply for endowed scholarships directly.

Assistantships for Graduate Students Seeking Master's Degrees, the Educational Specialist Degree, or Certifications

Marywood University provides graduate assistantships that are designed to further the educational goals of graduate students in an environment of academic excellence. Graduate assistants serve Marywood University by working with the faculty to advance research or with professional staff to enhance services.

Assistantships with twenty work hours per week afford tuition remission for nine graduate credits per academic year and a stipend for up to \$5,440 per year.

The University will provide tuition remission for 4.5 credits for the fall semester and 4.5 credits of tuition remission for the spring semester. Students with full graduate assistantships will work, on average, 20 hours per week, for a maximum of 640 hours.

Compensation is paid to students on two-week intervals. Graduate assistants may only perform work while the Fall

semester and the Spring semester are in session.

Graduate assistants are expected to maintain a minimum Q.P.A. of 3.25 each semester. Current graduate students must maintain a cumulative graduate Q.P.A. of 3.25 to renew or receive consideration for a new graduate assistantship position.

To be eligible, students are required to register for a minimum of nine graduate credit hours per semester. Graduate assistantships replace any other graduate scholarship that may have been awarded.

The student selection process for assistantship positions funded by the University occurs in the spring semester. Job descriptions for vacant graduate assistantships will be posted in the Graduate Financial Aid Section of the Marywood University website each December. Prospective and current graduate students should submit resumes electronically no later than February 14th of each year for positions in which they are interested. These electronic resumes will then be forwarded to faculty and staff who have funded graduate assistantships for consideration. Departments and/or offices will work together to select the GA that best serves their collective needs.

Ph.D. Strategic Leadership and Administrative Studies Doctoral Program Scholarships

Ph.D. Strategic Leadership and Administrative Studies Doctoral Program Scholarships have an application deadline of mid-April of each year. You may apply for this opportunity online in the Graduate Financial Aid Section of the Marywood University website.

Ph.D. Strategic Leadership and Administrative Studies Doctoral Program Assistantships

Ph.D. Strategic Leadership and Administrative Studies Doctoral Program Assistantships have an application deadline of mid-February of each year. You may apply for this opportunity online in the Graduate Financial Aid Section of the Marywood University website with your electronic submission of a professional quality résumé.

Psy.D. Clinical Psychology Doctoral Program Scholarships

The graduate admission application serves as the scholarship application for prospective doctoral students of the Clinical Psychology Program. The departmental academic progress file serves as the scholarship application

for current doctoral students in the Clinical Psychology Program. There are no other documentation obligations for scholarship consideration for prospective and current doctoral students of the Clinical Psychology Program.

Prospective doctoral students of the Clinical Psychology Program should adhere closely to the graduate admission application deadline. Scholarship notification letters will be mailed in May to both prospective and current doctoral students of the Clinical Psychology Program.

Psy.D. Clinical Psychology Doctoral Program Assistantships have an application deadline of mid-February of each year. You may apply for this opportunity online in the Graduate Financial Aid Section of the Marywood University website with your electronic submission of a professional quality résumé.

Special Gifts

The Joan and Fred Miller Endowment Fund was established by Drs. Joan and Fred Miller to provide financial support for graduate students pursuing a PhD. in Administration and Leadership.

The Harry M. and Marie E. Pearson Graduate Assistantship was established in 1995 to provide support for graduate assistantships for students from the Department of Psychology and Counseling.

Endowed Scholarships

The Dr. and Mrs. Stanley W. Blondek Endowed Scholarship was established in 2012 to provide financial aid to undergraduate and graduate Physician Assistant students who may need assistance in pursuing a career in medicine.

The Saint Bridget Scholarship was established in 1987 to provide support to graduate students on the basis of academic merit.

The William and Carmel Callahan Scholarship was established in 1999 to provide scholarship support to students with a preference to legal residents of the Island of St. John in the US Virgin Islands.

The Harriet Chikowski '42 Scholarship was established by Harriet Chikowski in 1995 to provide scholarship assistance based on academic merit to students in the MSW Degree Program with preference to those who maintain employment in an agency that involves work with families with multiple problems and pre-delinquent child(ren).

The Deceased Members Class of 1957 Memorial Endowed Scholarship was established in 2006 by members and friends of the class to provide scholarship support to needy undergraduate and graduate students.

The Marywood University Class of 1958 Scholarship was established by members and friends of the class and shall be given to students with financial need to support their education through undergraduate and graduate study.

The Marywood University Class of 1959 Scholarship was established in 2016 by members and friends of the class to provide scholarship support to undergraduate and graduate students with financial need.

The Marywood University Class of 1965 Scholarship was established by the members of the Class of 1965 to assist graduate and undergraduate students who demonstrate financial need.

The Marywood University Class of 1995 Scholarship was established by members and friends of the class. Preference shall be given to a recent graduate of Marywood University entering a graduate program at Marywood University on a full-time basis with demonstrated financial need.

The Sister M. Cuthbert Donovan, IHM Graduate Scholarship was established in honor of Sister M. Cuthbert Donovan, IHM, Dean Emerita, to provide tuition scholarships on the basis of academic merit and need to alumnae/alumni of Marywood University for attendance in the graduate programs.

The Monsignor William L. Donovan Endowed Scholarship was established in 2006 by Monsignor Donovan to provide financial aid for undergraduate or graduate students in support of their education.

The Irěneě du Pont Scholarship was established in 1974 to provide scholarship assistance to students majoring in business or computer science.

The Angela & Pio Ferrario Memorial Endowed Scholarship was established by Pia Ferrario in memory of her parents. This scholarship provides support for students pursuing their education in a setting committed to the traditions of service, family, and excellence.

Dr. James Golden Memorial Scholarship was established in 1990 by family, friends, and former students of the late Dr. Golden to provide scholarship support to a student pursuing a graduate degree in counseling.

The Graduate IHM Scholarship Fund was established

in 1982 by the Sisters, Servants of the Immaculate Heart of Mary. Their desire is to assist individuals in achieving their professional goals in graduate education.

The Graduate Student Council Scholarship was established in 1989 by the Graduate Student Council and other friends of the University. Income from this endowment provides scholarship assistance to students on the basis of academic achievement and financial need.

The Carol E. Greenblatt Scholarship was established in 2000 to provide assistance for graduate and undergraduate students with preference to those in the School of Social Work.

The Mary S. Foran Haman '48 and Donald T. Haman Endowed Scholarship was established by Mary and Don Haman to provide support for a promising student in need of financial assistance.

The Sister Cor Immaculatum Heffernan, IHM '54 Endowed Scholarship was established by former students and friends of Sr. Cor Immaculatum Heffernan, IHM. This scholarship assists graduate students with preference to those majoring in the M.F.A. Visual Arts (Graphic Design) or M.F.A. Visual Arts (Illustration).

The Paul A. Henry Memorial Scholarship was established in 2004 by his daughter, Dr. Ann R. Henry '73, to provide scholarship assistance to graduate and undergraduate students on the basis of financial need with first preference to students majoring in Nursing and second preference to those majoring in a health-related field.

The Hughes Family Endowed Scholarship was established in 1985 by Sister M. Constance Melvin, IHM, in honor of Mary M. Hughes and her parents, Mary A. and Michael Hughes, to provide scholarship assistance, on the basis of academic merit, for study in librarianship and/or media.

The Mildred Hammond Hunkele Endowed Scholarship was established in 2001 to provide financial aid for any needy and qualified graduate or undergraduate students.

The Catherine Boylan Hussie Scholarship was established in 1990 to provide financial aid for needy male or female students at the graduate and undergraduate levels.

The Sister Michel Keenan, IHM Endowed Scholarship was established through the estate of her sister, the late Mary K. Hecht, to provide financial assistance to graduate or undergraduate students with preference to female music

majors.

The Peter Kohudic Scholarship was established in 1995 by Peter and Nancy D. Kohudic to provide financial aid for undergraduate or graduate students, either full- or part-time, who are communicants of the Orthodox Christian Faith with preference given to students from St. Tikhon's Theological Seminary. The recipient must be at least of second-year sophomore status.

The LF Brands, Inc. Scholarship was established in 2001 to provide scholarship support to undergraduate and graduate students with financial need.

The Alice Lawrence Memorial Scholarship was established in 1991 to provide assistance to graduate and undergraduate students with preference to females over 35 years of age returning to school to complete their degree.

The Paul Levy and Ann Bronsky Levy Scholarship Fund was established by the estate of Ann Bronsky Levy '36. This scholarship shall be given to graduate and undergraduate students without any restrictions.

The Robert J. Mahady Scholarship was established in 2000 by Mrs. Betty Mahady to provide scholarship support for graduate and undergraduate students with preference to those in the School of Business and Global Innovation.

The Sister Patricia Ann Matthews, IHM, Ph.D. Scholarship was established by Sister Gail Cabral, IHM, and friends. This scholarship shall be given to students with financial need to support their education through undergraduate and graduate study.

The Sister M. Bernardina McAndrew, IHM Scholarship was established in 1974 by Sister M. Bernardina McAndrew, IHM to provide assistance to a graduate psychology student on the basis of academic merit and need.

The Charles J. and Margaret S. McCarty Endowed Scholarship was established by Margaret "Peggy" McCarty '67 in memory of her parents to provide scholarship aid with preference to students from the Lehigh Valley and/or students majoring in English or Communications.

The James F. Mellody Memorial Scholarship was established in 2002 to provide assistance to graduate students in the M.S.W. Degree Program. Preference shall be given to students who demonstrate financial need.

The Dr. Fergus T. Monahan School of Social Work Scholarship was established in 1989 to provide assistance

to students in the M.S.W. Degree Program with priority given to those who are minorities; women, single heads of household who are supporting their children while they attend school; and students with established financial need.

The Honorable Marion L. Munley Endowed Scholarship was established by Munley, Munley, and Cartwright, PC in recognition of Mrs. Munley's outstanding career as a mother and as the first woman elected to the Legislature from Northeastern Pennsylvania. The scholarship shall be given to worthy students interested in a career in law and/or public service.

The Regina M. and Bernard Austin Murdock Endowed Scholarship was established by the estate of Regina M. Murdock to provide scholarship support to graduate students with preference to those studying psychology.

The Thomas and Rosemary O'Hora, Jr. Endowed Scholarship was established through the estate of Thomas and Rosemary Halligan O'Hora, Jr. This scholarship shall be given to graduate and undergraduate students without any restrictions.

The Sister M. Johnine O'Neill, IHM Endowed Scholarship was established in 2007 to provide financial aid to undergraduate and graduate students, either full-time or part-time, who are currently employed and wish to further their education.

The Pearson Scholarship was established through the Estate of Marie E. Pearson. This scholarship shall be given to graduate students who have demonstrated academic excellence but not necessarily financial need.

The John Peragallo, Jr. Endowed Scholarship was established by John Peragallo, III, family, and friends. This scholarship shall be given to undergraduate or graduate students with preference to music majors with organ as an applied performance concentration.

The Eugene L. Raymond Scholarship was established in 1966 in memory of Eugene L. Raymond, a charter member of the Development Committee of Marywood University. This scholarship is awarded to worthy graduate students who are being trained for work among children in the fields of psycho-education and psychotherapy.

The Helen Scanlon Ruane Scholarship was established in 2001 to provide financial aid for students in the post baccalaureate certification in school librarianship.

The Tara Lee and Kelly Erin Ruddy Sisters Memorial Endowed Scholarship was established in 2015 by their parents, Leo and Mary Theresa Ruddy, and by their

classmates and friends to honor the memory of sisters Tara and Kelly Ruddy. The scholarship shall provide scholarship support to graduate students with preference to those in the M.S.W. Degree Program.

The Helen Sebastianelli '53 Endowed Music Scholarship was established by Ms. Sebastianelli's brother, Mr. Joseph Sebastianelli, and family to provide financial aid to graduate and undergraduate students with preference to music majors residing in Lackawanna County.

The Barbara Sowinski Endowed Scholarship was established by Barbara Sowinski, M.A. '00 in 2016 as a merit-based award to benefit graduate and undergraduate students majoring in the field of Architecture.

The Madeline Geiger Spitzer Endowed Scholarship was established in 2006 to provide financial aid with preference to a graduating senior from Marywood University who will be attending a postgraduate program in the area of education.

The Thalia Ann Thomas Scholarship was established in 1997 by Ms. Thomas to provide assistance to graduate students with preference first to candidates for the M.A. degree in Art Therapy, then to candidates for the M.F.A. degree.

The John Timko, Jr. Scholarship was established in 1980 to provide assistance to graduate students in business.

Scholarship Allocation and Usage Policies

Graduate students must be enrolled as matriculated students in a participating program in order to receive Marywood University scholarship funding. Endorsement programs, Educational Leadership certifications, English as a Second Language, and enrichment classes are not eligible for University funded scholarships.

Graduate students who are awarded a Graduate Assistantship are not eligible for a Marywood University scholarship during the same semester or academic year. Students who will benefit from any other form of tuition remission such as, but not limited to, the Marywood Diocesan Scholarship or Personnel Tuition Benefit, may not receive a Marywood University graduate scholarship during that same academic year.

Marywood graduate scholarships may only be used towards the cost of tuition and students are encouraged to consider the Federal Direct Unsubsidized Loan if financial aid is needed for other educational costs such as books, supplies, and housing. Marywood graduate scholarships

are for use during the fall and spring semesters and are not applicable for summer enrollment.

If a graduate scholarship or need-based grant recipient should need to withdraw from courses before the completion of a semester of study, Marywood University will recover institutional funds from the student in proportion to the percentage of tuition refunded for that semester. If the student decides to return to his or her studies in the future, he or she will be required to reapply for financial aid.

For institutional resources designated by Marywood University to support merit scholarships and need-based grants for students in master's degree programs, the University will give priority to students seeking their first master's degree from Marywood University.

Federal Direct Student Loan Programs

To apply for a Federal Direct Loan and/or Federal Direct Graduate PLUS Loan, students must complete a Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. Students must also complete an electronic Master Promissory Note (eMPN) at www.studentloans.gov. The eMPN is valid for 10 years, but the FAFSA must be completed each year. This information is also available in the financial aid section of the Marywood University website at www.marywood.edu/fin_aid.

Federal Direct Unsubsidized Student Loan

Under this program, matriculating graduate students enrolled on at least a half-time basis (minimum of three credits per semester) can borrow up to \$20,500 per academic year. Interest begins accruing on the loan at the time of disbursement. The approved loan amount can never exceed the actual cost of education less any other scholarships, assistantships, grants, employer reimbursement, or loans received.

Federal Direct Graduate PLUS Loan

Under this program, matriculating graduate students enrolled on at least a half-time basis (minimum of three credits per semester) can borrow the difference between the cost of education less any other scholarships, assistantships, grants, employer reimbursement, or loans received. Requirements for this loan include a credit check.

Alternative Loan Sources

There are numerous types of privately financed education loans, but Marywood University recommends that students

utilize the Federal Direct Unsubsidized Loan and the Federal Direct Graduate PLUS loan as their first borrowing options. To see a list of some private educational loans, go to www.elmselect.com and choose Marywood University. Requirements for these loans normally include a credit check with a credit worthy cosigner.

Satisfactory Academic Progress Policy for Financial Aid Recipients

The Higher Education Act of 1965, as amended by Congress, mandates that institutions of higher education establish minimum standards of Satisfactory Academic Progress (SAP) for students receiving federal financial aid. These standards apply to all Federal Title IV aid programs including the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Direct Loans, Federal Direct PLUS Loans and Federal Work-Study.

The Satisfactory Academic Progress (SAP) standards apply to all students seeking federal Title IV financial aid, regardless of whether the student has received Title IV financial aid in the past. Marywood University is responsible for ensuring that all students receiving Title IV assistance are meeting these standards.

Process of Determining Satisfactory Academic Progress (SAP): For all degree seeking students, SAP will be evaluated at the end of each semester, typically in December, May, and August. This evaluation will determine if the student has made sufficient progress to be eligible for future Title IV funding.

Satisfactory Academic Progress Measurement

Qualitative Measure (cumulative Marywood QPA):

- Undergraduate freshmen students at Marywood University are expected to earn a minimum cumulative grade point average (QPA) of a 1.70 at the end of their first academic year. Upper-class undergraduate students at Marywood University must maintain a cumulative quality point average (QPA) of **at least a 2.00** to remain in good academic standing.
- Graduate students must maintain a cumulative quality point average (QPA) of **at least a 3.00** to remain in good academic standing.

Quantitative Measure:

Completion Rate/Pace: Pace is calculated by dividing cumulative hours the student successfully completed by cumulative hours the student has attempted. This

calculation includes all attempted credits, both at Marywood and those accepted in transfer. Courses for which a student receives academic credit, withdraws, receives incomplete or repeat grades and/or fails are counted in the calculation of the completion rate/pace.

- Undergraduate students must successfully complete 67 percent of the total cumulative attempted credits;
- Graduate students must successfully complete 67 percent of the total cumulative attempted credits.

Maximum Timeframe

Maximum timeframe is defined as the required length of time it will take a student to complete his/her degree. A student may not exceed a maximum number of attempted credits in any program(s), even if aid was not received during all periods of enrollment. The maximum number of credits is 150 percent of a student's program(s) required credits. For example, if the student is pursuing a degree that requires 126 credits, the student is not eligible for further federal aid after attempting 189 credits. This includes transfer credits. Most undergraduate degrees at Marywood University require a minimum of 126 credits for graduation, but there are some exceptions. Most graduate degrees require 36 credits for graduation, but there are some exceptions. Refer to the catalog for specific program graduation requirements. Students in this category may submit appeals in accordance with the Appeals section of this policy.

Students who change majors are responsible for completing their degree requirements within the timeframe specified above.

Multiple Majors/Degrees

The maximum time frame will be calculated using all required credits to complete multiple majors and all credits attempted and earned will be used in the calculation of PACE.

Readmitted Students: If a student is readmitted to Marywood University, satisfactory academic progress will be based on the student's previous attendance at Marywood and credits accepted in transfer. Students who have not met the minimum requirements will be notified of their ineligibility for federal financial aid and informed of their options to regain eligibility.

Special Grades and their Use in Satisfactory Academic Progress Determination:

- I - Incomplete: Student will receive no credit for an

"I" grade, although the "I" is counted as attempted credit(s). When the incomplete grade is resolved and a passing grade is received, the credit(s) will be counted.

- X – Delay in reporting final grade: Student will receive no credit for an "X" grade although the "X" is counted as attempted credit(s). When the incomplete grade is resolved and a passing grade is received, the credit(s) will be counted.
- W, WP, WF – Withdrawal, Withdrawal Passing, and Withdrawal Failing: Considered as attempted credit(s) but no credit(s) earned.
- AD – Audit: Not considered as attempted credit(s)
- S/U - Satisfactory/Unsatisfactory: Both are considered as attempted credit(s). QPA is not affected.

Repeat of Course

The highest grade earned is always used in calculating the QPA. If the student failed the course the first time but passes it the second time, the appropriate number of credits will be received after the second attempt. Maximum hours earned for any course cannot exceed the number of credits listed for that course in the catalog.

Summer Terms

Summer counts as any other semester. Since Marywood University evaluates after each semester, a student that has not met SAP standards will be put on an automatic warning after the spring semester evaluation. If the student takes summer courses, he/she will be evaluated again at the end of summer and must either have made up their SAP deficiency or successfully appealed his/her failure to make up the deficiency in order to receive aid for the fall semester.

Regaining Eligibility

If a student fails to meet the satisfactory academic progress standards, but meets the standards later at some point, the student can once again be eligible to receive federal Title IV. In such cases, financial aid eligibility will begin with the academic semester after which the student re-establishes progress. *It is the student's responsibility to contact the Office of Financial Aid after completing coursework that allows the student to regain eligibility for financial aid.*

If a student is taking coursework at another institution to

regain SAP eligibility, the student should be aware that:

1. An “Authorization for Transfer of Credit Form” must be completed prior to taking any courses elsewhere if the credits are to be transferred back to Marywood. The Registrar’s Office must accept the transfer credits in order for those credits to be counted towards satisfactory academic progress.
2. Only credits transfer back to Marywood University; grades do not. If the student’s deficiency is in QPA, taking courses at another institution will not resolve that deficiency. The only exception is the University of Scranton Consortium Program. Unlike transfer credits from other colleges, grades earned through consortium registration with the University of Scranton are calculated into a student’s QPA.

Appeal Process

A student whose financial aid eligibility has been terminated may appeal only if s/he has experienced extenuating circumstances that affected the ability to meet the academic progress standards. In general, extenuating circumstances can include, but are not limited to, illness, injury, death of relative or friend, difficulties with accommodations for students with disabilities, and adversity due to unforeseen events. Students interested in appealing their termination of financial aid eligibility can obtain the “Academic Progress Appeal Form” in the Office of Financial Aid. The student must address in the appeal why s/he failed to make academic progress and what has changed that will allow her/him to make progress in the next semester. In addition, the student must meet with her/his advisor and submit an academic plan that outlines a reasonable plan for success. The completed form and supporting documentation should be submitted to the Director of Financial Aid no later than:

- August 15th for fall semester consideration
- December 1st for spring semester consideration
- One week after spring semester grades are posted for summer session I and/or summer session II consideration

Students will be notified of the decision regarding their appeal via their Marywood University email account.

Financial Aid Warning

Marywood University evaluates academic progress at the end of each semester. Students on a Financial Aid Warning status may continue to receive Title IV aid for one

semester despite a determination that the student is not meeting SAP standards. A warning status is granted automatically and may be assigned without an appeal or other action by the student. Students are notified via their Marywood University email account of their warning status.

Financial Aid Probation

Financial Aid Probation status can be granted only after the student has appealed and has had eligibility for aid reinstated. A student on financial aid probation may receive Title IV funds for one semester only. At the completion of the probation semester, the student must have resolved her/his academic deficiency. ***Failure to do so will result in a loss of Title IV financial aid (including Federal Direct Loans and Federal PLUS loans) until such time as the student has resolved their academic deficiency at their own expense.***

All notifications, warnings, and appeal decisions will be provided to the student in writing via their Marywood University email account.

Other Payment Options

Employer Deferred Plan

Payment of tuition may be deferred if the student has provided a completed “Application for Employer Deferment of Tuition Payment” form, signed by the student’s employer. Students are required to pay all fees and any portion of tuition not covered by their employer at the Cashier’s Office by the semester due date or at registration. The student is responsible for any tuition not paid by the employer within the prescribed period. **Employer payments must be made directly to Marywood University and not to the student in order to qualify for this payment option.** If the student or the student’s employer does not make scheduled payments on time, the University reserves the right to refuse to offer this payment plan to the student for subsequent semesters.

Religious Tuition Reduction

The University grants a 30 percent reduction of tuition (exclusive of fees) to persons who have made formal permanent commitments to the service of God by pronouncement of vows or by ordination in a recognized Church, and who are actively and exclusively engaged in religious work. This benefit may be applied, at the discretion of the University, to persons in formal, full-time training for the dedicated service described above, such as seminarians and novices. In all cases, this benefit will not

be granted if the tuition charges are subsidized from another source of financial aid. The tuition reduction does not extend to courses administered by other institutions for which Marywood University credit is earned. The University, the sole judge for eligibility in every case, will require proof of status or qualifications. The application for this tuition reduction is available from the Cashier's Office or on the Marywood website, www.marywood.edu/cashier.

Information Technology Department (IT)

The Information Technology Department (IT) provides computing facilities, networking access (wired and WiFi all across campus), a student portal (MarywoodYou), a Marywood-branded Google Apps account (email, calendar, sites, drive), and related services in support of Marywood University's commitment to providing high-quality, usable technology for its students, faculty, and staff. This commitment includes access to the Internet, as well as dozens of academic software packages in computer labs and drop-in facilities in various areas around campus. There is at least one lab in most major classroom buildings, along with a 24-hour student lab located in Loughran Hall. Labs are regularly upgraded to provide the latest in computing technology. Each lab is also equipped with a PC that includes assistive technology software.

There are several drop-in computer areas in the Learning Commons (LC). Computer access is available to students at all times when the LC is open: 90+ hours per week, with extended hours during and prior to the week of final exams each semester.

Computer lab software includes, but is not limited to:

- Microsoft Office (Windows version includes Word, Access, Excel, PowerPoint, and Publisher)
- web page development tools
- specialized art, business, education, music, and science software
- the statistical package, SPSS

Each lab is supported for printing needs by laser printers (there is a small fee to print) that provide high-quality printing for class assignments. In addition to the mainstream facilities for preparing classroom assignments, there are also scanners for both graphics and text. All labs are networked via fiber optic cabling to both on-campus services and the Internet. Electronic mail, web browsing, online library catalogs, bulletin board services, and access

to worldwide computer network resources are available to all regularly enrolled students.

Services

In addition to providing the support that constitutes the technology infrastructure of Marywood University, IT staff also provide help in the following ways:

- Trained student staff all major labs during much of the time that the labs are open, to readily provide any assistance.
- To answer questions and troubleshoot technology problems, assistance is also provided by calling, emailing, or visiting the Help Desk, located at the Knowledge Bar on the main floor of the Learning Commons.
- Computer workshops, held in the training room on the second floor of the LC, help students use technology more effectively. Workshops are scheduled and presented by various members of the IT staff. Promotional emails outlining upcoming sessions are regularly sent to the Marywood community. All workshops are free to Marywood students, faculty, and staff.
- Documentation prepared by training staff provides simple step-by-step instructions on how to use various types of software. This documentation can be easily found on the web by selecting the Tech Help link on Marywood's home page.
- Students can work collaboratively and practice class projects by signing out one of the many group study and/or presentation rooms in the Learning Commons. Computers, laptop hook-ups, and large screen monitors are available for their use. Also spread across the building are other group and technology-friendly areas with power outlets for a range of devices.

Learning Commons

The Learning Commons provides an ideal venue for individual and group study with extensive technology-enabled collaborative learning spaces and with diverse types and groupings of furniture to accommodate a wide variety of learning styles. The Learning Commons is a campus hub that also houses an expanded University Archives; the Center for Teaching and Transformational Learning; an Entrepreneurial Launch Pad; the Center for Communication Arts, including video editing and

animation suites, a television studio, and the campus radio station; and the Department of Information Technology (IT) help desk and IT public service staff.

The extensive electronic and print holdings of the Marywood University Learning Commons include more than 410,000 books, e-books, and bound periodicals and access to more than 40,000 distinct journals. The Library website, www.marywood.edu/library, is the place to begin using the Library Services online. It provides links to all types of information, including access to databases, electronic journals and newspapers, electronic books, research guides, research assistance, and many types of information and services.

The library provides access to over 48 subject-specific indexing/abstracting databases, including Psycinfo, Business Source Elite, ArtStor, ERIC, Cumulative Index to Nursing and Allied Health Literature, the MLA International Bibliography, and Social Work Abstracts, as well as multi-disciplinary full-text databases such as EBSCO Host's Academic Search Premier, JSTOR, Mergent, Web of Knowledge, and Wiley Online Library. The Learning Commons is fully integrated into the campus voice, data, and wireless network, and off-campus access is also available for most databases. Other resources available 24/7 from the webpage include interlibrary loan, electronic reserves, and reference assistance.

Marywood University is a member of the Pennsylvania Academic Library Consortium, Inc. (PALCI), an academic library consortium with over 75 member institutions. Through PALCI's RapidLL Interlibrary loan initiative, students and faculty can have digitized articles delivered directly to their email boxes, usually within a few hours of placing a request online. Through PALCI's E-ZBorrow service, the monograph holdings of many academic libraries in Pennsylvania, New Jersey, and West Virginia are easily accessible for borrowing by Marywood students and faculty.

The Learning Commons offers numerous introductory workshops to the various databases and the online catalog. At faculty request, librarians present course-integrated information literacy sessions. Traditional reference assistance is available during regular library service hours. In-depth research consultation is available upon request.

Academic Computing

Academic Computing advises and assists faculty, students, and staff in the use of instructional technology for the creation, organization, analysis, and presentation of scholarly, scientific, and curricular resources. We have

offices, recording, and production rooms on the third floor of the Learning Commons. Specifically, Academic Computing:

- Provides consultation services to faculty, students, and staff on the utilization of technology for learning by integrating academic and instructional needs into the strategic and tactical planning process
- Advises faculty and students regarding trends in instructional technology
- Assesses course management system support and use and maximizes effectiveness within the existing resources
- Provides faculty, students, and staff with graphical media services to enhance their instructional project (with the appropriate training in the utilization of technology to fit project needs)

Academic Computing services include:

- **Moodle:** Our campus course management system that allows faculty to post course content for students online. We provide faculty and students with technical and design support. Moodle is used for online courses, hybrid courses (supplements to traditional courses), and for special projects and campus clubs.
- **Panopto:** A course capture system that faculty can use in conjunction with Moodle to record class sessions or supplemental tutorials. Students can access the recordings through their Moodle course; it is keyword searchable which allows students to find the exact topic they need to review. Panopto also has a mobile app for iPhone/iPad that allows teachers and students to view and record sessions.
- **Webcam & Microphone loans for class recordings/projects:** Academic Computing has webcams and several different types of microphones available for faculty to use to record their classes with Panopto. We can also make the webcams/microphones available for students to use in one of our Recording/Production rooms for creation of class assignments.
- **Audacity:** Free download for PC/Mac to create podcast recordings.
- **CD/DVD duplication:** We can make copies of non-copyrighted materials for class projects. Small fee.

- **Large-format color poster printing:** Various sizes available; applicable fees depending on size and paper type. Our staff will provide students with guidelines for the creation of posters in PowerPoint for graduate research forums or presentations at conferences and workshops.
- **Campus Electronic Bulletin Board (Marywood Information Channel):** Faculty, students, and staff may submit announcements for their clubs or other campus events to the Marywood Information Channel which is displayed on Channel 18 on all TVs in public viewing spaces on campus. Please adhere to the following if you wish to submit an announcement for the Marywood Information Channel.

Announcements may be submitted by e-mail to helpdesk@marywood.edu

A lead time of three working days should be given. Messages should be no more than five (5) lines in length and must include the title of the event, the date and time, a brief descriptive message, and the name and phone number of the contact person. Photo can be included in announcements. Please send as a .jpeg file. Announcements from student groups must be signed by an advisor. Messages will run for a two-week period, so please plan accordingly.

Arrangements can be made to run video announcements. Academic Computing reserves the right to edit the copy.

Fricchione Day Care Center

The Fricchione Day Care Center, an early learning facility, opened in September 1991 as an integral part of Marywood University. The mission of the Fricchione Day Care Center is to provide a safe, developmentally appropriate environment, which promotes the physical, cognitive, social, and emotional development of each child in accordance with licensing standards. The Fricchione Day Care Center is licensed by the Pennsylvania Department of Human Services (DHS), Office of Child Development and Early Learning (OCDEL), and participates in the Keystone STARS Quality Initiative in Pennsylvania. Keystone STARS is an initiative of OCDEL to improve, support, and recognize quality early learning programs. The Fricchione Day Care Center is rated a STAR IV facility; this is the highest rating achievable. The facility is also accredited by the National Association for the Education of Young Children (NAEYC) and has maintained accreditation since 1993. It serves children of the University community as well as children of employees of St. Joseph's Center and Our Lady of Peace Residence. Other children are served on a space available basis. Child care services are provided for

children from eight weeks through six years of age, twelve months a year, Monday through Friday, 6:45 a.m. - 5:30 p.m. For further information, please call (570) 961-4701.

Psychological Services Center

The Psychological Services Center (PSC) is an outpatient mental health clinic. The PSC exists in order to support two important goals:

To train graduate students enrolled in Psychology and Counseling programs.

To make quality, low-cost mental health services available to both the University and the local communities.

The PSC provides diagnostic outpatient evaluation, intervention, and educational services for children, adolescents, and adults; daytime and evening appointments are available. Educational and geriatric assessment services are also provided.

Evaluation services include diagnostic, interviewing procedures as well as formal psychological, personality, and educational testing. Intervention services include individual therapy, marital/couples therapy, family therapy, play therapy, parent training, and brief consultations to individuals, families, and organizations. Educational services include the delivery of informative presentations and the dissemination of written materials.

Graduate students enrolled in Psychology and Counseling practicum courses have the opportunity, pending instructor approval, to provide clinical and educational services to PSC clients. Graduate and undergraduate students enrolled in other Psychology and Counseling classes may also use the clinic, pending instructor approval, for role-play activities. Licensed faculty members closely supervise all clinical activity that is conducted by graduate students, through the use of video recordings, live observation, and individual and group supervision.

The PSC is a cutting-edge training facility. The physical plant consists of ten clinical rooms, each of which contains video recording equipment. Each clinical room also has an adjacent observation area that affords students and faculty the opportunity to observe clinical activity. Also available in the clinic are a wide assortment of psychological tests and behavior rating scales, computerized scoring and interpretation programs for the more frequently used assessment tools, a wide array of treatment manuals and clinically oriented references, a collection of developmentally appropriate toys for play assessments and

therapy, biofeedback equipment, electronic records system, and a number of desktop and laptop computers.

All clinical activity that occurs within the PSC is practiced in accord with the ethical and legal requirements of the American Psychological Association, the American Counseling Association, the National Association of School Psychologists, and the Pennsylvania Board of Professional Psychology. To that end, strict professional standards of informed consent, privacy, and confidentiality are maintained.

The staff of the PSC consists of a full-time director, a clinic administrative assistant, graduate assistants, and graduate students who provide clinical and educational services, and the licensed Psychology and Counseling faculty, who supervise the graduate students. To make an appointment to receive services at the PSC, please call (570) 348-6269. Clinic hours and other related information may be found on the clinic website at www.marywood.edu/pcs.

Services and Programs

Tutoring Center

The Marywood University Tutoring Center, located on the second floor of the Learning Commons, is an academic resource center and a general study space and lounge. Equipped with computer workstations, assistive technology, circular tables, and whiteboards, the area welcomes both individual study and collaborative group work. For anyone seeking tutoring in Math or Science, drop-in centers are available throughout the day and evening hours.

Disability Services

Students with disabilities are eligible for reasonable accommodations per Section 504 of the Rehabilitation Act of 1973 and the ADA of 1990 as amended by the ADA Amendments Act of 2008. Accommodations provide an equal opportunity for students to obtain the same level of achievement as their non-disabled peers while maintaining the standards of excellence at Marywood University. The Office of Disability Services facilitates individualized support, advising, advocacy, and accommodations to every qualified student.

Fellowships

There are a variety of scholarships and fellowships that fund graduate study in the United States and abroad for students who meet the appropriate eligibility criteria. See

the fellowships website for a list of these funding opportunities and information about which faculty advisor to contact with questions and for assistance in applying.

Office of Military and Veteran Services

The Office of Military and Veteran Services assists members of the military, veterans, and their families. ROTC cadets are encouraged to utilize the services of the office. Staff answer questions pertaining to veterans' educational benefits and certify enrollment each semester. In addition, Marywood hosts a chapter of the Student Veteran Alliance, and eligible students may participate in SALUTE, the Veteran's National Honor Society.

Writing Center

The Writing Center offers individual consultation to undergraduate and master's level students. The Center supports writers at any stage of the writing process; prewriting, drafting, proofreading, or revising; however, the Center does not offer review of culminating writing projects such as qualifying papers, professional contributions, or theses.

The professional writing consultant offers phone or gmail chat options for students who are not able to meet in person.

Inquiries and individual appointments may be made by emailing writingcenter@marywood.edu.

Career Development Center

The Career Development Center provides programs and services to assist graduate students with career decisions and transitions. Career counseling assistance with résumé preparation, job search techniques, and best practices for employment interviews are provided. Computerized systems for assessment and access to information about vocational interests, aptitudes, values, and the work world are also provided. Full-time and part-time work and internship opportunities are available through specialized software programs available to all students. Employer information vital to interview preparation and aids to help with decision-making are offered, as well as, announcements about employment/internship fairs and recruitment events. The Alumni Career Network for students and graduates wishing to communicate with alumni across the country regarding employment and relocation also is provided in collaboration with the Alumni Engagement Office.

Student Life: Mission, Services, and

Programs

Mission

In the context of the University's mission, Catholic identity, and core values, the Student Life components of the Enrollment Services and Student Success division complement the University's academic goals. This is accomplished by engaging students through an integrated program of services and educationally purposeful learning experiences designed to enhance holistic growth and personal development.

Athletics and Recreation

Intercollegiate athletics and recreation are integral aspects of the total educational program. Through training, teamwork, and rigorous competition, students are provided with opportunities for development of varied skills and values.

The University is a member of the National Collegiate Athletic Association (NCAA) Division III, of the Colonial States Athletic Conference (CSAC) and of the Eastern College Athletic Conference (ECAC). Twenty-two athletic teams, twelve sports for women (basketball, cross-country, field hockey, golf, lacrosse, rugby, soccer, softball, swimming/diving, tennis, track and field, and volleyball), and ten sports for men (baseball, basketball, cross-country, golf, lacrosse, rugby, soccer, swimming/diving, tennis, and track and field) are sponsored. Graduate students may be eligible to participate in athletics and should contact the Director of Athletics and Recreation for more information.

Formal and informal recreation opportunities also are provided through intramural sports, wellness classes, sports clubs, and varied fitness activities. Facilities include an indoor pool, and a state-of-the-art Athletics and Wellness Center with a climbing wall, a gymnasium and an arena, racquetball courts, a dance and aerobics studio, saunas, a sand volleyball court, tennis courts, and intercollegiate/intramural athletics fields.

Campus Ministry

Campus Ministry, rooted in the charism of the Sisters, Servants of the Immaculate Heart of Mary, to proclaim the Good News of God's unconditional love for all, supports the mission and makes visible the Catholic identity of Marywood University by providing opportunities for liturgy, faith formation, personal and spiritual development, community services, interfaith engagement, and advocacy for social justice. Campus Ministry fosters a welcoming and inclusive community of servant leaders

who strive to bring the light and joy of the Gospel to our contemporary world. All members of the Marywood community are invited to participate in Campus Ministry programs and to suggest ways in which Campus Ministry can serve their needs.

An extensive program of volunteer service opportunities is provided through the Campus Ministry Office. This program enables Marywood students to participate in a wide variety of community service and volunteer projects that assist them in learning about and valuing service. Students are placed according to their interests and in response to community needs. Student-initiated activities also are encouraged. Volunteer service by students is intended to be communal, integrating, liberating, and stimulating of energies and skills for the future.

Counseling/Student Development Center

The Counseling/Student Development Center (C/SDC) supports the University's mission by assisting students' personal and academic development through a variety of psychological, psychiatric, and outreach services. These services help students develop effective problem-solving and decision-making skills, to make satisfying life choices, and maximize their capacity for on-going emotional and social growth.

The professional staff and supervised graduate student trainees respond to a spectrum of needs, from providing information to assisting with serious psychological issues. In addition to individual counseling, support group sessions on important topics within the student community are offered. The C/SDC is committed to a comprehensive wellness philosophy and numerous outreach educational programs to encourage social, emotional, spiritual, intellectual, and physical well-being are presented. Through the Peers on Wellness (POW) Advisors, peer education to enhance wellness throughout the community also is offered. Students normally are seen by appointment and, when possible, on a walk-in basis and/or at times when the center is not open. In addition, a 24-hour hotline (570-348-6245) for emergency assistance is available. Strict professional privacy and confidentiality standards are maintained by the staff.

Dean of Students

The Dean of Students supervises a program of varied services and activities to increase student learning and personal development through formal and out-of-class learning experiences. Planning, policy formulation, and management of the Housing and Resident Life and the Students Activities and Leadership Development Offices

are coordinated by the dean who is the primary administrative liaison to the student body. The dean of students also administers the disciplinary/judicial policies and procedures and related services and programs.

Housing and Residence Life

The mission of the Housing and Residence Life Office is to provide a comfortable, secure, and nurturing living-learning environment, that is conducive to students' academic and personal development while intentionally fostering a sense of community, civic engagement and responsibility, and appreciation for diversity. Year round on-campus housing is available for full-time graduate students in one of two locations on campus: Perpetual Help Hall and the Woodland Graduate Residences. Applications should be submitted by April 15 for housing beginning in May or by July 15 for housing beginning in August. Information regarding housing available off-campus may be obtained at: www.marywood.edu/grad-housing or by phone: (570) 348-6236.

Student Activities and Leadership Development

The Student Activities and Leadership Development Office staff coordinates activities and programs to increase students' leadership skills and to enhance their personal, social, and cultural development through involvement in activities, organizations, and programs offering varied learning opportunities.

Other responsibilities of the office include the New Student Orientation Program, coordination of the formal leadership development/education program, administration of the student activities budget system, advisement of the Graduate Student Council, recognition and advisement of student organizations, and supervision of co-curricular activities and related programs.

Student Health Services

A full-time registered nurse and a nurse practitioner provide primary care (assessment and treatment) and make referrals to community physicians and to campus and community resources for treatment, health education, and counseling. Serious emergencies are referred immediately to nearby hospitals. Physician services are available during the spring and fall semesters.

The Student Health Services staff is committed to a comprehensive wellness philosophy. On-campus medical services, health information and counseling are available to all students without charge. Students living on campus and all international students are required to complete and submit a health history and immunization record (including

documentation of compliance with the Pennsylvania law mandating that residents of university-owned housing have received the meningococcal vaccine) to the Student Health Services Office. Other students who choose to use these services must submit a completed health history and immunization record before non-emergency services can be provided. Resident students who do not fulfill the health immunization record requirement will be required to live off campus.

Student Honors

Recognition of Academic Excellence

The following medals are awarded to eligible graduate students at Commencement:

William G. McGowan Medal for Excellence in Doctoral Studies

Established in honor of William G. McGowan, a founder of MCI Communications Corporation, by the William G. McGowan Charitable Fund.

Sister St. Agnes Medal for Excellence in Business

Founded by Ms. Angela Moran in honor of her sister, Sister St. Agnes Moran, IHM.

Loretta Haggerty Medal for Leadership and Academic Excellence in Counselor Education

Established by the trustees of the estate of Loretta Haggerty.

Ella T. Ruane Medal for Excellence in Art

Established in memory of Ella T. Ruane by her niece, Hazel F. Ruane.

Francis L. and Kathryn Melvin Medal for Excellence in Scholarly Investigation

Founded by Sister M. Constance Melvin, IHM, in honor of her parents.

Sister M. Eva Connors, IHM, Peace Medal

Founded in memory of Sister M. Eva Connors, IHM, this medal is awarded to an undergraduate or graduate student.

Clarence C. and Elizabeth Walton Medal for Excellence in Public Administration

Established by Dr. Clarence C. Walton to promote ethical and effective administrative leadership.

Polizzi Medal for Scholarship and Community Service

Founded by The Student Association, School of Social Work, in memory of Anthony C. Polizzi.

Geffen Medal for Outstanding Performance in

Practicum Education

Founded by Friends and Co-Workers in memory of Albert Geffen.

Thomas J. Keenan M.D. Medal for Excellence in Physician Assistant Program

(academically and community service) Founded by Mrs. Mary Keenan Hecht in honor of her brother, Thomas J. Keenan, M.D.

Student Organizations

Chi Sigma Iota

Advisor: Dr. Richard Joseph Behun

Chi Sigma Iota is an international honor society of counseling professionals and professionals-in-training, dedicated to excellence in scholarship, research, and clinical practice. The purpose of Chi Sigma Iota is to promote and recognize exemplary attainment in the study and practice of counseling. Marywood's chapter, Pi, encourages these high standards through speakers, programs, and awards. Students who have completed one or more terms of full-time counselor education study or its equivalent with a Q.P.A. of 3.50 or better are eligible for nomination to this prestigious society.

Delta Mu Delta

Advisor: Mr. George Marcinek

Delta Mu Delta is the national honor society in Business Administration. The purposes of Delta Mu Delta are to promote higher scholarship in training for business and to recognize and reward scholastic attainment in business subjects. The Iota Lambda Chapter holds an annual initiation ceremony during the fall semester. Students invited to membership must have completed at least half the requirements for the graduate degree, be in the top 20 percent of their class, with minimum 3.60 at the graduate level.

Kappa Delta Pi

Advisor: Ms. Christine Fryer

Kappa Delta Pi is an international honor society in education. It is the oldest and largest honor society in education. Invitations to join are based on academic achievement, a commitment to education as a career, and a professional attitude which assures the member's steady growth in the field of education.

Kappa Pi

Advisor: Ms. Susan Jenkins

Kappa Pi is an international collegiate art honor fraternity

having as members those art students and graduates who, by their artistic expertise and influence, uphold the highest ideals of a liberal education. The Marywood Department of Visual Arts Chapter of Kappa Pi, Zeta Omicron, provides membership for worthy graduate art students.

Pi Alpha

Advisor: TBA

Pi Alpha is the national Physician Assistant honor society, organized for the promotion and recognition of both PA students and graduates. Membership signifies the inductees' significant academic achievement and honors them for their leadership, research, community/professional service, and other related activities. The society also encourages a high standard of character and conduct among students and graduates.

Pi Alpha Alpha

Advisor: Dr. Alexander Dawoody

Pi Alpha Alpha is the national honor society for the field of public affairs and public administration. Membership is open to students in the master's degree program in Public Administration. The purpose of this society is to encourage and recognize outstanding scholarship and accomplishment in public affairs and administration. It strives to foster integrity, professionalism, and creative performance in the conduct of governmental and related public service activities.

Psi Chi

Advisor: Dr. Tracie Pasold

Psi Chi is the national honor society in psychology, founded for the purpose of encouraging, stimulating and maintaining excellence in scholarship and advancing the science of psychology. Membership is open to graduate and undergraduate students who make the study of psychology a major interest and who meet the qualifications in academic areas and commitment. The Marywood chapter holds an annual initiation ceremony during the spring semester and is involved with other campus activities.

Sigma Pi Epsilon Delta

Advisor: Dr. Patricia S. Arter

Sigma Pi Epsilon Delta is the National Special Education Honor Society. Membership is open for undergraduate students or graduate students majoring in special education. It operates congruently with Marywood's chapter of Student Council for Exceptional Children. Participation offers students the opportunity to participate in community service projects, develop leadership skills,

and network with professionals in the field.

College of Arts and Sciences

Dean: Frances M. Zauhar, Ph.D.

Mission Statement

In support of the Mission, Goals, and Core Values of Marywood University, the College of Arts and Sciences aspires to foster in its students a conscious understanding of the complexities, enduring themes, and problems that are central to human experience.

- We prepare students for a lifetime of achievement, leadership, and service by offering courses and programs that provide them with the knowledge and understanding necessary to respond effectively to the needs and challenges of an interdependent world.
- We enable students to think critically, examining relationships between the individual and the community, between the self and society, between the person and the world.
- We challenge our faculty and students to explore and cultivate both individual and collaborative avenues of creative expression and problem solving.
- We develop highly-skilled and ethical professionals who impact and influence a culturally diverse and interdependent society.

Areas of Study

Art

For those wishing professional preparation in the fields of art education, art therapy, 2-D or 3-D studio arts, graphic design, and illustration.

Biotechnology: For those seeking education and training in this broad field which encompasses discovery/molecular research, medicine, pharmaceuticals, and ecology, all of which profoundly affect society. This interdisciplinary program combines contemporary research in science with management and business understanding.

Criminal Justice

For those wishing professional preparation in fields related to the administration and management of criminal justice agencies.

Information Security

The Information Security Program will develop the

technical and leadership skills to succeed in the rapidly growing field of cybersecurity. The stand-alone Master of Science Program will begin in Fall 2019.

All degree programs offered by the College of Arts and Science fall under the accreditation of the Middle States Commission for Higher Education. In addition, the programs in Visual Art are accredited by the National Association of Schools of Art and Design (NASAD), the Council for Accreditation of Educator Preparation (CAEP), and the American Art Therapy Association (AATA).

Art

Art Department

Chairperson: Pamela M. Parsons, M.F.A.

Philosophy Statement of the Degree and the Department

In conjunction with the mission of the College of Arts and Sciences, Marywood's Art Department offers the Master of Arts and Master of Fine Arts degrees.

The Master of Arts program in Studio Art is intended for graduates of schools and departments of art/art education who want to develop their talents as studio artists. Study with outstanding practitioners in these fields acts as springboard for further professional growth and education.

There are two areas of concentration within the M.A. Studio Art program. In the 2-D area, students may work in the following media: painting, photography, or printmaking. In the 3-D area, students may work in: sculpture or ceramics.

The Master of Arts program in Art Therapy is designed to help meet the need for trained professionals in the mental health field and in education, to assist in the development of persons through self-discovery, self-awareness, and personal growth, using art as a catalyst for healing and self-actualization. The personal development of the graduate student as therapist is essential to this program. Students use art therapy in collaboration with the approaches described by psychologists. Through a course of study combining theory and practice, the program follows guidelines for art therapy training recommended by the American Art Therapy Association.

The Master of Fine Arts Program in Visual Arts is designed to provide professional emphasis for persons with

an intense commitment to their art who intend to become serious professional artists. There are four areas of concentration: 2-D, 3-D, Graphic Design, and Illustration. In the 2-D area, students may work in the following media: painting, photography, or printmaking. In the 3-D area, students may concentrate in ceramics or sculpture, working with a variety of media.

Each program is supported by accomplished, professional faculty, visiting artists of acclaim, impressive exhibit offerings, and excellent academic and technical resources. In certain programs, there are both requirements and opportunities for internships/practica, museum research, and study tours—all designed to provide experiences of breadth and depth for matriculating graduate students.

Students may apply to study at Studio Art Centers International through the Marywood/SACI program for a semester or summer session and may choose from a full curriculum of offerings. This program also includes organized field trips to many important locations throughout Italy. All courses are taught in English, and the program is geared toward an assimilation of Italian culture.

Application Requirements

Applicants to the M.A. and M.F.A. degree programs must meet the general requirements for admission to the College of Arts and Sciences. In addition, applicants must satisfy the following:

Studio Art, Master of Arts Requirements

1. A baccalaureate degree in art or art education or an equivalent credit background in art that would support master's degree work. Any student who, in the judgment of the department, lacks adequate undergraduate preparation must arrange to make up the deficiency.
2. A portfolio of eighteen to twenty examples of artwork (slides, jpeg, or PDF file format on CD, or original work). The portfolio will be judged on its demonstration of both conceptual ability and technical competency.

A maximum of twelve graduate credits may be accepted for transfer.

A student must file an application for candidacy when twelve credit hours of studio work have been completed. Acceptance as a candidate will be decided after the following:

1. Maintenance of a "B" or 3.00 quality point average or

better in twelve studio credits taken at Marywood.

2. Submission of a portfolio of work from the studio courses taken at Marywood.
3. Approval of the student's potential as a graduate student by a committee from the departmental faculty.

Upon completion of 36 credits, a student must register the intention to bring the program to completion with the execution of a Professional Contribution.

Art Therapy, Master of Arts Prerequisites

1. A baccalaureate degree with a major in art education or studio art, OR a baccalaureate degree in a related field (e.g. psychology, social work, counseling, special education). Students entering the Art Therapy program with either degree must have at least eighteen credits in studio art (drawing, painting, figure-drawing/modeling, and 3-D media) and twelve credits in psychology (general psychology, abnormal psychology, development psychology).
2. Presentation of a portfolio of art, including significant examples of work in the media noted above.
3. A brief essay on the topic of why you have chosen to pursue art therapy education.
4. Evaluation of each candidate's individual competencies by an art therapy admissions committee. In addition, a personal interview may be required.

A student must file an application for candidacy when eighteen credit hours have been completed. Acceptance as a candidate will be decided after the following:

1. Successful completion of the Graduate Record Examination or the Miller Analogies Test.
2. Maintenance of a "B" average or better in eighteen credits taken at Marywood University.
3. Successful completion of 400 hours of practicum experience.

Visual Arts, Master of Fine Arts Prerequisites

1. A Bachelor of Arts or a Bachelor of Fine Arts degree.
2. Completion of at least eighteen undergraduate credits of upper division work in the area of concentration chosen and a "B" or 3.00 quality point average in that

area. Students who possess outstanding or unusual qualifications that promise a significant contribution to the Master of Fine Arts program, but do not meet the 3.00 or credit requirements, may petition for a special review by the Art Faculty.

3. A portfolio of studio work indicative of above-average or exceptional ability. Submit twenty images of current work (slides, or CD – jpeg or pdf file format). The majority of these should be in the area of the applicant's interest, but the portfolio also should include a lesser emphasis in related areas. All slides and digital images must be labeled with the applicant's name, date of execution, size and medium.
4. A statement of purpose, 150-200 words in length.

In addition, a personal visit to talk to a chairperson or instructors in your field and view the facilities is highly recommended.

If a student in Marywood's M.A. Studio Art program is considering application to the M.F.A. Visual Arts program, he/she should make an application no later than after his/her successful completion of nine credit hours. Transfer of graduate credits from the M.A. to the M.F.A. program may be limited to nine credit hours. All credit transfers are subject to review by the art faculty admissions committee. Students must reapply following the general requirements for admission to the College of Arts and Sciences. The M.F.A. Visual Arts programs (Ceramics, Painting, Photography, Printmaking, Sculpture) require full-time study to be completed within 2-3 years.

Students within these programs are advised to take a minimum of 12 credits per semester. Within the M.F.A. program, there are four reviews of work-in-progress and student development. These reviews are held after completion of 12, 24, 36, and 48 semester hours of coursework and are designated as follows: (a) Initial Review; (b) Candidacy Review; (c) Progress Review; (d) Exit Review.

An Exit Review will take place after the final draft of the thesis project (Artist's Statement) and during the exhibit.

Failure to satisfy two consecutive reviews will result in dismissal from the program.

Upon completion of 60 credits, a student must register his or her intention to bring the program to completion. Thesis statement and exhibit are required.

Studio Art, Master of Arts

(36 semester hours)

Core Courses (9 semester hours)

ART 546		3
ART 600	MFA/MA Seminar	0
ART 642	Approaches to Art Criticism	3
	Or	
ART 549	Aesthetics	3
ART	History Elective	3

Concentration in Studio Art (18 semester hours)

At least eighteen semester hours must be taken in the chosen studio field.

Art Electives (9 semester hours)

The remaining nine semester hours may be chosen from courses offered in studio areas other than the field of concentration.

Professional Contribution (No Credit)

ART 555E: required of each student at a designated time prior to graduation. This must be an exhibit in the art gallery of Marywood University.

Art Therapy, Master of Arts

(60 semester hours)

The Marywood Art Therapy program follows the guidelines of the American Art Therapy Association.

The core curriculum consists of courses in both Art Therapy and Psychology. Thirty-six credits in Art Therapy, nine credits in Psychology, and six credits in Studio Art are required.

Required Art Therapy Courses (36 credits)

AT 520	Introduction to Art Therapy	3
AT 529	Ethical Issues in Art Therapy	3
AT 533		3
AT 534	Multicultural Issues in Art Therapy	3
AT 536	Studio in Art Therapy	3
AT 537	Group Process in Art Therapy	3
AT 540A	Practicum/Group Supervision in Art?Therapy	3
AT 540B	Practicum/Group Supervision in Art?Therapy	3

AT 540C	Practicum/Group Supervision in Art?Therapy	3
AT 540D	Practicum/Group Supervision in Art?Therapy	3
AT 545	Developmental Dynamics in Art Therapy	3
AT 595A	Professional Thesis	1
AT 595B	Professional Thesis	1
AT 595C	Professional Thesis	1
Required Art Studio Courses (6 credits)		
	Graduate Level Studio Courses	3
	Graduate Level Studio Courses	3
Required Psychology Courses (9 credits)		
PSYC 501	Research Methodology	3
PSYC 531	Psychopathology	3
PSYC 532	Child Psychopathology	3
Elective Art Therapy Courses (9 credits)		
AT 521	Expressive Arts Workshop	3
AT 527	Trauma and Resiliency in Art Therapy	3
AT 528	Psychology of Art	3
AT 530	Art in Special Education	3
AT 531	Introduction to Family Art Therapy	3
AT 560	Addiction Treatment in Art Therapy?Of Addictions	3

With permission of the Director of Art Therapy a required course may be waived and replaced by a graduate Art Therapy, Counseling, or Psychology course.

Visual Arts, Master of Fine Arts

3-D (Ceramics, Sculpture), 2-D (Painting, Printmaking, Photography), Graphic Design, Illustration (60 semester hours)

*****“Get Your Master’s with the Masters” M.F.A. Program:**

The sequence and schedule of courses for these concentrations differ from the other concentrations, with the majority of the residency being required in the summer and significant work continued during the fall and spring semesters in metropolitan areas. This is a customized delivery system for a 60-credit Master of Fine Arts Degree in Visual Arts with concentrations in Illustration and Graphic Design. It was specifically designed for working art directors, ad designers, illustrators, and teachers of art

who have to budget their time and resources carefully, while continuing their full-time occupations. You can continue working at your current job and earn a fully-accredited Master of Fine Arts degree at the same time. Interested students should visit and review the program’s website, www.marywood.edu/art/graduate-programs/mfa/aboutus.html and contact the Art Department for specific information.

Core Courses (15 semester hours)

ART 600	MFA/MA Seminar	0
ART 642	Approaches to Art Criticism	3
ART 549	Aesthetics	3
ART	History	9

Visual Arts Concentration (30 semester hours)

Chosen from one of the specific studio areas listed above. (30 Credits)

Studio Electives (15 semester hours)

Chosen from other graduate level studio courses or practicum offerings (15 Credits)

Professional Contribution

ART 639A	Thesis Project	3
ART 639B	Thesis and Exhibit	6

Specific course sequence, etc. can be found in the Art Department’s *Handbook for Graduate Students*. Interested students should contact the department.

Certificate in Sequential Art and Storytelling

(26 credits)

As part of the “Get Your Master’s with the Masters” M.F.A. Program for Educators and Working Professionals, a low-residency 26-credit Certificate in Sequential Art and Storytelling is offered. By the end of the second Summer, students will produce a publishable full-length graphic novel. In addition, students within the “Get Your Master’s with the Masters” Program may choose this line of study with their concurrent program.

Required Courses:

First Summer:

ART 642W	Rendering Ideas	3
ART 643W	Conceptual Exercises	3

Fall Independent Study:

ART 560A	Creative Problem Solving I	3.5
----------	----------------------------	-----

ART 560B	Creative Problem Solving II	3.5
Spring Independent Study:		
ART 560C	Creative Problem Solving III	3.5
ART 560D	Creative Problem Solving IV	3.5
Second Summer:		
ART 644W	The Children's Book	3
ART 646W	Communication Concepts	3

Visual Arts, Master of Fine Arts, Study Abroad Option

With Opportunity for Study in Florence, Italy (60 credits)

Marywood/SACI M.F.A. Option (60 credits)

The Marywood M.F.A. program offers an option for graduate students in the fine arts to complete a portion of their M.F.A. degree requirements by studying in Florence, Italy. This opportunity is offered through collaboration with Studio Art Centers International (SACI) in Florence. The Marywood/SACI option offers a traditional M.F.A. from Marywood University in Visual Arts, but with a separate eighteen-credit track of study available from SACI in the disciplines of Ceramics, Painting, Photography, Printmaking, and Sculpture.

The 60 credit hours of this M.F.A. option are distributed as follows:

Semester I (Fall) = 12-15 credits at Marywood
 Semester II (Spring) = 12 credits at SACI
 Summer Sessions (Late Spring) = 6 credits at SACI
 Semesters III and IV (Fall & Spring) = 27-30 credits at
 Marywood

Of the 18 credits taken at SACI, 9 credits may be in the student's area of concentration, and 3 credits may be in Art History.

The remaining SACI credits will be studio electives which can be selected from a full range of offerings including: Drawing, Painting, Fresco, Etching, Lithography, Sculpture, Ceramics, Photography, and Video.

Studio Arts Centers International (SACI) is an Independent American university-level school for the arts, located in the very center of Florence, Italy. SACI is recognized as one of the leading overseas institutions in the areas of studio art and art history. The SACI studios are situated only a

moment's walk from many of the greatest works in all of Western Art. Integrated into the SACI program are frequent organized trips that offer access to important cultural sites throughout Italy. All SACI courses are taught in English.

The successful completion of this 60-credit program will earn the degree of Master of Fine Arts in Visual Arts from Marywood University.

Biotechnology

Department of Science, Mathematics, and Computer Science

Chairperson: Deanne Dulik Garver, Ph.D.

Program Director: Lisa Antoniaci, Ph.D.

Mission, Philosophy, and Goals

The Science Department's mission is to produce open-minded professionals with specific knowledge and technical skills that relate to the natural world and to provide an in-depth understanding of scientific advances that affect society. We now live in the post-genome era, where genome sequencing and use of genetic information to cure diseases and improve health is commonplace. Expertise in this broad area is critically important for society, as advances in discovery research routinely cross over into healthcare, pharmaceutical, and chemistry professions. Genomic medicine, DNA sequencing, and bioinformatics continue to be at the crest of cutting-edge research and affect society on many levels; therefore, Marywood University provides a specialized education to those interested in these important fields. Our science graduates are encouraged to utilize their scientific education and talents in a globally responsible manner.

Biotechnology Program

The M.S. Biotechnology program prepares students for careers in a number of fields such as biotechnology, pharmaceuticals, healthcare, chemistry, and environmental science. The curricula blend modern science education with management skills in business and technology. The job market for scientists with this type of training remains strong because companies are looking to hire highly qualified scientific researchers who can serve in managerial positions. Our M.S. Biotechnology degree is ideal for entry-level technical/laboratory researchers or mid-level professionals looking to advance their careers. In addition, many students with an M.S. Biotechnology degree go on to medical, professional, or doctoral schools.

Program Design/Points of Entry (Two Tracks)

The M.S. Biotechnology program is composed of two basic curriculum tracks, depending upon point of entry. Marywood University undergraduates in their junior year can apply for admission into the program and enter our five-year B.S./M.S. curriculum. Applicants who already possess a B.S. or a B.A. in the life sciences can enter the two-year, stand-alone M.S. track. The graduate component is essentially identical for both tracks, and neither track requires a written thesis.

Admissions Requirements

Marywood University undergraduate students: General screening by an admissions committee from the Department of Science for this track typically takes place during year three if the student is a Biotechnology major. If accepted into the five-year program, students will take graduate level Biotechnology courses in their fourth year. Students in good academic standing (Q.P.A. of 3.00 minimum) are candidates for the graduate component in the fourth and fifth year.

Post-baccalaureate entry

A B.S. or B.A. in an undergraduate major related to the life sciences is required. An undergraduate Q.P.A. of 3.00 or higher is expected. Prerequisite courses for the M.S. Biotechnology include:

- One year of: General Biology with lab, General Chemistry with lab, Organic Chemistry with lab.
- One semester of Microbiology with lab.
- A 200+ level mathematics course (e.g., Calculus)
- One semester of upper-level biology or chemistry with lab (e.g., Immunology, Genetics, Biochemistry).

A completed application must include:

- Official, unopened transcripts from all undergraduate institutions attended.
- A GRE score.
- Two letters of recommendation from professional references (former professors, work supervisors etc.).
- A minimum TOEFL score of 81 or a minimum IELTS score of 6.5 (if applicable).
- An essay (1-2 pages) describing the candidate’s career objectives and how the M.S. Biotechnology

degree will assist with such goals.

- A professional résumé.

To be considered for the program, applicants are required to submit an application for admission at least one semester prior to the planned summer or fall semester start date, along with application fee. Each application is reviewed by the Department of Science Graduate Admissions Committee, and notification of the committee’s decision is communicated by the Marywood University Admissions office.

Biotechnology, Master of Science

(Total credits: 37-39)

Interdisciplinary		
COMM 503	Public Presentation	3
PSYC 501	Research Methodology	3
PUB 511	Ethics in Management	3
BUS 500+		3
BUS 500+		3
BUS 500+		3
		Subtotal: 18

BUS 500+ : Graduate Business (M.B.A.) courses required

Graduate Business (M.B.A.) courses required; choose a total of three (3):

BUS 542	Financial Planning and Management	3
BUS 556	Business Venture and the Entrepreneur	3
BUS 541	Organizational Behavior and Development	3
BUS 568	Legal Aspects of the Management Process	3
BUS 570	Marketing and Strategic Planning	3
BUS 546	Managing the Organization in Marketspace?Marketspace	3
BUS 569	Management of Technology	3

BUS 542 and BUS 556: At the UG level, BUS 321 is recommended before taking BUS 542 and BUS 556.

BUS 541, BUS 568 and BUS 570: At the UG level, BUS 341 is recommended before taking BUS 541, BUS 568, and BUS 570.

BUS 546 and BUS 569: At the UG level, BUS 301 is recommended before taking BUS 546 and BUS 569.

Science		
BIOL 501	Cell Culture	3
BIOL 502	Bioinformatics	3
BIOL 520	Literature Review	2

BIOL 540	Molecular and Cellular Biology	3	<ul style="list-style-type: none"> • an evaluation of contemporary criminal justice research and policy; • experience with appropriate management tools; • opportunities to communicate complex ideas orally and in writing, and to further develop analytic and critical skills.
BIOL 540L	Molecular and Cellular Biology?Laboratory	1	
BIOL 583	Emerging Medicines and Technologies	3	
		Subtotal: 15	

Science Electives (Choose 2 electives)

BIOL 521	Biochemistry And	3	<p>Program faculty combine strong academic credentials with extensive experience of criminal justice agencies at the state and federal levels. Classes are small, typically seminars, in which students assume responsibility with the instructor for the presentation of material. The program offers substantial opportunities for students to explore their individual interests in criminal justice and closely related fields.</p> <p>Financial aid, including the opportunity to work closely with program faculty as a graduate assistant, is available.</p> <p>Criminal Justice Program</p> <p>An undergraduate major in criminal justice, sociology, or a related field is recommended, but not required. (Students without an undergraduate course in criminology, delinquency, or deviance and those without an undergraduate course in statistics or social research will be asked to complete an undergraduate course before taking advanced, graduate work in these areas.) An undergraduate Q.P.A. of 3.0 or better is required.</p> <p>A completed application must include:</p> <ul style="list-style-type: none"> • official, unopened transcripts from all institutions attended, including Marywood; • two letters of recommendation from college or university faculty (these may be supplemented with recommendations from supervisors in a criminal justice agency); • an essay discussing the applicant's career objectives and the way in which the CJ Master's program will contribute to these objectives.
BIOL 521L	Biochemistry Lab	1	
BIOL 522	Biochemistry II	3	
BIOL 532	Immunology And	3	
BIOL 532L	Immunology Laboratory	1	
BIOL 546	Genetics And	3	
BIOL 546L	Genetics Lab	1	
BIOL 595	Research	2	
CHEM 513	Elements of Medicinal Chemistry	3	
ENVS 520	Ecology And	3	
ENVS 520L	Ecology Laboratory	1	
		Subtotal: 4-6	

Criminal Justice

Department of Social Sciences

Director: Hannarae Lee, Ph.D.

The graduate Criminal Justice Program combines a strong background in criminal justice with the management skills needed for an administrative position in a criminal justice agency. The program is designed for those who wish to assume, or already hold, a criminal justice management position, as well as for those who wish to pursue doctoral work elsewhere after completing their Marywood degree.

Coursework in the program provides:

- a background in American criminal justice institutions;
- a knowledge of the causes of delinquency and crime, the effectiveness of rehabilitation programs, and the research on which this knowledge is based;

Criminal Justice, Master of Science

(30 semester hours)

Required Courses (12 semester hours)

CJ 503	Criminal Justice Administration	3
CJ 507	Criminal Justice Research Methods	3
CJ 522	Criminology	3

CJ 595	Master's Thesis	3	CJ 540	Life The Constitution & Criminal Justice?Policy	3
CJ 597	Or Management Project/Internship	3	CJ 560	Urban Crime Patterns	3
Electives			CJ 569	Media & Crime	3
18 semester hours (choose six courses)			CJ 576	Corrections	3
CJ 505	Financial Management	3	CJ 578	Community Corrections	3
CJ 524	Sex, Drugs, and Crime	3	CJ 598	Special Topics in Criminal Justice	3
CJ 526	Race, Ethnicity and Criminal Justice	3	<i>The electives selected must be approved by the Director of Criminal Justice Programs.</i>		
CJ 528	Youth Offenders	3			
CJ 530	Criminal Justice Policies	3			
CJ 533	Crime Over the Course of Life	3			
CJ 540	The Constitution & Criminal Justice?Policy	3			
CJ 544	Staff Supervision in Criminal Justice	3			
CJ 560	Urban Crime Patterns	3			
CJ 569	Media & Crime	3			
CJ 576	Corrections	3			
CJ 578	Community Corrections	3			
CJ 598	Special Topics in Criminal Justice	3			

Students may also elect up to two graduate courses in Business, Public Administration, Psychology, Counseling, and/or Social Work with the approval of their advisor.

Graduate Specialization in Criminal Justice

The program also offers a 12-credit specialization in Criminal Justice for graduate students who wish to combine work in another graduate field (for example, Counseling, Psychology, Public Administration, Social Work) with coursework in Criminal Justice.

Specialization in Criminal Justice (12 credits)

Required Courses (6 semester hours)

CJ 503	Criminal Justice Administration	3
CJ 522	Criminology	3

Electives (6 semester hours)

CJ 524	Sex, Drugs, and Crime	3
CJ 526	Race, Ethnicity and Criminal Justice	3
CJ 528	Youth Offenders	3
CJ 533	Crime Over the Course of	3

College of Health and Human Services

Interim Dean: Lori E. Swanchak, Ph.D., PA-C

Mission Statement

The mission of the College of Health and Human Services is to educate undergraduate, graduate, and doctoral students in an atmosphere of respect, individuality, and flexibility for best collaborative practices to address current and emerging health and human service needs in a multicultural, interdependent, global environment, and to promote nationally and internationally recognized community service and scholarship.

Areas of Study

Nutrition, Athletic Training, and Exercise Science Programs

The Department of Nutrition, Athletic Training, and Exercise Science includes several accredited programs. The Program in Nutrition prepares a student to become a Registered Dietician. The Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), which leads to the Athletic Training certified credential. The Exercise Science Program, as well as the Nutrition and Wellness track, are included in this department. The combined department also offers a Master of Science degree in Nutrition as well as a Master of Science degree in Sports Nutrition and Exercise Science.

Physician Assistant Program

The Physician Assistant (PA) Program at Marywood University is committed to providing students with an exceptional education in a supportive and nurturing environment and is accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). This professional education will include the knowledge necessary to diagnose, treat, educate, and empower patients in a variety of settings across the lifespan. We acknowledge that patients are more than their physical body, so the program is dedicated to teaching the students the appreciation of the patients' spirit, as well as caring for their body. The Program is committed to preparing the student to deal with the changing health care environment while promoting the PA profession. The Marywood University PA Program has an awareness of the need for quality health care, both regionally and globally, and this program will assist our students in carrying out Marywood's goal for all students — learning to live and

practice responsibly in an interdependent world.

Psychology and Counseling Programs

The Department of Psychology and Counseling provides a range of programs designed to serve the interests and professional orientations of varied human service practitioners. The Psy.D. Program is accredited by the American Psychological Association (APA) and Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Marywood has been involved in the preparation of psychologist counselors, and other mental health professionals for over 50 years.

School of Social Work

The Master of Social Work Program is designed to prepare graduates for advanced social work practice. It is a 60-credit course curriculum accredited by the Council on Social Work Education (CSWE). The program offers flexibility of part-time and full-time programs. In addition, the program is offered at four locations in Northeastern Pennsylvania. Advanced standing is available for B.S.W. graduates. Our students become practitioners/leaders who are resourceful, culturally and ethically competent, and committed to social justice.

Speech-Language Pathology Program

The Speech-Language Pathology Program is designed to provide students with a variety of academic coursework and clinical practicum experiences, according to the standards set forth by the American Speech-Language-Hearing Association (ASHA), to prepare them, from a family-centered perspective, for professional careers as speech-language pathologists, serving children and adults who have communication disorders. This program is also accredited by ASHA.

Nutrition, Athletic Training, and Exercise Science

Nutrition, Athletic Training, and Exercise Science Department

Chairperson: Alan Levine, Ph.D., C.M.F.C.

Mission

The mission of the Department of Nutrition, Athletic

Training, and Exercise Science is to provide dedicated faculty, quality facilities, and a diverse environment, which support nationally recognized graduate education, research, and service in the areas of nutrition, athletic training, and sports nutrition/exercise science.

Philosophy

The program promotes scholarship with a central focus on current research and advanced education. By providing a supportive environment, the program seeks to enable students and faculty to produce, synthesize, interpret, and apply research for the advancement of their discipline and improvement in their practice.

Goals and Objectives

The overall goals of the graduate nutrition, athletic training, and exercise science programs are to develop proficient professionals who will be proactive in scholarship and leadership in their respective fields.

The objectives of the programs are:

1. To foster a learning environment that leads to quality teaching and learning.
2. To prepare students who can think critically in the theoretical and practical areas of nutrition, athletic training, exercise science, and sports nutrition.
3. To promote student commitment to lifelong learning, professional development, and community service.

Nutrition Degrees

Nutrition, Master of Science

Applicants to the program leading to a degree in Nutrition are required to have earned a degree in nutrition, foods, or dietetics from an accredited undergraduate institution. Individuals with other degrees are encouraged to apply with the understanding that they need to have at least 3 credits in chemistry and 6 credits in anatomy and physiology as prerequisite to satisfy the departmental admissions committee. If they wish to meet the academic requirements for an RDN, other prerequisites will be necessary which vary depending on what the applicant has taken as an undergraduate. GREs are required for admission into the program. The M.S. in Nutrition is a 36-credit program requiring nine credits in core nutrition courses, nine credits in the research sequence, and 18 credits of electives. In addition to the required courses, the candidate must successfully complete and defend an original research project or complete the ND 596 Capstone

Experience. If students decide to do a thesis, they will select a member of the Nutrition/Dietetics faculty as a mentor. The mentor and two other committee members will work with the candidate on an individual basis throughout the research project.

Nutrition Program of Study (36 semester hours)

Core Courses (9 semester hours)

ND 560	Biochemistry of Nutrition & Exercise	3
ND 581	The Energy Nutrients and Alcohol	3
ND 582	Advanced Nutrition Vitamins and Minerals	3

Research Sequence (9 semester hours)

ND 590	Research Methodology	3
ND 591	Statistical Analysis	3
ND 595A	Research Thesis	1
ND 595B	Research Thesis	1
ND 595C	Research Thesis	1

Non-Thesis

ND 596	Capstone Experience	3
--------	---------------------	---

Elective Courses (18 semester hours)

ND 502	Exercise Testing and Nutritional Assessment	3
ND 503	Endocrine Disorders, Nutrition & Exercise	3
ND 504	Nutrition and Gerontology	3
ND 505	Maternal and Child Nutrition	3
ND 506	Nutrition and Human Behavior	3
ND 507	International Nutrition	3
ND 520	Recent Trends in Normal Nutrition	3
ND 523	Immunology, Exercise & Nutrition	3
ND 525	Clin Nutr: Fluid Elec Bal/Pharmacology?Balance & Pharmacology	3
ND 530	Health Promotion	3
ND 534	Private Practice in Nutrition, exercise?Science & Hlth Promot	3
ND 536	Communication Techniques in Nutrition & Exercise	3
ND 541	Nutrition and Women's Health	3
ND 549	Sports Nutrition	3
ND 575	Nutrition & Exercise for Weight?Management	3
ND 599	Independent Study	3

ND 502: with lab

These courses are examples of electives that might be available during a student's program. Students cannot be guaranteed that a particular elective course will be available. Electives are offered on an approximately three-year rotation.

Additional courses from the core or electives in the M.S. in Sports Nutrition and Exercise Science may be selected with permission of the department chairperson. Other courses may be acceptable from Psychology, Business, or other departments with permission of the chairperson.

Sports Nutrition and Exercise Science, Master of Science

The M.S. in Sports Nutrition and Exercise Science is where the programs within the department bridge most. Applicants to the program leading to a degree in Sports Nutrition and Exercise Science usually have an undergraduate degree in nutrition/dietetics or an exercise-related field. Individuals with other backgrounds are encouraged to apply with the understanding that they will need at least one year of anatomy and physiology (minimum six credits) and one chemistry course (minimum three credits) and one exercise physiology course (minimum three credits). These courses may be completed at Marywood during the first year of graduate coursework. GREs are required for admission into the program. The M.S. in Sports Nutrition and Exercise Science is a 36-credit program requiring 21 credits in core nutrition and exercise science courses, nine credits in the research sequence, and six credits of electives. In addition to the required courses, the candidate must successfully complete and defend an original research project. Students, after consultation with the chairperson, will select a member of the Nutrition or Athletic Training/Exercise Science faculty as a mentor. The mentor and two other committee members will work with the candidate on an individual basis throughout the research project. A non-thesis option is also available.

Sports Nutrition and Exercise Science Program of Study (36 semester hours)

Core Courses (21 semester hours)

SNES 502	Exercise Testing and Nutritional Assessment	3
	Or	
ND 502	Exercise Testing and Nutritional Assessment	3
SNES 510	Biomechanics	3
	Or	

ND 510	Biomechanics	3
SNES 549	Sports Nutrition	3
	Or	
ND 549	Sports Nutrition	3
SNES 574	Exercise Physiology	3
	Or	
ND 574	Exercise Physiology	3
SNES 578	Sports Supplements	3
	Or	
ND 578	Sports Supplement	3
SNES 581	The Energy Nutrients and Alcohol	3
	Or	
ND 581	The Energy Nutrients and Alcohol	3
SNES 582	Advanced Nutrition Vitamins and Minerals	3
	Or	
ND 582	Advanced Nutrition Vitamins and Minerals	3
<i>SNES 502, ND 502, SNES 574 and ND 574: with lab</i>		
Research Sequence (9 semester hours)		
SNES 590	Research Methodology	3
	Or	
ND 590	Research Methodology	3
SNES 591	Statistical Analysis	3
	Or	
ND 591	Statistical Analysis	3
SNES 595A	Research Thesis	1
	Or	
ND 595A	Research Thesis	1
SNES 595B	Research Thesis	1
	Or	
ND 595B	Research Thesis	1
SNES 595C	Research Thesis	1
	Or	
ND 595C	Research Thesis	1
Non-Thesis		
SNES 596	Capstone Experience	3
<i>SNES 596: replaces 595A, B, C</i>		

Electives (6 semester hours)		
SNES 503	Endocrine Disorders, Nutrition and Exerc Or	3
ND 503	Endocrine Disorders, Nutrition & Exercise	3
SNES 509	Principles of Strength & Conditioning Or	3
ND 509	Principles of Strength and Conditioning	3
SNES 513	Exercise and Aging Or	3
ND 513	Exercise and Aging	3
SNES 523	Immunology, Exercise & Nutrition Or	3
ND 523	Immunology, Exercise & Nutrition	3
SNES 525	Clinical Nutrition: Pharmacology and Fluid-Electrolyte Balance Or	3
ND 525	Clin Nutr: Fluid Elec Bal/Pharmacology/Balance & Pharmacology	3
SNES 575	Nutrition & Exercise for Weight Management Or	3
ND 575	Nutrition & Exercise for Weight Management	3

These courses are examples of electives that might be available during a student's program. Students cannot be guaranteed that a particular elective course will be available. Electives are offered on an approximately three-year rotation.

Additional courses may be selected from graduate courses offered in Nutrition, Athletic Training/Exercise Science, or other departments with permission of the advisor.

Dietetic Internship, DI, Master of Science

The Department of Nutrition and Dietetics at Marywood University offers a two-year Dietetic Internship leading to a graduate degree and achievement of the Accreditation Council for Education in Nutrition and Dietetics (ACEND) Competencies/Learning Outcomes with a Health

Promotion and Wellness Concentration. The Marywood University Dietetic Internship is an accredited ACEND program. A copy of the accreditation approval standards and/or the commission's policy may be obtained by contacting ACEND staff at the Accreditation Council for Education in Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606, telephone number (312) 899-0040.

Mission Statement of the Dietetic Internship (DI)

The philosophy of Marywood University Master of Science Degree Dietetic Internship (MUMDDI) runs parallel with the mission of the program and the mission of Marywood University. Students enhance broadening intellectual perspectives, and promote ethical professional practice based on humanitarian values. Students are encouraged to discover their passions, prepare for their careers, and acquire tools and motivation for a lifelong process of learning following the Code of Ethics, the Scope/Standards of Practice, and the Standards of Professional Performance of the Academy of Nutrition and Dietetics. MUMDDI is passionate about developing competent practitioners dedicated to service of others and to the profession. Throughout the 22-month program, students will be provided with a professional and academic environment in which to develop the skills needed to become competent in the areas of nutrition therapy, community dietetics, and food service management, and to be leaders in the field and/or professional organizations. MUMDDI is designed to be completed in four consecutive semesters (and one summer in between) as a full-time student.

The Mission of MUMDDI is to prepare well-rounded graduates who are competent entry-level Registered Dietitian Nutritionists. Graduates are ready to respond to the challenging demands of productive careers in dietetics and nutrition-related fields through a commitment to lifelong learning. They will demonstrate professionalism, self-directedness, evidence-based practice decisions, effective communication, critical thinking, collaboration in their professional community, and active ongoing self-assessment all in the pursuit of meaningful work that makes a positive impact on others.

This is *reflective of the Standards of Education from ACEND and the Health Promotion and Wellness concentration of the program*, which enables graduates to accept positions in the promotion, maintenance, and restoration of health in a variety of healthcare and community environments. They will lead and empower individuals, especially those with economic need, to achieve better nutrition and healthier lifestyles.

Program Goals

Program Goal 1

The MUMDDI will produce graduates who practice competently in positions that address the ongoing/evolving health care demands for wellness promotion, maintenance and restoration of health in the populations they serve.

Program Objectives for Goal 1 are measured by the following standards: Upon completion of the program

1a. At least 80 percent of students enrolled in the program **will complete** all program requirements within 150 percent of the time planned for completion which is 2.75 years (33 months).

One-year post completion

1b. On the one-year post completion **employer survey**, of those that respond 90 percent will score “agree or strongly agree” with a mean value of 2.0 or greater regarding graduate’s preparation for entry-level practice.

1c. At least 70 percent of the program graduates are **employed** in nutrition and dietetics or related field within 12 months of the program completion.

Over a five-year period

1d. At least 80 percent of graduates over a five-year period **pass** the CR credentialing exam for dietitian nutritionists within one year following first attempt.

Program Goal 2

The MUMDDI will develop graduates to encourage **critical thinking** and application of the knowledge, and research in food and nutrition science to assessment and treatment of individuals and diverse populations. The program will prepare graduates for expanded professional opportunities and/or for further academic studies, who embrace the ever-changing challenges of the profession and need to be **self-directed learners** with a commitment to **lifelong learning** as critical to serving the community and the profession.

Program Objectives for Goal 2 are measured by the following standards: Upon completion of the program

2a. On the end of program survey, at least 75 percent of graduates who respond will “agree or strongly agree” with a mean value of 2.0 or greater regarding the program fostering self-directed learning.

2b. At least 85 percent of program graduates will take the

CDR credentialing exam for dietitians/nutritionists within 12 months of program completion.

One-year post completion

2c. On the one-year post completion survey, at least 80 percent of graduates who respond will “agree or strongly agree” with a mean value of 2.0 or greater regarding feeling comfortable reading and applying research to their area of practice.

2d. On the one-year post completion employer survey, at least 90 percent of employers who respond will “agree or strongly agree” with a mean value of 2.0 or greater regarding graduates exhibiting leadership, self-direction, and critical thinking.

Program Goal 3

The program will produce graduates who are **confident leaders** capable of effective **advocacy** and beneficial service on behalf of the community and field of nutrition and dietetics. The expectation is that graduates will be highly respected because of their competency and leadership potential.

Program Objectives for Goal 3 are measured by the following standards: Upon completion of the program

3a. On the end of program survey, at least 80 percent of graduates will “agree or strongly agree” with a mean value of 2.0 or greater regarding their improved advocacy skills evidenced by self, patient, or client advocacy, representing the rights and interests of others, or taking action to influence social or political systems to bring about change.

Over a five-year period

3b. On the five-year post program survey, at least 80 percent of graduates who respond will “agree or strongly agree” with a mean value of 2.0 or greater regarding leadership service in the dietetics profession and/or the community at large.

3c. On the five-year post program survey, at least 40 percent of program graduates who respond will indicate they have become a preceptor or mentor dietetic students or interns.

Admission to the Dietetic Internship

Students who have completed a didactic nutrition program approved by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) are eligible to apply. The DI program has two tracks.

Onsite track

Students attend courses onsite at Marywood and are placed at sites in the surrounding Wilkes-Barre/Scranton area.

Distance track

Students who may be located anywhere geographically in the United States, however, sites for rotations must be more than 120 miles from Marywood University in order to be eligible to apply.

Admission to the program is competitive. Up to 15 students are usually selected each year in the onsite track and up to 32 students in the distance track.

The Marywood University Dietetic Internship program is participating in the Dietetic Internship Centralized Application System (DICAS) for the spring computer matching process only.

Applicants to the Marywood University DI must participate in the April computer matching. Students must register for this online at: www.dnndigital.com, select dietetic internship priority, and pay the D & D Digital fee with a credit card, on or before the deadline date. Refer to D & D matching timeline at: www.dnndigital.com.

Contact information for D & D Digital Systems Inc.: 304 Main Street, Suite 301, Ames, Iowa 50010; Phone: 515-292-0490; Fax: 515-663-9427; E-mail: dnd@sigler.com.

The admissions decision is based on:

1. A completed Dietetic Internship Centralized Application (including GRE scores);
2. Marywood University graduate admission application;
3. Registration online for D & D digital computer matching at www.dnndigital.com;

All students must be accepted by Graduate Admissions. Acceptance into a graduate program may come prior to internship decisions. Acceptance into an M.S. program does not guarantee internship acceptance.

Retention in the Dietetic Internship Program

Required maintenance of:

1. A satisfactory (B) grade in all courses with a supervised practice component and at least a competent score in all learning outcomes.
2. Satisfactory completion of all other required

coursework with at least a (B) average in all courses other than supervised practice.

3. A student must have at least a B average to receive a Verification Statement.

Completion

Upon successful completion of all the internship requirements, students will be awarded a Marywood University signed verification statement of internship completion and graduate degree. The DI verification statement is required to take the RDN Exam administered by the Commission on Dietetic Registration (CDR).

Curriculum

The Dietetic Internship at Marywood University offers experiences in clinical dietetics (MNT), food systems management, long term care, and community nutrition. The supervised practice requires utilizing many health care facilities, which, for the onsite track, are located in the greater Scranton/Wilkes-Barre area and, for the distance track, are located in the home area of the student.

The MUMDDI requires 36 credits for completion. The cost per credit is listed in Marywood University Financial Facts.

The supervised practice rotations provide modules/planned experiences through Moodle. The Moodle-based course complements the supervised practice with discussion forums, chat rooms, and web links.

Additional Costs after Acceptance

- 36 graduate credits and other posted fees.
- books for five semesters
- transportation for five semesters – a car is necessary
- clothing for professional components
- medical exam and immunizations
- field trip expenses
- criminal background check
- FBI fingerprint check
- child abuse check
- medical insurance
- a drug screen may be required by some facilities

- malpractice insurance
- onsite orientation prior to supervised practice rotations

Call Program Director for details.

MUMDDI Course Plan (36 credits)

Fall Semester Year 1 – 6 credits

ND 581	The Energy Nutrients and Alcohol	3
ND 560	Biochemistry of Nutrition & Exercise	3

Spring Semester Year 1 – 9 credits

ND 582	Advanced Nutrition Vitamins and Minerals	3
ND 590	Research Methodology	3
ND 515	Nutrition Assessment	3

Summer II Session – 4.5 credits

ND 565	Supervised Practice: Community Nutrition	4
ND 537	Entrepreneurship in N & D	3

Fall Semester Year 2 – 7.5 credits

ND 566	Supervised Practice: Food Systems?Management	6
ND 535	Organizational Leadership in Healthcare	3
ND 591	Statistical Analysis	3

Spring Semester Year 2 – 9 credits

ND 500	Professional Practice in Dietetics Or Staff Relief	2 1
ND 568	Supervised Practice: Clinical Dietetics	6
ND 531	Epidemiology	3
ND 596	Capstone Experience	3

Note: ND 596 or 595 for Thesis A, B & C

New Five-Year Program in Nutrition

Marywood has been approved by our accrediting agency to begin to offer an option to complete UG coursework and a graduate degree in nutrition in five years. There is an additional five-year *accelerated* option to complete the required supervised practice and to sit for the RDN exam in conjunction with the five-year program. *See program director for additional details.*

Pending Five-Year Program in Athletic Training

Marywood is in the process of approval for a five-year Master's Degree in Athletic Training. It will follow the 3+2 format of three years of undergraduate coursework in Exercise Science and two years of graduate coursework in Athletic Training. *Refer to the website for updates as the process continues to unfold.*

Physician Assistant

Director: TBD

Mission

The Physician Assistant (PA) Program at Marywood University is committed to providing students with an exceptional education in a supportive and nurturing environment.

This professional education will include the knowledge necessary to diagnose, treat, educate, and empower patients in a variety of settings, across the lifespan.

We acknowledge that patients are more than their physical bodies, and so the program is dedicated to teaching students the appreciation of the patients' spirit, as well as caring for their bodies.

This program is committed to preparing the student to deal with the changing health care environment while promoting the PA profession.

Marywood's PA Program will emphasize the importance of sharing knowledge with future PA students, while providing leadership in the community. The Marywood University PA Program has an awareness of the need for quality health care, both regionally and globally, and this program will assist our students in carrying out Marywood's goal for all students — learning to live and practice responsibly in an interdependent world.

Program Objectives

1. To provide students with the knowledge, skills, and experience to be successful, competent Physician Assistants.
2. To prepare students to participate as effective members of an interdisciplinary healthcare team in the promotion of health, prevention of illness, and care of diverse populations across the lifespan.
3. To develop effective interpersonal and

communication skills within the medical community.

4. To encourage students to incorporate Marywood University's goal of learning to live and practice medicine responsibly in an interdependent world.
5. To develop as professionals and leaders at local, state, and national levels, shaping future policy and legislation to promote Physician Assistant practice.

Academic Flexibility

Multiple Points of Entry:

- Enter as a *Freshman* – Five-year program
- Enter as a *Transfer* – Two- to five-year program based on approved credits for advanced standing
- Enter as a *Graduate Student* – Those with a B.S. may earn their master's degree in PA studies after 24 months.

Physician Assistant Studies, Master of Science

Five-year Program

The five-year program consists of two distinct phases: The *Pre-Professional Phase* (years 1-3), and the *Professional Phase* (years 4 -5). The curriculum for the Professional phase is further divided into a Didactic and Clinical period.

The Pre-Professional Phase

During this phase of the program students undertake a period of study to meet the liberal arts core requirements and the science requirements to prepare for admittance to the Professional phase of the program. A description of this program can be found in the undergraduate catalog.

The Professional Phase

This consists of 24 months of continuous study in the clinical sciences. The first 12 months are **didactic** and include classroom and laboratory work in basic and applied medical science. The final 12 months are **clinical** rotations. These are performed at local, regional, and national clinical sites such as hospitals and medical offices, providing experiences in the areas of pediatrics, surgery, orthopedic surgery, obstetrics and gynecology, psychiatry, and emergency room medicine. During this phase students will be required to complete a Professional Contribution paper/project or Thesis.

Clinical Concentration/Specialty Track Options

In the **fifth year** of the program, eligible students will be able to apply for specialty tracks to focus their clinical exposure and acumen. These tracks are General Medicine (Primary Care), Hospitalist (In-patient Medicine), Pediatrics, General Surgery, and Emergency Medicine. Students will have to apply to the Specialty track of interest, and enrollment will be limited. The tracks serve to allow students an opportunity to refine their clinical abilities within an area of specialization. These tracks do not make a student a specialist. No certification is conferred beyond that of the M.S. in PA Studies.

The Professional Phase Requirements

The successful completion of the Pre-Professional Phase at Marywood University or a bachelor's degree from another college or university.

- A minimum overall QPA of 3.00
- A minimum overall QPA of 3.00 in the following required science courses:
 - 2 semesters of General Chemistry with labs
 - 2 semesters of General Biology with labs
 - 1 semester of Microbiology with lab
 - 2 semesters of Anatomy and Physiology with labs
 - 2 semesters of Organic Chemistry with labs
 - Medical Terminology course
 - In most cases these courses must have been completed within the last seven years
- GRE scores
- Three letters of recommendation
- A minimum of 500 documented direct patient care hours
- A minimum of 50 hours shadowing a PA is recommended
- Completion of Technical Standards (upon acceptance to the program)
- Submission of an application through CASPA (Centralized Application Service for Physician Assistants). The application deadline is November 1.

- Successful interview by the Physician Assistant Selection Committee. Final acceptance to the Professional Phase is ultimately based not only on performance in the prerequisite sciences and overall academic performance but also on the student’s desire for and understanding of the profession, clinical experience, demonstration of maturity, self-confidence, and good interpersonal skills.
- Marywood University currently does not accept transfer credits from other Professional PA Programs nor does Marywood offer advanced placement or credit for experiential learning.
- Due to Affiliation Agreements with clinical sites, several background checks and screenings are required.

Degree Conferral and Certification

Those students entering the program as undergraduates will be awarded the B.S. in Pre-Physician Assistant Studies upon successful completion of the PA curriculum through year four. Students successfully completing the Professional Phase (years four and five) of the PA Program are awarded the Master of Science degree in Physician Assistant Studies and are eligible to take the Physician Assistant National Certifying Examination (PANCE) administered by the National Commission on Certification of Physician Assistants. Once a candidate passes the examination, he/she is certified to perform a broad range of diagnostic and therapeutic services under the supervision of a licensed physician.

Accreditation and Memberships

Marywood University’s Physician Assistant Program is fully accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). We are institutional members of the Association of Physician Assistant Programs (APAP) and The American Academy of Physician Assistants (AAPA), the only national organization that represents physician assistants in all specialties and all employment settings.

Year 4 – PA Didactic Phase

Summer			
PA 510	Clinical Assessment and Diagnosis I	2	
PA 522	Medical Anatomy and Physiology	4	
PA 540	Medical Microbiology	1	
PA 503	Culturally Competent Medicine and Underserved	2	

		Populations	
PA 542		Laboratory Medicine I	1
PA 530		Clinical Medicine I	3
Fall			
PA 501		Clinical Correlations I	2
PA 511		Clinical Assessment & Diagnosis II	4
PA 520A		Pathophysiology & Genetics I	2
PA 531		Clinical Medicine II	2
PA 550		Pharmacology I	2
PA 571		Pediatrics I	1
PA 532		Orthopedics	1
PA 545		Laboratory Medicine II	1
PA 543		ECG Interpretation	1
PA 544		Radiology	1
PA 562		Psychiatry	1
PA 574		Obstetrics and Gynecology	1

Spring			
PA 502		Clinical Correlations II	1
PA 533		Clinical Medicine III	3
PA 551		Pharmacology II	2
PA 521A		Pathophysiology II	2
PA 547		Critical Care Medicine	1
PA 552		Emergency Medicine	2
PA 553		General Surgery	1
PA 554		Medical Nutrition	1
PA 563		Professional Practice	2
PA 512		Clinical Assessment and Diagnosis III	2
PA 573		Pediatrics II	1

Year 5 – PA Clinical Phase

Summer			
PA 600		Clinical Rotation 1	3
PA 601		Clinical Rotation 2	3
PA 602		Clinical Rotation 3	3
Fall			
PA 603		Clinical Rotation 4	3
PA 604		Clinical Rotation 5	3
PA 605		Clinical Rotation 6	3
Spring			
PA 606		Clinical Rotation 7	3
PA 607		Clinical Rotation 8	3
PA 608		Clinical Rotation 9	3
PA 609		Clinical Rotation 10	3

Psychology and Counseling

Department of Psychology and Counseling

Chairperson: Edward Crawley, Ph.D.

The Department of Psychology and Counseling provides a range of programs designed to serve the interests and professional orientations of varied human service practitioners. Marywood has been involved in the preparation of psychologists, counselors, and other mental health professionals for over 50 years.

Specifically, the Department strives:

1. To educate students in understanding the complexity and diversity of human behavior.
2. To develop the ability to think critically, understand research, research methodology, techniques of data collection and analysis, and respect for scientifically derived knowledge.
3. To educate students to develop and implement assessment and intervention strategies associated with individual and group behavior.
4. To facilitate students' understanding of the varied roles, obligations, and ethics of human service providers and researchers.
5. To develop competencies to critically evaluate and contribute to research in the fields of psychology and counseling.

Programs have sufficient flexibility to permit individual students, under advisement, to plan part-time or full-time schedules appropriate to their individual needs and professional priorities. (Please note that the Psy.D. program is available only to full-time students.)

Competencies are developed through formal courses, independent study, and extensive supervised practica and internships, both on and off campus.

Student advisement and review are essential components of the overall training program. Trainee progress is monitored by the faculty during periodic student progress review sessions. In order to acquire the required competencies, a student may need more than the minimum credits required. The department has a long tradition of preparing professionals for service in the educational setting. Educational Specialist certificates and/or degree programs are available in pre-K-12 school counseling; post-master's certification in elementary and secondary school counseling; and school psychology. Those

interested in a broader area of service may consider the Master of Arts in Clinical Mental Health Counseling with an applied emphasis in diverse settings or Master of Arts in Psychology. Other psychology degree options are available for those who wish to develop a systematic understanding of human behavior for purposes of self-enrichment, pre-doctoral preparation, and other related purposes. Finally, a doctoral program leading to the Psy.D. (Doctor of Psychology) degree is offered.

Graduates of the Department of Psychology and Counseling have enjoyed excellent career opportunities and placements. Graduates are employed in institutions of higher education, public and private agencies, independent practices, and elementary or secondary schools throughout the eastern United States. In addition, graduates have gone on to receive doctoral degrees at major universities across the United States.

Psychology and Counseling, Master of Arts, and Post-Master's Certification Programs

Admission Requirements

Master's degree and certification students in Counseling or Psychology must meet the general admission requirements of the University. While a strong undergraduate background in psychology is preferred, capable students with coursework in general psychology, developmental psychology, and statistics will be considered.

All applicants must submit a Graduate Record Examination Aptitude Test score. Scores at or above the 50th percentile are preferred for the Graduate Record Exam. Three academic letters of recommendation are required. Additionally, degree applicants may be required to participate in an on-campus interview. No more than **six credits** earned prior to full admission may be applied to a degree in the Department of Psychology and Counseling.

Counseling Admission Requirements

Degree seeking students in Counseling must meet the general admission requirements of the University.

Admission to the program is based upon a holistic review of undergraduate and graduate transcripts, letters of recommendation, a personal essay, and an on-campus interview. No more than **six credits** earned via enrichment prior to full admission may be applied to a degree in the Department of Psychology and Counseling.

Advisement

The faculty of the Department of Psychology and

Counseling believe that advisement is a critical component of graduate training. As such, faculty are available to students during posted times. While the student's advisor is an essential part of the student's progress throughout the program, students are reminded that it is the student's responsibility to schedule appointments, to register for courses in a timely manner, and to submit various departmental and graduate forms (Candidacy, Comprehensive Exams, Internship, and Graduation). Students should be very familiar with the Student Handbook in their program of study and consult with their advisor on a regular basis.

Counseling Candidacy and Degree Requirements (60 credits)

To be eligible for candidacy in Counseling, students must meet the following requirements:

1. Fulfill all admission requirements.
2. Complete two semesters at Marywood with a QPA of 3.00 or better.
3. Complete four hours of community service.
4. Submit a career goal statement.
5. Submit current clearances.
6. Review and write a response to a summary of faculty evaluations for all completed coursework.
7. Receive departmental approval of a planned 60-credit program.

Degree requirements include a successful completion of all required coursework, practicum, internship, and final comprehensive examination. Details regarding these requirements can be found in course descriptions and in the Student Handbook.

Psychology Candidacy and Degree Requirements (48 credits)

To be eligible for candidacy in Psychology, all students must meet the following requirements:

1. Fulfill all admission requirements.
2. Complete twelve credits at Marywood with a QPA of 3.00 or better (3.25 for admission to the Clinical Services track).
3. Submit candidacy application.

Students seeking admission to the Clinical Services track

must also provide the following at the time of candidacy:

1. Goal statement reflecting their objectives and goals upon completion of the program and specific program in which the student intends to earn a degree.
2. List of projected courses planned for the completion of the program, including anticipated dates of courses and projected completion date.
3. Letter of support from a full-time Clinical faculty member (preferred) or a licensed psychologist.
4. Competency rating form completed by a full-time Clinical faculty member (preferred) or a licensed psychologist.
5. Appropriate clearances as detailed in the Department Handbook.

Students seeking admission to the Clinical Services track will also be required to complete a personal interview. Note that students are not formally accepted into the Clinical Services track until they have successfully completed candidacy review.

Degree requirements include completion of 48 credits, a comprehensive examination, and a closure experience (professional contribution, thesis, or internship). Details regarding these requirements can be found in course descriptions and in the Student Handbook.

Department Requirements and Student Handbook

Grade Point Average Requirement

If a Psychology or Counseling student's QPA falls below a 3.00, that student is given one semester to bring his/her QPA up to 3.00. The Clinical Services program in the master's program requires a minimum QPA of 3.25. Failure to return to the minimum QPA may result in dismissal from the program or Clinical Services track.

Students who plan to apply for doctoral training programs after completing their master's degrees are advised to review admissions requirements for the doctoral programs that they hope to attend. Graduation requirements at the master's level may or may not meet the requirements of admissions for specific doctoral programs. Students may need to select particular electives in order to meet doctoral admissions requirements.

Specific details regarding tentative two-year course schedules, course sequencing, program, and degree requirements are outlined in student handbooks for each program of study (Counseling Programs, M.A. Psychology

and Psy.D. Program). Students can access the handbook for their program of study through the department website and should consult their handbook to insure timely completion of the program. Students should check with their advisor for information regarding access to the Student Handbook for their program of study.

Endorsement Policy

The faculty of the Counseling programs limits its endorsement to those students who have completed one of the CACREP-accredited programs. Students will be endorsed only for the programs they have successfully completed.

Professional Conduct

The department requires students to conduct themselves as professionals-in-training. As such, students are expected to act in a manner that displays the highest regard for human dignity and ethical standards. This professional behavior is expected both in and out of the classroom.

Students enrolled in the Counseling program are required to adhere to the ethical code of the American Counseling Association (ACA). Students in the Psychology programs are required to adhere to the ethical code of the American Psychological Association (APA). Students in the Counseling programs, and Clinical Services track, are also required to demonstrate the requisite interpersonal and professional behavioral skills that the graduate faculty in these tracks determine to be essential to operate effectively as a clinician in contemporary society. Students who violate any of the ACA, APA, or NASP requirements or who fail to show the required interpersonal and professional behavioral skills may be placed on probation. Students who demonstrate academic or professional conduct concerns may be placed on a professional development and/or a corrective action plan (CAP). Students who do not successfully complete either plan in the time frame articulated by the plan may be dismissed from the program. In the case of egregious violations of ethical requirements, students may be dismissed immediately. Students may dispute departmental decisions in this area by following the appeals procedures of the college. Further details about this policy are contained in the student handbooks.

Clearances

As part of the candidacy review process, students in counseling programs and in the Clinical Services track in psychology will be expected to obtain clearances from the Pennsylvania State Police (criminal record clearance), the

Pennsylvania Department of Public Welfare (child abuse and neglect clearance), and the Federal Bureau of Investigation (fingerprint clearance); the department also reserves the right to require other local, state, or national clearances. Details are available in program handbooks. Students whose clearances contain indications of a criminal record or an allegation of child abuse or neglect that was determined to be founded may be subject to a corrective action plan or dismissal from the program. Presence of a criminal record or founded instances of child abuse or neglect may prevent the student from completing practicum and internship courses which are required for the degree.

Professional Counseling Licensure

Current Pennsylvania State regulations require a minimum of sixty (60) graduate credits to be considered for licensure as a professional counselor. Further, the applicant must possess a degree from a graduate program with a minimum of forty-eight (48) credits. These standards also require both supervised counseling experience after earning the degree and passing a national licensing exam (National Counseling Examination; NCE).

In order to assist both Psychology and Counseling graduates to academically meet these qualifications, the Psychology and Counseling Department offers a post-master's licensure program. The program is based on the educational requirements of the State Board of Social Workers, Marriage and Family Therapists, and Professional Counselors for counseling graduates or the North American Association of Masters in Psychology (NAMPP) for psychology graduates.

Programs of study are developed using the educational requirements for Pennsylvania licensure which include:

human growth and development, social and cultural foundations, helping relationships, group work, career and lifestyle development, appraisal, research and program evaluation, professional orientation, and clinical instruction. The post-master's licensure program is open to both Marywood and non-Marywood graduates. For further information, contact the Counseling Program coordinator.

A student enrolled in the Marywood University Master of Arts in Psychology degree program with aspirations to become a Licensed Professional Counselor in Pennsylvania must complete the 48-credit program. Students are strongly encouraged to consult with their advisors as well as the Pennsylvania Department of State licensing board for Professional Counseling (<http://www.dos.state.pa.us/bpoa>), to facilitate the most

efficient completion of licensing requirements. Students who graduate from the 48-credit psychology program will need to complete additional counseling courses as well as practicum and internship experiences in order to meet licensing requirements to become a Licensed Professional Counselor in Pennsylvania. More information about licensing issues is presented in the *Student Handbook*.

The Master of Science in pre-K-12 School Counseling and the Master of Arts in Clinical Mental Health Counseling are 60-credit graduate programs. Students in either program meet the educational requirements for Licensed Professional Counselor (LPC) in Pennsylvania.

Certification

The pre-K-12 School Counseling and Clinical Mental Health Counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Graduates from these programs meet all educational requirements for National Certified Counselor (NCC) status and can complete the NCC certification examination (NCE) prior to the completion of the program. Furthermore, graduates of the pre-K-12 School Counseling program meet the requirements for the Pennsylvania Department of Education Educational Specialist I certification in school counseling. Students must receive a passing score on the Praxis II: Professional School Counselor exam in order to be eligible for certification.

Psychological Services Center

The Psychology and Counseling Department operates a training clinic, the Psychological Services Center (PSC), which provides quality, low-cost mental health services to the university and local communities while providing students with supervised training as part of their graduate studies in Psychology and Counseling. As part of their training, students in the master's programs of the department may be asked to assess and treat clients in the PSC, under appropriate supervision, to meet course requirements. Final determination of course requirements in this regard lies with individual course instructors in consultation with the PSC Director.

Counseling Programs

Master of Science in Counselor Education (pre-K-12 School Counseling)

The pre-K-12 School Counseling program, leading to the Master of Science in Counselor Education degree, is designed to provide graduates with the professional knowledge and skills for developing competencies in PK-

12 professional school counseling. These include individual and group counseling, classroom guidance, educational planning, school wide programming, career development, consultation, leadership, and advocacy. This degree meets the educational requirements of the Pennsylvania Department of Education for Educational Specialist I certification as well as Pennsylvania licensure (LPC).

Master of Arts in Clinical Mental Health Counseling

The Clinical Mental Health Counseling Program, leading to the Master of Arts degree, provides graduates with the professional knowledge and skills for developing competencies in professional counseling. These include individual and group counseling, development of theoretical orientation, ethical practice, substance abuse counseling, marital and family counseling, career development, counseling techniques, human development and psychopathology, and assessment. This degree meets the educational requirements for Pennsylvania licensure (LPC)

Counseling Degrees and Certifications

Counselor Education, Master of Science

Pre-K-12 School Counseling Program — Certification: Educational Specialist (60 semester hours)

Counseling Concentration Courses (42 semester hours)

COUN 505	Career Development I	3
COUN 518	Foundational Counseling Techniques	3
COUN 525	Theories of Counseling	3
COUN 530	Ethics/Professional Conduct for Counselors	3
COUN 531		3
COUN 532	Multicultural Issues for Professionals	3
COUN 543	Group Process in Counseling	3
COUN 544	Advanced Counseling Techniques	3
COUN 561	Assessment and Testing for Counseling	3
COUN 501	Research Methodology	3
EDUC 561	Methods Materials and Assessment in ESL/Teaching Esl	3
COUN 514	Human Development	3
SPED 507	Characteristics of Students with Disabilities	3
SPED 539	Behavior Management	3

Approaches		
<i>COUN 518, COUN 530 and COUN 544: "B" grade required</i>		
Specialization Courses (12 semester hours)		
COUN 510	Principles and Practices of Professional?School Counseling	3
COUN 540	Developing and Managing A Successful?School Counseling Prog	3
COUN 535	Student Soc & Emotional Dev/School Coun	3
COUN 598	Special Topics	3
Fieldwork Courses (6 semester hours)		
COUN 500	Field Placement Prep	0
COUN 522	Pract: PK-12 Sch Coun (Group Supervisn)	3
COUN 522A	Pract: PK-12 Sch Coun (Indiv Supervisn)	0
	Or	
COUN 522B	Pract: PK-12 Sch Coun (Indiv Supervisn)	0
	Or	
COUN 522C	Pract: PK-12 Sch Coun (Indiv Supervisn)	0
	Or	
COUN 522D		0
COUN 560	Internship PreK-12 School Counsel	3
<i>COUN 522, COUN 522A, COUN 522B, COUN 522C and COUN 522D: "B" grade required</i>		

Clinical Mental Health Counseling, Master of Arts

(60 semester hours)

Counseling Concentration (30 semester hours)		
COUN 505	Career Development I	3
COUN 514	Human Development	3
COUN 518	Foundational Counseling Techniques	3
COUN 525	Theories of Counseling	3
COUN 530	Ethics/Professional Condt for Counselors	3
COUN 532	Multicultural Issues for Prof Coun?Professionals	3
COUN 543	Group Process in Counseling	3
COUN 544	Advanced Counseling	3

COUN 561	Techniques Assessment and Testing for Counseling	3
COUN 531		3
<i>COUN 518, COUN 530 and COUN 544: "B" grade required</i>		
Specialization Courses (12 semester hours)		
COUN 507	Prin & Pract/Clinical Ment Health Coun?Mental Health Counseling	3
COUN 584	Marriage, Couples, and Family Counseling	3
COUN 582	Addictions Counseling?Alcohol	3
Fieldwork Courses (6 semester hours)		
COUN 500	Field Placement Prep	0
COUN 545	Pract: Clin Ment Hlth Coun (Grp Superv)?Counseling/Mental Health	3
COUN 545A	Pract: Clin Ment Hlth Coun (Ind Superv)?Health Counseling	3
	Or	
COUN 545B	Pract: Clin Ment Hlth Coun (Ind Superv)?Health Counseling	3
	Or	
COUN 545C	Pract: Clin Ment Hlth Coun (Ind Superv)?Supervision	3
	Or	
COUN 545D	Applied Practice II - Secondary School?Counseling	3
COUN 553	Internship in Clinical Mental Health?Counseling	0
<i>COUN 545, COUN 545A, COUN 545B, COUN 545C and COUN 545D: "B" grade required</i>		

Electives (12 semester hours)

Twelve graduate level credits must be completed in counseling or related disciplines, depending on the experiential background, interests, and professional goals of the student.

Sequence of Counseling Courses

Students are reminded that certain courses are sequential and must be taken consecutively. Students are not permitted to take Practicum and Internship simultaneously. Students who are seeking their M.A. degrees in Clinical Mental Health Counseling must complete their degrees prior to applying for and enrolling in school certification

programs.

Courses that must be taken sequentially include:

COUN 518	Foundational Counseling Techniques	3
COUN 525	Theories of Counseling	3
COUN 544	Advanced Counseling Techniques	3
COUN 522	Pract: PK-12 Sch Coun (Group Supervisn) Or	3
COUN 545	Pract: Clin Ment Hlth Coun (Grp Superv)?Counseling/Mental Health	3
COUN 553	Internship in Clinical Mental Health?Counseling Or	0
COUN 560	Internship PreK-12 School Counsel	3

Certain courses (i.e., Practicum) are not available during summer sessions. Some courses (i.e., COUN 535) are summer only courses. Internship (COUN 553/560) course availability is variable during summer sessions.

Full-time students in the Counseling Programs should expect to spend a minimum of four academic semesters, including summer, in order to complete their degree requirements. Admission to Practicum and Internship require permission of the academic advisor or Fieldwork Group Supervisor.

Psychology Degrees

Graduate study in Psychology at Marywood provides the student with an in-depth view of the scientific foundations and professional applications of the discipline. The curriculum serves the needs of students who wish to apply psychological principles and techniques in varied professional settings. The master's level program is also an appropriate preparation for those who wish to pursue further study at the School Psychology (Ed.S.) or doctoral level in a more specialized area.

Psychology, Master of Arts

Program concentrations leading to the Master of Arts in Psychology are available in the following areas:

- General/Theoretical Psychology
- Clinical Services

General/Theoretical Concentration (48 credits)

This concentration is intended for those students who wish to develop a broad-based understanding of psychology for varied purposes (not necessarily involving clinical applications). Students complete 21 credits in the core courses as detailed below and select an appropriate set of elective courses from available department offerings with the approval of an advisor. The Closure Experience requirement for this concentration may involve either Psychology 555 or Psychology 554/556.

Core Courses (21 semester hours)

PSYC 503	Research Methods and Statistics I	3
PSYC 504		3
PSYC 508	Biological Bases of Behavior	3
PSYC 514	Human Development Or	3
PSYC 518	Advanced Human Development	3
PSYC 517	Personality Theories in Psychology	3
PSYC 521	Social Psychology	3
PSYC 522	Cognitive/Affective Bases of Behavior Or	3
PSYC 523	Contemporary Learning Theories	3

Clinical Services Concentration (48 credits)

This concentration is intended for those who wish to function in a mental health agency or other human services setting where the psychologist provides a range of consultative, assessment, and therapeutic functions. In consultation with the advisor, selection of electives in this concentration may focus on specific client populations and areas of expertise. A course of studies can be designed that emphasizes work with children and adolescents and/or work with adults. Students considering admission into the Psy.D. program at the post-master's level should apply for admission into the Clinical Services track. Choice of electives and their sequencing should be discussed with the advisor and/or chairperson.

Assessment and Diagnostic Methods (9 credits minimum)

PSYC 531	Psychopathology Or	3
PSYC 532	Child Psychopathology	3

PSYC 561	Introduction to Psychological Testing	3
PSYC 562	Cognitive Assessment	3
PSYC 580	Assessment of Adult Personality and Psychopathology	3
PSYC 581	Socio-Emotional Assessment of Children and Adolescents	3

PSYC 531, PSYC 532, PSYC 561, PSYC 580 and PSYC 581: required

PSYC 562: elective

Intervention Methods (9 credits minimum)

PSYC 571	Introduction to Individual Psychotherapy	3
PSYC 577	Practicum (Group)	3
COUN 518	Foundational Counseling Techniques	3
COUN 584	Marriage, Couples, and Family Counseling	3
PSYC 572	Introduction to Group Psychotherapy	3
PSYC 573	Therapy With Children	3
PSYC 574	Cognitive-Behavioral Therapy	3

PSYC 571 and PSYC 577: required

COUN 518, COUN 584, PSYC 572, PSYC 573 and PSYC 574: elective

PSYC 571, PSYC 577 and COUN 518: "B" grade required for this course.

Electives (3-9 credits)

Selection of elective courses in the department is in consultation with the advisor.

Closure Experience (0-6 credits)

Students, in consultation with their advisor and the department chairperson, may select one of the three alternatives listed below to meet the Closure Experience requirements of this concentration.

Two of these (PSYC556, 578) are credit-bearing courses which reduce the number of elective credits from nine to six (see above).

PSYC 554		0-3
PSYC 555	Professional Contribution	0
PSYC 556	Master's Thesis	3
PSYC 578	Clinical Internship	3

PSYC 578: variable credit, three-credit minimum

Students should note that the internship option requires permission of the advisor and the department chairperson. Further details regarding these alternatives are available in the *Student Handbook*.

Students are encouraged to complete core courses early in their program of study.

The program stresses development of competencies. Alternate courses may be approved for those who can demonstrate competency in a required area. Test-out procedures should be discussed with the advisor or department chairperson for those who seek course waivers of required courses. The student should understand that program adjustments will not diminish the number of credits required for a degree; they will, however, allow the student to take more advanced specialty courses as part of the program of study.

Psychology students are encouraged to take their comprehensive examinations immediately upon completion of the seven required courses. Further details regarding the comprehensive exam are available in the *Student Handbook*.

Doctoral Program in Clinical Psychology, Psy.D.

(117 total credits: 52.5 at the master's level; 64.5 doctoral credits)

Consistent with the mission of the University, the APA-accredited* Clinical Psychology Doctoral program endeavors to train high quality students to provide state-of-the-art, ethical, humane, and culturally-sensitive clinical services to diverse populations in contemporary society. On the way to earning a Psy.D. in clinical psychology, the program model teaches students to be research-informed practitioners with general skills who pursue development in specific areas through the selection of electives, practicum sites, research topics, internships, and post-doctoral training.

*For further information about the accreditation status of this program, please contact the APA Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street NE, Washington, DC20002-4242. Phone: 202-336-5979.

The specific goals of the program are as follows:

1. To provide students with foundational knowledge of

the field of psychology in general and clinical psychology in particular.

2. To teach students to view themselves as being lifelong learners while also giving them the skills necessary to be critical and sophisticated consumers of research, so that they may be able to independently and effectively apply future developments in the field to clinical practice.
3. To help students advance from novice to the early stages of competent clinician status in assessment, intervention, and supervision/consultation.
4. To prepare students for the realities of clinical practice in contemporary society and to inspire them to be mission-driven psychologists who try to advance both the organizations in which they are employed and the profession at large.
5. To train students to be appreciative of both cultural and individual differences in both their attitudes and in their practice, so that they may be effective clinical psychologists in an increasingly diverse and interdependent world.

Psy.D. Program Philosophy and Training Model

In accordance with Marywood University's tradition of service, the clinical psychology doctoral program follows the Vail model, training students to be scholar/practitioners. The Psy.D. program includes foundation courses in psychology and both academic and applied training in the substantive area of clinical psychology. The use of empirically-supported assessments and intervention techniques is emphasized, as well as a focus on outcome assessment. Although not designed to produce researchers, the Psy.D. program teaches students to be educated consumers of research. To reach this goal, they have both academic training and personal experience in research and statistics. An empirical master's thesis or professional contribution is required, as well as a dissertation which is empirically-based. In addition, students complete three courses in research and statistics. This strong scholarship component is consistent with our scholar-practitioner model, as opposed to the more practice-oriented practitioner-scholar or local clinical scientist models.

Typically, eight students are admitted annually at the post-bachelor's level. These students are in residence for four years prior to internship and are awarded a master's degree (M.A. in Psychology, Clinical Services) upon degree requirement completion, typically after their second year.

As the curriculum is very structured and sequential, we accept only up to 15 transfer credits which may be applied toward the master's degree. These credits must be approved by the Director of Clinical Training.

Admission Application Process

See the application materials for deadline and mailing address information. All applicants must provide the completed application form, official undergraduate/graduate transcripts, three letters of recommendation (at least two from psychologists), and a personal statement. All these materials must be sent by the application deadline. The general GRE (taken within the last five years) is required for post-bachelor's admission applicants, and scores must be received by the application deadline.

Prerequisites

Admission to the Psy.D. program requires at least 18 credits of Psychology coursework at the undergraduate level, including: statistics, experimental methods/research design, and abnormal/psychopathology. A major in Psychology is preferred. GRE scores greater than the 50th percentile are preferred. A minimum overall GPA of 3.30 on a 4.00 scale is expected, for both general curriculum and Psychology courses.

Transfer Credits

Up to 15 transfer credits in graduate Psychology coursework will be accepted. All credits transferred must reflect at least a "B" grade, be from a regionally accredited institution, be similar in content and demand of equivalent Marywood courses, and have been earned within the preceding five years. The Director of Clinical Training must approve all transfer credits.

Admission Post-Master's

Up to two students will be accepted annually from post-master's degree in psychology, to join the third-year doctoral students. Students must have completed their degrees no more than five years prior to application. Demonstrated excellence in academics and clinical work is expected. Applicants also must have completed an empirical master's thesis or professional contribution (or equivalent) at the graduate institution. Students accepted post-master's must pass the Marywood Master's Comprehensive Exam upon admission, or demonstrate that they have successfully met the Psy.D. program's score requirements on this examination if they earned their Master's degree at Marywood. Two of the applicant's letters of recommendation must be from full-time graduate Psychology faculty at the institution where the master's

degree was completed. All other application procedures are the same as for the post-bachelor's admissions. Preference will be given to students who completed their psychology master's degree in the Clinical Services track at Marywood University, to assure that all master's level coursework and experiences are consistent with the Marywood Psy.D. total program.

For a post-master's application to be considered, all of the following courses (or their equivalent) must have been completed at the master's level (unless otherwise indicated) with a grade of "B" or better:

PSYC 503	Research Methods and Statistics I	3
PSYC 504	Research Methods and Statistics II	3
PSYC 508	Biological Bases of Behavior	3
PSYC 514	Human Development	3
PSYC 517	Personality Theories in Psychology	3
PSYC 521	Social Psychology	3
PSYC 522	Cognitive/Affective Bases of Behavior	3
PSYC 531	Psychopathology	3
PSYC 532	Child Psychopathology	3
PSYC 580		3
PSYC 556	Master's Thesis Or	3
PSYC 555	Professional Contribution	0
PSYC 561	Introduction to Psychological Testing	3
PSYC 571	Introduction to Individual Psychotherapy	3
PSYC 574	Cognitive-Behavioral Therapy	3
PSYC 577	Practicum (Group)	3
PSYC 587	Practicum II Or	3
PSYC 578	Clinical Internship	3

Advisement and Student Progress Evaluation

With the exception of electives, the curriculum plan for each student is structured by the Director of Clinical Training who functions as the students' academic advisor. Annual written evaluations of the student's progress in the program are provided by the Director of Clinical Training. Community practicum and internship site preparation and selection occur under the guidance of the Associate Director of Clinical Training.

Continuation in the Psy.D. program is contingent

upon: successful completion of coursework and other program requirements, conduct that is ethical and professional, and demonstration of appropriate clinical aptitude and skills. A Corrective Action Plan will be implemented, should there be significant areas of concern in the student's performance. Refer to the Psy.D. Student Handbook for further information.

Curriculum

The Psy.D. curriculum is sequential, cumulative, increasing in complexity, and designed to prepare the student for further formal training. The program requires 117 total credits: (52.5 at the master's level; 64.5 doctoral credits).

The Psy.D. program is full-time, with required coursework scheduled during daytime and evening hours within the traditional two academic semesters (fall, spring). Continuing clinical work in the Psychological Services Center is required during the first summer sessions. Subsequent summer practicum work in the PSC is optional. All students are encouraged to complete practicum hours during the summer months at community sites, beginning with the second summer. Students may choose to fulfill some of their electives during the summer months, as well.

The on-campus practicum series builds from the pre-practicum and introductory practicum courses in the first year with work in the Psychological Services Center (PSC) to later work in the Counseling and Student Development Center or other community practicum sites during the third year, and the provision of clinical supervision to junior Psy.D. students on work in the PSC in the fourth year. Additionally, students are involved in a two-semester community-based practicum in their fourth year of training.

The Psy.D. curriculum includes significant training in both assessment and intervention strategies. The curriculum builds from foundation courses to more specific application courses and experiences. There are opportunities for coursework and applied practice with children, adolescents, and adults. Required courses allow for training as a generalist, with elective selection providing the opportunity for focus on child or adult populations. The Psy.D. program emphasizes evidenced-based interventions, such as cognitive-behavioral therapy and interpersonal psychotherapy. Students are also exposed to other therapeutic approaches, including couple/family therapy.

The Marywood Psy.D. program follows the guidelines for

clinical training as set forth by the American Psychological Association and the National Council of Schools and Programs of Professional Psychology.

Licensure and Credentialing

The Psy.D. program meets the Association of State and Provincial Psychology Boards/National Register of Health Services Providers in Psychology “Guidelines for Defining ‘Doctoral Degree in Psychology.’” Therefore, graduates of this designated program who decide to apply for licensing as psychologists typically will meet the educational requirements for licensing. However, in each jurisdiction there are additional requirements that must be satisfied. For exact information, please contact the state or provincial licensing board in the jurisdiction in which you plan to apply.

Once licensed, graduates are eligible to apply for credentialing as a Health Service Provider in Psychology. Graduation from a designated program ensures that the program you completed meets the educational requirements for credentialing by the National Register. However, there are additional requirements that must be satisfied prior to being credentialed by the National Register of Health Service Providers in Psychology®. For further information, consult the National Register’s website: www.nationalregister.org.

Comprehensive Examination

Upon completion of the master’s foundational core courses (21 credits), typically at the end of the second year, students are required to pass the Comprehensive Examination, consisting of questions from each of the seven core courses. This Comprehensive Examination must be completed for receipt of the master’s degree and for continuation in the doctoral program. Refer to the Psy.D. Student Handbook for further information.

Qualifying Clinical Examination

At the end of the third year, students are required to pass a Qualifying Clinical Examination (QCE), involving a written case study presentation and oral examination by clinical Psy.D. faculty. Students are required to successfully pass the QCE prior to accepting an internship offer. Refer to the Psy.D. Student Handbook for further information about the QCE.

Sample Schedule

Year 1

Fall Semester (16.5 credits)

PSYC 503	Research Methods and Statistics I	3
PSYC 508	Biological Bases of Behavior	3
PSYC 531	Psychopathology	3
PSYC 532	Child Psychopathology	3
PSYC 559A	Prepracticum	0
PSYC 571	Introduction to Individual Psychotherapy	3
PSYC 700A	Professional Ethics Part 1	1.5

Spring Semester (15 credits)

PSYC 504		3
PSYC 517	Personality Theories in Psychology	3
PSYC 518	Advanced Human Development	3
PSYC 564	Introductory Practicum	1.5
PSYC 700B	Professional Ethics	1.5
PSYC 815	Child Psychotherapy	3

Summer (3 credits)

PSYC 840A	Elective Practicum	1.5
PSYC 840B	Elective Practicum	1.5

Year 2

Fall Semester (15 credits)

PSYC 521	Social Psychology	3
PSYC 555	Professional Contribution	0
PSYC 561	Introduction to Psychological Testing	3
PSYC 574	Cognitive-Behavioral Therapy	3
PSYC 577	Practicum (Group)	3
PSYC 704	Multicultural Issues in Psychology	3

Spring Semester (15 credits)

PSYC 522	Cognitive/Affective Bases of Behavior	3
PSYC 524	History and Systems of Psychology	3
	Continuation of Professional Contribution	0
PSYC 562	Cognitive Assessment	3
PSYC 580	Assessment of Adult Personality and Psychopathology	3
PSYC 587	Practicum II	3

DEAN 074 0

DEAN 074: M.A.

Year 3

Fall Semester (12 credits)

PSYC 611	Advanced Statistical Analysis I	3
PSYC 706	Supervision and Consultation Seminar	1.5
PSYC 805		3
PSYC 851	Geriatric Assessment Practicum	1.5
PSYC 880A	Community Practicum I	3

Spring Semester (10.5 credits)

PSYC 660		1.5
PSYC 802	Marital and Family Therapy	3
PSYC 880B	Community Practicum I	1.5
PSYC 801	Advanced Psychopharmacology	3

Year 4

Fall Semester (12 credits)

PSYC 870	Practicum V	3
PSYC 881A	Community Practicum II	2
PSYC 895	Dissertation Elective	3

Spring Semester (12 credits)

PSYC 572	Introduction to Group Psychotherapy	3
PSYC 871	Practicum VI	3
PSYC 881B	Community Practicum II	1.5
PSYC 895	Dissertation	3

Year 5

Fall Semester (3 credits)

PSYC 897A	Internship (predoctoral)	1
-----------	--------------------------	---

Spring Semester (3 credits)

PSYC 897B	Internship (predoctoral)	1
-----------	--------------------------	---

Social Work

School of Social Work

Director: Stephen C. Burke, Ph.D.

Master of Social Work Mission Statement

The Marywood University School of Social Work M.S.W. Program, rooted in the University's core values of Catholic

identity, respect, empowerment, service, and excellence, is committed to an accessible education which prepares advanced, ethical social work practitioners and leaders. Utilizing a social justice lens and a global perspective, the program prepares culturally responsive social work practitioners to provide competent, evidence-informed, interprofessional collaborative services to diverse client systems, with particular attention to the oppressed and marginalized. The program is dedicated to creating an inclusive learning environment which values diversity and difference.

Curriculum Structure

The Master of Social Work curriculum is organized as an integrated whole, including foundation and advanced specialized content. It is designed to prepare graduates for culturally responsive, evidence-informed, ethical, interprofessional integrated social work practice. Each semester builds upon knowledge from the previous semester, and the completion of the foundation content is preparatory to advanced content specialization.

A system of themes are integrated throughout the curriculum to form a foundation based upon the ecological perspective, social work values and ethics, appreciation of diversity, social and economic justice, the strengths perspective, professional use of self, systematic mode of inquiry, and populations at risk.

Social Work Degree and Certification Programs

Master of Social Work, M.S.W.

(60 credits)

The Master of Social Work (M.S.W.) is a 60-credit program and can be earned in two years of full-time study or three years of part-time study. The program has been accredited by the Council on Social Work Education (CSWE) since 1969.

The courses of the M.S.W. degree curriculum may be classified generally into two categories: those in the foundation curriculum and those that provide opportunity for advanced study. Listed below are the course descriptions for the foundation curriculum and information about elective courses.

The School of Social Work reserves the right to modify or change the courses of instruction.

500 number courses are in Social Work Practice and

include field education.

600 number courses are in the area of Human Behavior and the Social Environment.

700 number courses are in the Social Work Research curriculum area.

800 number courses are in Social Welfare Policy and Services.

900 number courses are in areas of practice or fields of practice or indicate courses that are interdisciplinary.

Foundation Curriculum

SW 500	Professional Foundations: Educ Tmr Prct	3
SW 501	Theory and Practice of Social Work I	3
SW 502	Practice II: SW Practice With Groups	3
SW 503	Practice III: SW Pract. W/ Communities	3
SW 591	Field Education Experience I	3
SW 592	Field Education Experience II	4
SW 601	Human Behavior I: Psychosocial Analysis?Of Human Behavior	3
SW 621	Social Work Perspectives on Psych?Psychopathology	3
SW 701	Social Work Research: Design & Meth?Methodology	3
SW 702	Social Work: Resrch: Implement & Analys?And Analysis	3
SW 801	Introduction to Social Welfare	3
SW 971	Ethical Issues in Social Work Practice	3

Specialization Courses

As students move to more advanced levels of their studies, more specialized courses are offered to assist in the acquisition of knowledge and skills in greater depth.

SW 504	Pract IV: Adv Scl Wrk Pract Ind/Fml	3
SW 505	Pract V: Adm in SW	3
SW 506	Practice VI: Culmination Integrative Se	3
SW 595	Fld Ed Exp III: Advanced Prac?Client Systems Concenter	4
SW 596	Fld Ed Exp IV: Advanced Practice W/?Client Systems Concenter	4
SW 802	Social Policy Advocacy	3

Electives

Electives allow study of a particular intervention methodology or area of significance for social work and usually follow completion of foundation coursework. The M.S.W. Program offers a range of elective choices to respond flexibly to priority concerns and emerging issues in social welfare, in accord with faculty resources and student interests.

SW 535	Child Welfare Services	3
SW 536	Social Work Practice With Children	3
SW 561	Family Focused Social Work Practice	3
SW 571	Supervision in Social Work Practice	3
SW 625	Critical Issues in Chemical Dependency	3
SW 705	Social Work Thesis	3
SW 900	SW Perspective on Trauma: Theory & Prac	3
SW 908	Women's Issues and the Practice of?Social Work	3
SW 920	Spiritual and Religious Dimensions of?Social Work Practice	3
SW 925	Critical Issues in Racial and Ethnic?Experience	3
SW 940	Dvlpmntl/Physcl Dsblts for Soc Work	3
SW 941	Concepts and Issues in Gerontology	3
SW 950	Independent Study	3
SW 950I	Independent Study - International Study	3
SW 965	Human Sexuality: Issues for Social Work	3
SW 989	Glbl Prsp Soc & Adm Prct	3

Advanced Standing

Students who have earned a B.S.W. in a CSWE-accredited program may be eligible for advanced standing. Based on the review of the student's undergraduate transcript, up to 21 credits may be applied to the foundation year of the M.S.W. program. Students must have earned a minimum grade of "B" for the individual course to be considered for advanced standing.

Independent Study

Independent study is open to students who have completed one year of full-time or the equivalent part-time study in Marywood's Master of Social Work program. A 3.50

quality point average is required in order to be eligible. No more than two independent study courses may be taken by non-advanced-standing students, or one by advanced-standing students during their Master of Social Work programs. Only one independent study may be taken per semester, and no more than one independent study may be taken with any given faculty member.

Independent study courses may be taken for variable credit (one-, two- or three-credit hours). The exact number of credits assigned to a particular course is determined by the faculty member who agrees to monitor and evaluate the student's performance. The determination of credit hours is consistent with the purpose, the nature, and the extent of the proposed independent study. All independent study courses must be of comparable rigor to other courses in the curriculum of similar value.

Field Education

In addition to classroom courses, Field Education is an essential and integral part of the M.S.W. program. Through the Field Education experience students engage in experiential, collaborative, and integrative learning through practice in a field placement setting, under the supervision of a qualified Field Instructor and with the support of a Faculty Field Liaison from the M.S.W. program. The Field Education experience provides students with the opportunity to bridge and apply classroom theory, knowledge, and practice skills in real-life practice situations while developing professional competence and a professional identity.

Students complete a total of 920 hours of Field, 440 hours over two semesters in their Foundation Field placement (first-year Field) and 480 hours over two semesters in their Specialization Practice Field placement (second-year Field). Students with a B.S.W. degree who receive Advanced Standing status for Foundation Field complete a total 480 hours in a Practice Field Placement. Foundation Field placements must be taken concurrently with core practice methods courses, since a primary objective of the field experience is to facilitate the integration of practice learning with theoretical content. Specialization Field education placements and Theory and Practice courses are normally taken concurrently.

Placement decisions involve collaboration between the Director of Field Education for the student's respective program and the student in order to select a field setting that meets the student's interests, provides appropriate learning opportunities, and whose location and operating hours are accessible to the student. Students do not arrange their own field placements.

The M.S.W. Program has field placement opportunities throughout Pennsylvania, the Southern Tier and upstate New York, and New Jersey, providing a variety of social work practice experiences. Assignment of placements is at the discretion of the Director of Field Education.

Students with full- or part-time employment have the opportunity to do employer-based placements which utilize field learning opportunities through their employer. This option may be available for those who work in agencies able to provide the equivalent of a social work experience that is different from the student's employment responsibilities. The student must have been employed by the agency for a minimum of six months.

Approval for an employer-based field placement is based on the Field Education Department's evaluation of a comprehensive plan submitted by the student and the agency as part of the placement process.

The Field Education Office **requires** all students registering for field experience to obtain Criminal Background Check, FBI Clearance, and Child Abuse Clearance. Students in the M.S.W. Program should recognize that a negative information report in any background check may:

- disqualify a student from placement at a field education site of his/her choice
- bar a graduate of the program from obtaining a license to practice as a social worker.
- Inability to obtain an appropriate placement may lead to dismissal from the program or otherwise prevent the student from obtaining a degree.

Students should be aware that state licensing boards, many employers, and many Field education placement agency administrators require background checks for M.S.W. students and professional social workers. These checks include State Police, FBI, child abuse, current health, or other requirements particular to the work the student or social worker may be expected to do.

Students with circumstances in their backgrounds that may emerge during background checks are encouraged to discuss the potential implications of these circumstances with the Director of Field Education for their program.

In addition, many agencies require medical exams, immunizations, and drug testing. Students are required to comply with individual agency requirements and are responsible for any associated costs in completing the requirements. Agency requirements must be met prior to

the beginning of a field placement.

Standard for Ethical Behavior

The **National Association of Social Workers** (NASW) Code of Ethics is the established standard of ethical behavior for professional social workers. Students in the Social Work Program are preparing for positions of professional responsibility, and their conduct while students is guided by this code. Students are referred for further information about the Code to the Student Handbook, to the Field Manual, and to the NASW publication, “Code of Ethics,” available from NASW online.

Suitability for Professional Social Work

An Academic and Professional Standards Review Committee is established when concerns arise pertaining to the academic or professional performance of individual students. The committee is responsible for gathering and evaluating information concerning the student’s academic and professional performance for the purpose of formulating recommendations to the director for resolution of these situations. Recommended resolutions may include: 1) continuation in the program in good standing without remedial action; 2) continuation in the program in good standing contingent on successful completion of remedial action; and 3) dismissal from the program. The committee does not reconsider grades.

Formal review by an Academic and Professional Standards Review Committee will occur for any of the following reasons:

1. Alleged violation of the Code of Ethics of the National Association of Social Workers by written report from the field instructor, faculty liaison, educational coordinator, faculty member, or peer.
2. Alleged violation of the Code of Academic Honesty of Marywood University by written report from the field instructor, faculty liaison, educational coordinator, faculty member, or peer.
3. Alleged failure to demonstrate the capacity to engage in appropriate social work roles, by written report from the field instructor, faculty liaison, educational coordinator, faculty member, or peer.
4. Attainment of an F or U grade in a course or field placement or a semester GPA 2.85 or below.

Academic and Professional Standards Review procedures are detailed in the School of Social Work Student

Handbook.

School of Social Work Program Requirements

The M.S.W. Program at Marywood has developed full- and part-time program plans for persons seeking the degree: Standard full-time and part-time and Advanced Standing full-time and part-time. All plans have the same standards and require both classroom study and field education, working under supervision in a social work setting.

Full-time programs are available on weekdays at Marywood University in Scranton, and evenings in the Lehigh Valley Center at DeSales University. Part-time programs are available on Saturdays in Scranton at Marywood University, evenings in the Lehigh Valley at DeSales University, and Saturdays in Central Pennsylvania at Bloomsburg University and in the Pocono Pennsylvania area at East Stroudsburg University.

Dual Degree Programs: M.S.W./M.P.A., M.S.W./M.H.S.A.

These programs are designed for those who wish to combine the development of administrative and managerial expertise in defined service areas—public or non-profit agency administration or health services administration—with the knowledge, skills, and values of the social work profession. The joint focus prepares students for a range of professional options and opportunities. Participation in a dual degree program permits the student to earn the M.S.W. degree with the M.P.A. or M.H.S.A. at Marywood University in a manner that expedites the time required, by crediting some work earned for one degree to the requirements of the other.

M.S.W./Master in Clinical Counseling and M.S.W./Master in Divinity

Dual degree programs have been established with Moravian Theological Seminary. Students must apply to each school separately and be accepted by each. Several courses taken in each program are credited to the degree requirements in the other, allowing persons to earn either pair of degrees jointly with fewer credits than if taken separately.

Home and School Visitor Certification

(Variable credits, depending on coursework)

selection)

Pennsylvania Department of Education (PDE) Home and School Visitor Certification coursework can be completed in combination with the M.S.W., Post-M.S.W., or through a separate Home and School Certification program only, which is a 40-credit course of study.

The certification curriculum is presented as an interprofessional preparation for social work practice in elementary and secondary schools in Pennsylvania.

Students develop the competencies required for certification through coursework in both the School of Social Work and in the School of Education in the College of Professional Studies.

A total of six specific education courses are required (18 credits) in addition to the M.S.W. coursework.

Preparation for certification includes a minimum 360 hours of supervised social work practice in school settings. M.S.W. and HSV Certification only candidates will accomplish the practice requirement through first-year field placements; Post-M.S.W. certification candidates who have completed a school-based field placement have met the requirement or can complete a 360-hour field placement in a school setting.

Global Studies Opportunities

The School of Social Work offers opportunities to explore International Social Work during 12-day in-country experiences in Nepal, India or South Korea through the Global Perspectives course. The Schierling Foundation for Excellence in International Field Education sponsors four-to-six-week field experiences, currently for students placed in Kenya.

Transfer of Credits and Credit for Life or Work Experience

Only credits earned in CSWE-accredited schools of social work are accepted for transfer. Prior to enrolling in the Marywood University M.S.W. Program, a student may request the transfer of up to twenty-one (21) credits.

When an applicant requests transfer of credits from another accredited M.S.W. program, the following considerations will apply. Each application will be evaluated on its own merits. Credits may be transferred provided the work is at the level of 3.00 or better on a 4.00 point scale, at least three graduate level credits, deemed relevant to the student's area of concentration, and completed not more

than five years prior to the date of application. All decisions regarding the acceptability of courses transferred into the M.S.W. Program from another institution will be the responsibility of the Director in consultation with appropriate faculty in the area of the curriculum in which the course falls. It is the responsibility of the applicant to have an official copy of the transcript, listing the courses for which transfer credit is sought, sent to the Admissions Office along with a detailed description, or syllabus, of the courses in question.

Once enrolled in the M.S.W. Program, a student may request transfer of up to six (6) credits of electives that were earned in accredited schools of social work subsequent to the student's enrollment at Marywood. The same grade requirements as above must be met.

The School of Social Work does not grant academic credit for life or work experience.

Speech-Language Pathology

Communication Sciences and Disorders Department

Chair and Graduate Program Director: Andrea M. Novak, M.A. CCC-SLP

The program is designed to provide students with a variety of academic coursework and clinical practicum experiences, according to the standards set forth by the American Speech-Language-Hearing Association (ASHA), to prepare them, from a family-centered perspective, for professional careers as speech-language pathologists, serving children and adults who have communication disorders. The faculty of the Department of Communication Sciences and Disorders is dedicated to providing students with a quality education and opportunities to integrate theory and research into clinical practice.

Objectives of the Communication Sciences and Disorders Department

The five-year program leading to a Master's Degree in Speech-Language Pathology and the two-year Master's Program prepare students to:

1. Acquire academic knowledge and develop clinical skills pertaining to the scientific study of human communication processes that are necessary to perform competent practice of speech-language pathology, according to the current ASHA certification standards.

2. Evaluate the etiologies, pathologies, social-emotional, cognitive, and educational factors associated with disorders of language, articulation-phonology, voice, fluency, swallowing, and hearing.
3. Exemplify knowledge of ethical, legal, regulatory, and financial aspects of professional clinical practice.
4. Critically evaluate and be sensitive to issues pertaining to cultural and linguistic diversity.
5. Become eligible to earn certification from ASHA and state licensure as a speech-language pathologist in Pennsylvania.
6. Pursue teacher certification from the Commonwealth of Pennsylvania Department of Education (optional).
7. Work in a variety of settings such as schools, rehabilitation clinics, hospitals, community clinics, nursing homes, and private practice.

American Speech-Language-Hearing Association (ASHA) Accreditation Status

The professional (graduate) phase of Marywood University's five-year program leading to a Master of Science degree Speech-Language Pathology is accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech- Language Pathology of the American Speech-Language-Hearing Association (ASHA), 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700.

Speech-Language-Pathology, Master of Science

(Includes Pre-Professional Phase and Professional Phase)

This five-year program consists of two distinct phases including the Pre- Professional Phase (years 1-3) and the Professional Phase (years 4-5). The two-year program consists of the Professional Phase.

The Pre-Professional Phase

During this phase of the program, students take classes to meet the liberal arts core requirements as well as complete courses in basic human communication processes and some speech-language disorders to prepare them for application and admittance to the Professional Phase of the program.

The Professional Phase

This phase of the program concentrates on coursework in various communication disorders across the life span and provides clinical practicum experiences where students learn to apply knowledge and skills to children and adults who have various speech-language-swallowing disorders. An option to pursue teacher certification is also offered.

Program Flexibility – Multiple Points of Entry

- **Enter as a Freshman** – Five-year program
- **Enter as a Transfer** – Two-to-five year program based on approved credits for advanced standing
- **Enter as a Graduate Student** – Those students with an in-field bachelor's degree from an accredited university may earn their master's in SLP in approximately two years; those with an out-of-field bachelor's degree from an accredited university may earn their master's degree in SLP in approximately three years.

Program Admission and Matriculation Requirements

A minimum SAT score of 1120 (EVR+M) is required for admission to the program (Pre-Professional Phase).

Enrollment is limited in any given academic year due to ASHA accreditation guidelines.

Upon completion of the first-year curriculum (freshman year), a minimum QPA of 3.25 in the CSD major is expected and a minimum cumulative QPA of 2.50 is required to remain in the program. For each subsequent semester, a CSD QPA and an overall QPA of 3.25 is expected in order to advance in the Pre- Professional Phase.

Students must achieve a minimum overall and CSD QPA of 3.25 by the end of the third year curriculum in order to transition from the Pre-Professional to the Professional Phase of the program.

Students who do not maintain these QPAs will be placed on academic probation with a possible revised plan of study. An interview at the discretion of the CSD chair, and the student's advisor may also be required. After one semester if the overall and/or CSD QPA does not improve, students may be dismissed from the program. Advisement as to other career opportunities will be provided.

Students may earn one "C" letter final grade in a CSD pre-professional course. If a student earns a second "C" grade,

a meeting with the CSD chairperson and academic advisor will be held to determine which of those courses the student will be required to repeat. The student will be informed of the decision by their academic advisor and placed on academic probation until the course is repeated with a minimum grade of B-. Students who retake a course are only permitted to retake the course one time, and a revised plan of study will be determined. If a student fails to earn the minimum expected grade of B- once the course is repeated, he/she will be dismissed from the program. Advisement as to other career opportunities will be provided. Students who earn below a C grade in any CSD course will be required to repeat the course with a minimum grade of B-.

Students who have successfully met all requirements for the liberal arts core and CSD Pre-Professional Phase coursework may apply for admission to the Professional (graduate) Phase of the CSD five-year program during the spring semester of year 3.

See Graduate Admissions (p. 18) for a CSD Transition Application to the Professional Phase and the due date for completion.

Students whose CSD QPA is between 2.33 and 3.24 and who meet the University's minimum overall QPA requirements to earn a degree may be granted an undergraduate degree in CSD, but will not be eligible to transition to the Professional (graduate) Phase of the five-year program.

Students who earn below a B- in any CSD graduate course/CSD practicum experience (Professional Phase) will be expected to develop an academic/clinical support plan with the course instructor/clinical supervisor in order to improve in those knowledge/skill areas in which the student is deemed deficient. An acceptable mastery level, based on formative assessment, must be demonstrated in all knowledge and skills areas, according to the current ASHA certification standards. In addition, a grade of B- or better or an "S" for any practicum experience is required to advance to the next experience in the sequence.

For students entering the five-year program at the Professional (Graduate) Phase, who have earned their undergraduate degree from another accredited institution, the following is also required:

- Submission of Graduate Record Examination (GRE) test scores and official undergraduate transcripts.
- Two letters of recommendation from individuals who can comment on the applicant's academic and clinical

skills and potential for successful graduate study (e.g., former professors, clinical supervisors).

-Submission of a typewritten essay. See specific essay questions and requirements included in the Graduate Admissions Application Packet or online application.

-A personal or phone interview at the discretion of the CSD department chair and/or graduate program director.

Note: Preference will be given to applicants who can attend the program full-time and take the full complement of courses offered within the context of a cohort model.

Typically, students are admitted to the Professional Phase in the fall semester. Part-time students are also admitted on a case-by-case basis and are expected to carry nine credits per semester.

Transfer Students

Students who have started their graduate work in speech-language pathology at another ASHA CAA accredited program may be eligible to transfer up to six credits of academic coursework into the Professional Phase of the five-year program, provided they can demonstrate competency of knowledge and skills that are comparable to student learning outcomes expected of Marywood's CSD graduate students and based on formative assessment and the availability of space in the program. An interview with the CSD chair and/or graduate program director is required.

Admission to Degree Candidacy

Students are required to file an application for admission to candidacy with the CSD graduate program director in the spring semester of the 4th year curriculum (Professional Phase). In order to be eligible for candidacy, students must have completed 12 graduate credits with a "B" average. Students who have not matriculated through the five-year program must also verify they have taken the GRE.

Degree Conferral and Certification

Those students entering the program as undergraduates will be awarded a B.S. in Communication Sciences and Disorders upon completion of the fourth year. At the end of the fifth year, these students and those entering with an in-field bachelor's degree who have successfully completed the Professional Phase (years 4 and 5) of the five-year program will be awarded a Master of Science degree in Speech-Language Pathology and are eligible to

pursue ASHA certification and state licensure.

Prerequisite Course Sequence for Students with Out-of-Field Undergraduate Degree

Students with out-of-field undergraduate degrees are eligible to apply for the Professional (Graduate) Phase of the program and will be admitted provisionally.

Enrollment in graduate level courses, however, requires the following:

1. Permission of the CSD chairperson and/or graduate program director.
2. Completion of 29 credits of an approved CSD undergraduate prerequisite course sequence at Marywood University with a minimum final grade of B.
3. Meeting the requirements in basic science, mathematics, and social science coursework according to current ASHA standards. These courses may be taken at any accredited institution. Any courses taken at institutions other than Marywood must be approved by the CSD department chair and/or graduate program director.
4. Completion of 25 observation hours directed by an ASHA-certified professional with appropriate documentation.

A plan of study will be developed by the CSD department chair and/or graduate program director, who will serve as the student's academic advisor. Students will be required to sign a statement regarding their plan of study, which reads: "The student named on this form understands that to be eligible to matriculate in the Professional Phase of the program, he/she must complete this plan of study with an overall minimum quality point average (QPA) of 'B.' The student must earn a minimum QPA of 'B' in the fall semester before being permitted to enroll for courses offered during the spring semester."

CSD Prerequisite Course Sequence

Required:	
CSD 164	3
CSD 166	4
CSD 261	3
CSD 265	3
CSD 265L	2
CSD 266	3
CSD 270	2
CSD 271	3

CSD 363	3
CSD 363L	0
CSD 364	3
Subtotal:	29

25 hours of clinical observation directed by an ASHA-certified professional

The typical sequence of CSD undergraduate prerequisite courses follows:

Fall Semester

Phonetics
Speech and Language Development
Language Sample Analysis Lab
Audiology and Lab

Spring Semester

Anatomy and Physiology of Speech and Hearing
Speech Science
Hearing Science
Introduction to Language Disorders in Children
Introduction to Articulation and Phonological Disorders
Auditory Amplification and Aural Rehabilitation.

Minimum Requirements for Basic Science and Human Communication Science Coursework (if not taken as an undergraduate)

Biology	3 credits
Physical Science	3 credits (e.g., Chemistry, Physics, Physical Science)
Mathematics	3 credits (a course in Statistics is required)
Behavioral/Social Science	3 credits (e.g., Psychology, Sociology)

Human Communication Processes

Anatomy and Physiology of Speech and Hearing;
Phonetics; Speech and Hearing Science; Normal Speech-Language Development; Audiology and Amplification/Aural Rehab

Five-Year Program Leading to a Master's Degree in Speech-Language Pathology

Typical Course Sequence

Pre-Professional (Undergraduate) Phase

First-year Curriculum: (34 UG credits)

Fall 1

CSD 163	2
CSD 164	3
BIOL 130	3
PHIL 113	3
ENGL 160	3
PSYC 211	3
UNIV 100	1

Subtotal: 18**5 UG CSD & 13 LA**

Spring 1

CSD 166	4
CSD 261	3
PSYC 251	3
RST 112	3
ENGL 180	3

Subtotal: 16**7 UG CSD & 9 LA**

Second-year Curriculum: (40 UG credits)

Fall 2

CSD 265	3
CSD 265L	2
CSD 241	3
CSD 263	3
FL	3
Foreign Language	3
PHYS OR CHEM Or ASTR	3
Or ENV5 Physical Science	

Subtotal: 17**11 UG CSD & 6 LA***PHYS OR CHEM Or ASTR Or ENV5 Physical Science:
Required for ASHA*

Spring 2

CSD 270	2
CSD 271	3
CSD 266	3
CSD 242	3
Or	
LA	3
General Elective	
PHIL 315	3
Or	
PHIL 404	3
FL	3
Foreign Language	

Subtotal: 17**8 or 11 UG CSD & 6 or 9 LA***FL Foreign Language : 3 credits of Foreign Language
may be replaced with a LA General Elective if student
meets core curriculum requirements for years taken.**CSD 242: elective**L A General Elective: Educ PSYC required for Teacher
Certification*

Summer 1 (Session I)

ENGL	Upper Level English	3
LA	General Elective	3

Subtotal: 6**6 LA***ENGL Upper Level English: >ENGL 301**Third-year Curriculum: (41 credits; 36 UG credits – 5
Grad credits)*

Fall 3

CSD 363	3	
CSD 363L	0	
CSD 366	3	
MATH 155	3	
FA	Fine Arts	3
HIST	History	3
LA	General Elective	3

Subtotal: 18**6 UG CSD & 12 LA***LA General Elective: Social Fnd required for Teacher
Certification*

Spring 3

CSD 364	3	
CSD 361		
Or		
CSD 362		
CSD 469	1	
HIST 105	3	
RST	Religion	3
LA	General Elective	3

Subtotal: 16**7 UG CSD & 9 LA***RST Religion: above 100 level**LA General Elective: Method/Assess ESL required for
Teacher Certification*

Summer 2 (Session I)

CSD 501	Family Systems & Counseling:multicultrl?Prsp in	2
---------	--	---

CSD 505	Sp-Lang Path Augmentative and Alternative?Communication Systems	3
		Subtotal: 5

5 GRAD CSD

Summer 2 (Session II)		
CSD 468A		2
		Subtotal: 2

2 UG CSD

CSD 468A: begins Summer I – 10 weeks

NOTE: The Liberal Arts core requirements can be taken in a somewhat variable sequence. However, what is depicted is the optimal pedagogical sequence due to the interrelationship between Liberal Arts and CSD course content. Each student’s specific plan of study regarding the Liberal Arts course sequence will be determined through the advising process.

NOTE: At the completion of the third-year curriculum (which includes Summers I and II) a total of 115 credits have been earned. The undergraduate degree can be granted with 120 credits, provided that a student completes an additional semester of five credits during the Fall IV semester (Fourth-year Curriculum).

This can be accomplished in one of two ways:

1. If the student is not eligible to continue in the five-year program to earn the master’s degree, he/she will complete at least five additional undergraduate credits during the Fall IV semester. These credits reflect a combination of Liberal Arts and other undergraduate elective coursework. The student and his/her academic advisor will determine an individual plan of study.
2. If the student is continuing for the master’s degree in SLP, five CSD graduate credits that are earned during the Fall IV semester will be applied toward the completion of the undergraduate degree. Up to twelve CSD graduate credits can be applied toward the B.S. degree, which can be awarded at the end of the Fall IV semester (Fourth-year Curriculum).

Professional (Graduate) Phase Course Sequence

Fourth-year Curriculum: (39 or 41 CSD graduate credits for five-year students; 45–47 CSD graduate credits for two-year students) and (3–9 additional EDUC graduate credits if pursuing Teacher Certification and not

previously taken)

Fall IV Graduate

CSD 502	Aphasia	3
CSD 504	Lang Learn Disorders Schl Aged Chld/Adol?Disabilities in Child & Adol	4
CSD 506P	Diag Tests/Meas & Scient Clinical Writ	3
CSD 515	Dysphagia	3
CSD 516A	Clinical Practicum in Speech- Language?Pathology A	1
CSD 518P	Independent Study in Clinical Methods?And Processes	1
CSD 524	Neuroscience	2
		Subtotal: 16-17

CSD graduate credits for students completing five-year program 16

CSD graduate credits for two-year graduate students* 17

CSD 518P: Students must take either CSD 512 or 525; students can elect to take both.

Spring IV Graduate

CSD 500	Research Methods in Speech- Language?Pathology	3
CSD 507	Voice Disorders	2
CSD 503	Seminar in Phonological and Articulation?Disorders	3
CSD 506L	Language Sample Analysis Computer Lab	1
CSD 508	Fluency Disorders	2
CSD 514	Adult Neurogenic Motor Speech Disorders	2
CSD 516B	Clinical Practicum in Speech- Language?Pathology B	1
CSD 521	Diagnostic Practicum in Speech-Language?Pathology	2
		Subtotal: 14-16

CSD graduate credits

CSD 521: 1/2 cohort

Summer III Graduate (Session I)

CSD 505	Augmentative and Alternative?Communication Systems	3
CSD 525	Autistic Spectrum Disorders	2
CSD 501	Family Systems & Counseling:multicultrl?Prsp in Sp-Lang Path	2
EDUC 502	Multidisciplinary Foundations of?Education	3

	AND/OR	
EDUC 523	Seminar: Psychology of Education	3

Subtotal: 2-7

CSD graduate credits for students completing the five-year program depending on elective option(s)* 2

CSD graduate credits for two-year graduate students depending on elective option(s)* 5-7

EDUC credits if pursuing Teacher Certification and not already completed 3-6

CSD 525: Students must take either CSD 512 or 525; students can elect to take both.

EDUC 502 and EDUC 523: Required for Teacher Certification

CSD 501 and CSD 505: Five-year students take these during Summer II of third year.

Summer III Graduate (Session II)

CSD 510	Communication Disorders in High-Risk?Infants, Toddlers, Preschool	4
CSD 512	Cleft Palate and Other Craniofacial?Anomalies	2
CSD 516C	Clinical Practicum in Speech-Language?Pathology C	1
CSD 517P	Professional Issues in Speech-Language?Pathology	1
CSD 521	Diagnostic Practicum in Speech-Language?Pathology	2
CSD 522	Audiology/Aural Rehabilitation Practicum	1
EDUC 561	Methods Materials and Assessment in ESL?Teaching Esl	3

Subtotal: 3-10

CSD graduate credits depending on elective option(s)* and semester where CSD 521 and 522 are taken 5-10

EDUC credits if pursuing Teacher Certification and not already completed 3

Notes:

CSD 521: 1/2 cohort

CSD 516C and CSD 521: begins Summer I – 10 weeks

CSD 517P and CSD 522: begins Summer I – schedule varies

CSD 512: Students must take either CSD 512 or 525; students can elect to take both.

CSD 521 is taken in Spring IV Graduate or Summer III Graduate.

CSD 522 is offered at various points in the graduate

curriculum based on availability of placements and supervisors.

Fifth-year Curriculum: (11 CSD Graduate Credits) or (20 Graduate Credits; 8 CSD Graduates Credits and 12 EDUC Credits if Pursuing Teacher Certification)

Fall V Graduate

CSD 511	Pediatric Neuromotor Speech Disorders	2
CSD 513	Comm Dis/TBI, Right Hem, Neuro Cog?Hemisphere Dysfunction, and Neuro?Cognitive Disorders	3
CSD 519I	Clinical Internship in Speech-Language?Pathology	3

Subtotal: 8

CSD graduate credits

Spring V Graduate

CSD 520E	Clinical Externship in Speech-Language?Pathology	1
EDUC 597	CSD Student Teaching Clinical Internshp	12

Subtotal: 3-12

CSD graduate credit 3

OR

EDUC graduate credits 12

EDUC 597: Required for Teacher Certification

EDUC 597: EDUC597 may need to be offered in the Fall V Graduate semester depending on availability of placements and off-campus supervisors holding the appropriate credentials (i.e., a master's degree in SLP, the ASHA CCC-SLP, and a PA state license in SLP)

NOTE: Students taking EDUC 597 do not take CSD 520E, unless the required 400 ASHA clinical clock hours have not been accrued.

A minimum of 56 credits must be earned at the graduate level for the master's degree in SLP. Students are also encouraged to enroll in CSD 523: Independent Research Study.

Master's in Speech Language Pathology Degree Requirements (56 graduate credits)

In addition to completing a minimum of 56 graduate credits with a minimum QPA of 3.00, according to the plan of study developed by the student and his/her academic advisor, students must:

1. Complete the current required number of clinical

clock hours, according to standards set forth by ASHA, at least one week prior to commencement in the semester the student expects to graduate;

2. Pass a comprehensive examination given by the CSD faculty;
3. Take the National Examination in Speech-Language Pathology prior to graduation and submit PRAXIS scores to the graduate program director;
4. Demonstrate mastery on all knowledge and skills competencies delineated in the CSD Formative Assessment Manual for the master's program in SLP with appropriate evidence verified; and
5. Complete an exit interview with the graduate program director to ensure that all paperwork regarding academic coursework and clinical practicum experiences (e.g., CSD Knowledge and Skills Acquisition form–KASA) required by ASHA are accurate and complete.

Required Clinical Practicums

In regard to clinical practicum experiences, all students will be required to provide documentation of a minimum of 25 directed clinical observation hours under the supervision of an ASHA-certified clinician before enrolling in CSD 468A Introduction to Clinical Practicum in SLP (see Pre-Professional Phase above) or CSD 516A Clinical Practicum in Speech-Language Pathology (see Professional Phase above).

All clearances and updated immunizations must be on file. Students must be available a minimum of ten hours per week in order to be scheduled for clinical/diagnostic practicum experiences. Students are required to complete a clinic practicum schedule, which must be adhered to, at the time they meet with their academic advisor for registration.

Speech-Language-Pathology Post-baccalaureate Teacher Certification Course Requirements

(approximately 24 credits)

The Teacher Certification track is undertaken in addition to earning the master's degree in Speech-Language Pathology.

Only matriculated CSD graduate students are eligible for this track. Alumni of the master's program in Speech-Language Pathology may be eligible for this track if an

opening exists. Earning Teacher Certification from the PA Department of Education (DOE) is a separate certification from the ASHA Certificate of Clinical Competence. Therefore, students may need additional semesters to complete these requirements. Students interested in pursuing Teacher Certification must meet with either the CSD Graduate Program Director or the CSD Internship Coordinator to complete a plan of study for this additional track. A minimum QPA of 3.00 is also required. All coursework in education must be approved by the Education Department chair and is subject to change based on PA Department of Education requirements.

Coursework and Field-Based Experience

Requirements

PSYC 514	Human Development	3
EDUC 523	Seminar: Psychology of Education	3
EDUC 502	Multidisciplinary Foundations of Education	3
EDUC 561	Methods Materials and Assessment in ESL/Teaching Esl	3
EDUC 597	CSD Student Teaching Clinical Internshp	12

Administrative Organizations

Trustees and Officers

Board of Trustees

Lisa Lori, Esquire, Chair of the Board
Mary Ann Conaboy Abrahamsen, Esquire
Sister Mary Ann Cody, IHM
Susan Cognetti
Sister Nancy DeCesare, IHM, Ph.D.
Pia Ferrario
Clayton S. Fitzhugh
Mary Lawler Murphy Fox, Ph.D.
Dr. Patrick J. Fricchione
James G. Gavin, M.S.W.
Maria C. Gogal
Bernadette Gray-Little, Ph.D.
Ann R. Henry, Ph.D.
Frank Kelleher
Reverend John M. Lopera
John Lawless
Sister Andrea J. Lee, IHM
Alejandra Marroquin
Mary Ellen McDonough, C.P.S.
Mary Kay Rotert
Daniel J. Santaniello
Paula Shields
Robert Tamburro

Trustees Emeriti

Michael Insalaco
Virginia Collins Shields

Ex-Officio Trustees

Sister Ellen Maroney, IHM
President of the Members of the Marywood University Corporation

Sister Mary Persico, IHM, Ed.D.
12th President of Marywood University

Executive Officers

Sister Mary Persico, IHM, Ed.D.,
President of the University

Susan C. Turell, Ph.D.,
Provost

Tammy J. McHale,

Vice President for Business Affairs and Treasurer

Renée Zehel, Ph.D.,
Vice President for University Advancement

Ann Boland Chase,
Vice President for Enrollment Services and Student Success

Mary Theresa G. Paterson, J.D.,
Secretary of the University and General Counsel

Administrative Officers

Frances M. Zauhar, Ph.D.,
Dean, College of Arts and Sciences

Lori E. Swanchak, Ph.D., PA-C
Interim Dean, College of Health and Human Services

Jim Sullivan, M.ARCH., RA, AIA
Dean, College of Professional Studies

Additional Administrators

Meghan C. Cruciani, M.S.
Assistant Vice President for Student Success

Leslie Christianson, M.L.I.S.
Assistant Provost

Ross Novak, M.A.
Dean of Students

Wendy Yankelitis, M.B.A., C.M.F.C.*
Assistant Vice President for Buildings and Grounds

Faculty

Belal Abboushi (2018)

Assistant Professor of Architecture (2018).
B.A.E., Al-Albayt University; M.Arch., University of Arizona; Ph.D., University of Oregon.

Dhanapati Adhikari (2011)

Associate Professor of Mathematics.
B.S., M.S., Tribhuvan University, Nepal; M.S., Ph.D., Oklahoma State University.

Steven Alexander (1993)

Professor of Art (2013).
B.A., Austin College; M.F.A., Columbia University; C.M.F.C.*

Lisa Antoniaci (2007)

Associate Professor of Biology (2012).
Program Director in Biotechnology.
B.S., M.S., University of Scranton; Ph.D., Lehigh University.

Patricia S. Arter (2005)

Director of SOAR (Students On-Campus Achieving Results) (2007) and Professor of Education.
B.S., Towson State University; M.S., Ed.D., Johns Hopkins University.

Amanda Avery (2012)

Assessment and Digital Projects Librarian.
B.A., University of Pittsburgh; M.L.S., Syracuse University.

Jennifer S. Barna (2009)

Associate Professor of Counseling (2009).
B.S., Kutztown University; M.Ed., James Madison University; Ph.D., Virginia Polytechnic Institute; National Certified Counselor, Approved Clinical Supervisor.

Helen Battisti, (2013)

Assistant Professor of Nutrition and Dietetics (2013).
B.S., State University of New York at Binghamton; M.S., Ph.D., Marywood University; R.D.N., C.D.N.

Richard Joseph Behun (2014)

Associate Professor of Counseling (2018).
B.A., California University of Pennsylvania; M.S.L., The University of Pittsburgh School of Law; M.S.Ed., Duquesne University; Licensed Professional Counselor (Pennsylvania), National Certified Counselor, Approved Clinical Supervisor.

Amanda Bennett (2015)

Clinical Instructor of Communication Sciences and Disorders (2015).
B.A., West Chester University; M.S., Marywood University; Certificate of Clinical Competence in Speech-Language Pathology, American Speech-Language-Hearing Association.

Phyllis N. Black (1988)

Professor of Social Work (1994).
B.A., M.S.W., McGill University; Ph.D., Catholic University of America; C.M.F.C.*

Stanley Blondek, D.P.M., M.D.

Medical Director Marywood University Physician Assistant Program (2008).
B.S., Rutgers University; D.P.M., Illinois College of Podiatric Medicine; M.D., Spartan Health Science University; Physicians Health Alliance.

Jessica Rae Bodzio (2010)

Clinical Assistant Professor; DPD Program Director in Nutrition and Dietetics (2011).
M.S. Marywood University.

Marie S. Bonavoglia (2008)

Clinical Assistant Professor, Clinical Coordinator Physician Assistant Program (2008).
B.S., University of Scranton; M.S., Marywood University; Ph.D., Marywood University

Christopher W. Brey (2010)

Associate Professor of Biology (2015)
B.S., University of Wisconsin-Milwaukee; M.S., South Dakota State University, Ph.D., Montana State University.

Steven Brower (1995)

Associate Professor of Art (2016).
B.A. California State University, Fullerton; M.F.A. National University.

Tammy B. H. Brown (2008)

Director of Reading Program and Associate Professor of Education.
B.S., M.S., Marywood University; Ph.D., Rutgers University.

Stephen C. Burke (1990)

Director of the School of Social Work and Professor of Social Work (2005).
B.A., M.S.W.; Ph.D., University of Minnesota; C.M.F.C.*

Sister Gail Cabral (1968)

Professor of Psychology and Counseling (1991) and Administrative Studies in Gerontology.
A.B., M.S., Marywood University; Ph.D., Catholic University of America; Certified School Psychologist; Licensed Psychologist; C.M.F.C.*

Miguel Calvo-Salve (2013)

Associate Professor of Architecture (2018).
M.Arch, Escuela Técnica de Arquitectura de Madrid.

C. Estelle Campenni (1994)

Associate Professor of Psychology and Counseling (2000).
B.A., Pennsylvania State University; M.A., Ph.D., Adelphi University; C.M.F.C.*

Brooke J. Cannon (1996)

Professor of Psychology (2000).
B.A., M.S., University of Scranton; M.A., Ph.D., Binghamton University; APA-Approved Internship in Clinical Psychology, West Los Angeles VA Medical Center; Post-Doctoral Fellowship in Clinical Neuropsychology, Norwalk Hospital, Licensed

Psychologist.

Jeffrey Clutter (2017)

Instructor of Criminal Justice (2017).
B.A., Xavier University; M.A., University of Cincinnati;
A.B.D., University of Cincinnati.

Arthur B. Comstock (2000)

Executive Director, School of Business and Global
Innovation and Associate Professor of Finance (2005).
B.S., Ph.D., Lehigh University.

Dennis Corrigan (1990)

Assistant Professor of Art (2000).
B.F.A., Philadelphia College of Art; M.F.A., Tyler School
of Art, Temple University; C.M.F.C.*

Edward J. Crawley (1999)

Chair of Department of Psychology and Counseling and
Associate Professor of Psychology and Counseling (1999).
B.A., M.A., State University of New York at Albany;
Ph.D., Binghamton University.

Randolph Damico (2017)

Assistant Professor of Architecture and Interior
Architecture (2017).
B. Arch., University of Louisiana; M. Arch., Harvard
University.

Abigail P. Davis (2014)

Academic Director/Clinical Assistant Professor, Physician
Assistant Program (2014).
B.S., Marywood University; M.S., Marywood University.
Certified Physician Assistant.

Alexander Dawoody (2009)

Director, Master of Public Administration Program and
Associate Professor of Public Policy Administration.
B.A., Human Service Management, University of
Massachusetts (Boston); B.A. Philosophy, University of
Massachusetts (Boston); M.Ed., Cambridge College;
M.P.A., Suffolk University; M.H.A., Suffolk University;
M.A., Philosophy, Western Michigan University; Ph.D.,
Western Michigan University.

Diane M. DellaValle (2015)

Associate Professor of Nutrition and Dietetics (2015)
B.S., Marywood University; M.S., The Pennsylvania State
University; Ph.D., Cornell University; Registered Dietitian
Nutritionist.

Lea M. Dougherty (2011)

Lecturer of Social Work (2011).
B.S.W., M.S.W., Marywood University.

U. Rex Dumdum, Jr. (2001)

Associate Professor of Leadership and Information
Systems (2001).
B.S.C.E., University of Mindanao, Philippines; M.E.,
Asian Institute of Technology, Thailand; M.S., Advanced
Technology/Information Systems; M.B.A., Ph.D., State
University of New York-Binghamton; C.M.F.C.*

James Eckler (2010)

Director, School of Architecture and Associate Professor
of Architecture (2015).
M.Arch., University of Florida

Annette M. Fisher

Associate Professor and Information Literacy Librarian.
B.A., Marywood University; M.L.S., Kutztown University;
M.P.A., Marywood University; further graduate study,
Clarion University; C.M.F.C.*

Jessica Frawley (2016)

Clinical Coordinator/Clinical Assistant Professor.
B.S., MPAS, Kings College; Certified Physician Assistant

James J. Frutchey (2007)

Associate Professor (2013).
University Archivist and Monograph Acquisitions
Librarian. B.A., Albright College; M.A., University of
Scranton; M.A., Indiana University of PA; M.S.L.S.,
Clarion University.

Christine Fryer (2004)

Chair and Clinical Associate Professor of Education.
B.S., Marywood University; M.S., Wilkes University;
Ed.D., Indiana University of Pennsylvania.

Gabriel Fuentes (2013)

Assistant Professor of Architecture (2014).
B.A., M.Arch., Florida International University; M.S.,
Columbia University.

Stephen Garrison (2002)

Assistant Professor of Interior Architecture (2017).
M.F.A., Savannah College of Art and Design.

Deanne Dulik Garver (2010)

Chair of Science, Mathematics, and Computer Science
Department and Associate Professor of Chemistry (2017).
B.A., College of Notre Dame, Maryland; Ph.D., Virginia
Commonwealth University.

Zhong Geng

Associate Professor/Electronic Resources and Systems
Librarian.
B.S., Shanghai Maritime Institute; M.I.L.S., University of
Tennessee-Knoxville; C.M.F.C.*

Christina C. Gigler (2007)

Clinical Instructor of Social Work.
B.A., Shippensburg University; M.S.W., University of Maryland at Baltimore.

Mary Lynn Grayeski (2015)

Assistant Professor of Chemistry (2015).
B.S., King's College; Ph.D., University of New Hampshire.

Mona R. Griffer (1997)

Associate Professor of Communication Sciences and Disorders (2002).
B.S., M.S., Brooklyn College, CUNY; Ed.D., Nova Southeastern University; Certificate of Clinical Competence in Speech-Language Pathology and Board Recognized Child Language Specialist, American Speech-Language-Hearing Association.

Deborah Hokien (1997)

Professor of Chemistry (2012).
B.S., University of Scranton; Ph.D., Lehigh University; Visiting Associate Professor, University of California, Davis.

B. Lynn Hutchings (2011)

Associate Professor of Social Work (2011).
M.Arch., New Jersey Technology College of Architecture and Design; M.F.A., Rutgers University Mason Gross School of the Arts; Ph.D., Rutgers University.

Christa Irwin (2015)

Assistant Professor of Art History (2015).
B.A., Temple University; M.A., Williams College; Ph.D., Graduate Center, City of New York.

Thomas Jackson (1990)

Associate Professor of Political Science (1990).
B.A., St. Joseph's University; J.D., Ph.D., Temple University; C.M.F.C.*

Bradley Janey (1999)

Professor of Psychology and Counseling (1999).
B.M., Coe College; M.A., Adams State College; Ph.D., Kansas State University, National Certified Counselor, Licensed Professional Counselor (Pennsylvania).

Phil Jenkins (2007)

Associate Professor of Philosophy (2011).
B.A., University of Texas, Ph.D. Temple University.

Sue Jenkins (2012)

Assistant Professor of Visual Art (2017).
B.A., San Francisco State University; M.F.A., Marywood University.

Craig M. Johnson

Professor of Mathematics.
B.S., University of Illinois; M.S., Ph.D., Purdue University.

Renee S. Jourdanais (2000)

Clinical Instructor of Communication Sciences and Disorders (2013); Clinic Director (2013).
B.S., Marywood University; M.S., Nazareth College; Certificate of Clinical Competence in Speech-Language Pathology, American Speech-Language-Hearing Association.

Diane Keller (1999)

Associate Professor of Social Work (2003).
B.S.N., Wilkes University; M.S., University of Scranton; M.S.W., Marywood University; Ph.D., Syracuse University.

Michael C. Kiel (2004)

Associate Professor of Biology (2004).
B.S., Towson State University; Ph.D., University of Toronto.

Sister Angela Kim, IHM (2010)

Associate Professor of Social Work (2015).
B.S.W., Marywood University; M.S.W., Ph.D., Catholic University of America.

Hwanyong (John) Kim (2017)

Assistant Professor of Management (2017).
B.B.A., Choong-Ang University, Seoul, Korea; M.B.A., Long Island University; Ph.D., University of Nebraska-Lincoln.

Marla Kovatch (2013)

Clinical Instructor of Communication Sciences and Disorders (2013).
B.S., Marywood University; M.A., University of Maine; Certificate of Clinical Competence in Speech-Language Pathology, American Speech-Language-Hearing Association.

Monica Law (2013)

Assistant Professor of Management and Marketing (2013).
B.S., M.E., University of Nevada; Ph.D., Pennsylvania State University.

Doug Lawrence (2001)

Associate Professor of Communication Arts (2001).
B.A., Antioch University; M.A., Marywood University; Ph.D., Union Institute.

Hannarae Lee (2017)

Assistant Professor of Criminal Justice (2017).

B.A., M.A., Indiana University of Pennsylvania; Ph.D., Indiana University, Bloomington.

Alan M. Levine (1978)

Chair of Nutrition, Athletic Training, and Exercise Science Department and Professor of Nutrition and Dietetics (1993).

B.A., Hofstra University; M.A., Ph.D., New York University; Registered Dietitian; C.M.F.C.*

Lloyd L. Lyter (1995)

Professor of Social Work (2003).

B.A., East Stroudsburg State College; M.P.A., Temple University; M.S.W., Marywood University; Ph.D., Rutgers University; C.M.F.C.*

Maria MacDonald (2002)

Director of Interior Architecture Program and Clinical Assistant Professor of Interior Architecture (2006).
B.F.A., B.I.A., Rhode Island School of Design; M.A., Marywood University.

George Marcinek (1986)

Assistant Professor of Accounting (1986).
B.S., M.B.A., University of Scranton; C.P.A.; C.M.F.C.*

Mary Margaret Mazzaccaro (2001)

Clinical Instructor of Communication Sciences and Disorders (2013); Internship Coordinator (2015).
B.S., Marywood University; M.S., Florida State University; Certificate of Clinical Competence in Speech-Language-Pathology, American Speech-Language-Hearing Association.

Scott McAllister (2004)

Lecturer in Administrative Studies (2004).
B.A., Temple; M.P.A., Ph.D., Marywood University.

Alice Elaine McDonnell (1980)

Professor of Health Services Administration (1991).
B.S., Columbia University; M.P.A., Marywood College; Dr. P.H., Columbia University; C.M.F.C.*

Maggie McManus (2013)

Assistant Professor of Architecture (2013).
B.S., University of Virginia; M.Arch., University of Pennsylvania.

Christine Medley (2003)

Associate Professor of Art (2017).
Bachelor of Journalism, University of Nebraska-Lincoln, 1985; M.F.A. Printmaking, University of Maryland, College Park, 1995.

John Meza (1998)

Associate Professor of Art (1998).
B.F.A., Kutztown University; M.F.A., University of Oregon; M.F.A., Memphis State University; C.M.F.C.*

Hong Miao

Associate Professor and Research and Instruction Librarian.
B.A., Tianjin Normal University; M.A., University of Arkansas; M.I.L.S., State University of New York at Albany.

Stephanie Minkoff (2016)

Dietetic Internship Program Director (2016).
B.S., M.H.S.A., Marywood University; Registered Dietitian-Nutritionist.

Nikki Moser (2016)

Assistant Professor of Art, Area Coordinator – 3D Studies.
B.F.A., Cooper Union; M.F.A., Studio Art from Maryland Institute College of Art.

Janet L. Muse-Burke (2005)

Associate Professor of Psychology and Counseling (2011).
B.A., M.Ed., Ph.D., Lehigh University; Licensed Professional Counselor (Pennsylvania).

Andrea M. Novak (2000)

Clinical Assistant Professor of Communication Sciences and Disorders (2013); Chair, Graduate Program Director (2011).
B.S., Marywood University; M.A., Edinboro University; Certificate of Clinical Competence in Speech-Language Pathology, American Speech-Language-Hearing Association.

Edward J. O'Brien (1983)

Professor of Psychology (1992).
B.A., University of Kansas; M.S., Ph.D., University of Massachusetts; A.P.A. Approved Residency in Clinical Psychology, University of Texas Health Science Center at San Antonio; Licensed Psychologist; Licensed Professional Counselor; C.M.F.C.*

Kate O'Connor (2011)

Associate Professor of Architecture (2016).
B.Arch, The Catholic University of America; M.Arch, Tulane University.

Samuel Olfano (1995)

Assistant Professor of Art (1995).
B.A., State University of New York-Geneseo; M.F.A., University of Cincinnati; C.M.F.C.*

Kerimcan Ozcan (2014)

Assistant Professor of Marketing (2014).

B.S., Bogazici University; M.S., Georgia Institute of Technology; M.A., Ph.D., University of Michigan.

Amy Paciej-Woodruff (2017)

Assistant Professor of Higher Education Administration (2017).

B.A., Lock Haven University; M.S., University of Rochester; Ph.D., Marywood University.

David Palmiter (1998)

Professor of Psychology and Counseling (1998).

B.S., University of Scranton; Ph.D., George Washington University; Diplomat in Clinical Psychology, American Board of Professional Psychology; C.M.F.C.*

Pamela Parsons (1990)

Chairperson, Department of Art and Associate Professor of Art (2001).

B.F.A., Boston University; M.F.A., Indiana University; C.M.F.C.*

Collier B. Parker (2009)

Professor of Art

B.F.A., Delta State University; M.F.A., Dominican University.

Tracie L. Pasold

Associate Professor of Psychology and Counseling (2012). Ph.D., University of Toledo.

Emily Pellicano (2016)

Assistant Professor of Architecture and Interior Architecture (2016).

B.F.A., M.Arch., Syracuse University.

Brian J. Piatak (2003)

Assistant Professor of Biology.

B.S., University of Pittsburgh; D.C., New York Chiropractic College.

Monica Pierri-Galvao (2009)

Associate Professor of Physics (2009).

B.S., M.S., Universidade Federal do Rio de Janeiro, Brazil; M.S., Syracuse University; Ph.D., Pennsylvania State University.

Joseph A. Polizzi (2007)

Associate Professor of Education.

Ph.D., Pennsylvania State University. M.S., Hofstra University; B.A., LeMoyne College.

Vijayachandra Angalli Ramachandra (2005)

Associate Professor of Communication Sciences and Disorders (2010).

B.S., Bangalore University, India; M.S., Rajiv Gandhi

University of Health Sciences, India; Ph.D., Bowling Green State University.

Steven Reggie (2012)

Clinical Assistant Professor of Biology (2012).

D.C., Parker University.

Karen Rich (2007)

Associate Professor of Social Work (2007).

B.A., SUNY New Paltz; M.S.W., Wurzwiler; Ph.D., SUNY Albany.

Sister Frances Russell, IHM

Associate Professor of Education.

A.B., Marywood University; M.Ed., Temple University; Reading Specialist Certification, Temple University; Ph.D., The Pennsylvania State University; C.M.F.C.*

Justine Samanas (2013)

Clinical Director, Physician Assistant Program; Assistant Clinical Professor.

B.S., M.S.P.A.S., King's College

Matthew Schaffer (2017)

Clinical Assistant Professor of Psychology and Counseling, Director of the Psychological Service Center.

B.A., Shippensburg University; M.S., Chestnut Hill College; Psy.D., Immaculata University.

Patrick M. Seffrin (2009)

Associate Professor of Sociology (2015).

B.A., M.A., Ph.D., Bowling Green State University.

Paul Sevensky (1988)

Assistant Professor of Communication Arts (2013).

B.A., Point Park College; M.A., Marywood University.

Jayashree Shamanna (2009)

Pro Rata Instructor in Architecture (2012).

B.Arch, BMS College of Engineering; MSc., Texas A&M University.

Robert S. Shaw (2009)

Clinical Associate Professor of Psychology and Counseling (2009). Director of the Counseling/Student Development Center (2009).

B.A., M.A., Abilene Christian University; M.A., Marywood University; Psy.D., Immaculata University; Diplomat in Clinical Psychology, American Board of Professional Psychology.

Sunny Sinha (2012)

Associate Professor of Social Work (2012).

B.A., L.D. Arts College, Ahmedabad, India; M.S.W., Tata Institute of Social Sciences, Mumbai, India; Ph.D.,

University of South Carolina.

M. Michelle Sitko

Head, Continuing E-Resources Management Librarian. A.A., Keystone College; B.A., The Pennsylvania State University; M.L.S., Indiana University; further graduate study, The Pennsylvania State University, Warsaw University, Jagiellonian University; C.M.F.C.*

Sheri Skrutski (1994)

Clinical Instructor of Communication Sciences and Disorders (2013). B.S., Marywood University; M.S., Bloomsburg University; Au.D., University of Florida; Certificate of Clinical Competence in Audiology, American Speech-Language-Hearing Association; C.M.F.C.*

Chris Speicher (2007)

Associate Professor of Entrepreneurship (2012). B.A., Temple University; M.B.A., Marywood University; Ph.D., Temple University.

Jim Sullivan (2015)

Dean, College of Professional Studies (2015). B.Envd., Miami University of Ohio; M.ARCH., University of Pennsylvania.

Lori E. Swanchak (2002)

Interim Dean, College of Health and Human Services (2018) and Clinical Associate Professor (2009). B.S., Marywood University; M.S., University of Nebraska; Ph.D., Marywood University.

Kielty Turner

Associate Professor of Social Work. B.S., Fordham University; M.A., Marist College; M.S.W., Adelphi University; D.S.W., University of Pennsylvania; Licensed Clinical Social Worker.

Amy Washo (2017)

Instructor of Accounting and Management (2017). B.S., King's College; M.B.A., Wilkes University.

Kathleen O. Whitney (2017)

Clinical Instructor. B.S., Penn State University; M.S., Marywood University; Certified Physician Assistant.

Stephanie Wise (2007)

Clinical Assistant Professor of Art (2007). M.A., New York University Graduate Art Therapy Program, 2001; B.F.A., The Cooper Union, NY 1976; Licensed NY State Creative Arts Therapist #000028, 2005; ATR-BC (Registered Art Therapist, 2004, Board Certified, 2005).

Bruce A. Wisenburn (2009)

Associate Professor of Communication Sciences and Disorders (2014). B.S., University of Massachusetts (Amherst); M.A., University of Iowa; M.S., Boston University; Ph.D., University at Buffalo; Certificate of Clinical Competence in Speech Language Pathology, American Speech-Language-Hearing Association.

Lindsey L. Wotanis (2010)

Associate Professor of Communication Arts and Broadcast Journalism Program Director (2015). B.A., Wilkes University; M.A. Carnegie Mellon University; Ph.D. University of Maryland.

Shelby W. Yeager

Clinical Assistant Professor; Athletic Training Education Program Clinical Coordinator (2004). B.S., Temple University; M.Ed., East Stroudsburg University (1994).

Faculty Emeriti

Dr. John W. Barrett

Professor Emeritus of Social Science. B.A. King's College; M.A. University of Detroit; Further graduate study, The University of Scranton, University of Pennsylvania, The Maxwell School of Citizenship and Public Affairs of Syracuse University, Lehigh University; Ph.D., Georgetown University; C.M.F.C.*

Dr. Walter Broughton

Associate Professor Emeritus of Sociology. A.B., Colgate University; M.A., Ph.D., Cornell University; C.M.F.C.*

Dr. Charles DeCelles

Professor Emeritus of Religious Studies. B.A., University of Windsor; M.A., Marquette University; M.A., Temple University; Ph.D., Fordham University; C.M.F.C.*

Dr. Michael Foley

Professor Emeritus of Philosophy. B.A., Eastern Illinois University; M.A., Ph.D., Southern Illinois University; M.P.A., New York University; Post-doctoral study, University of Wisconsin, University of Virginia; C.M.F.C.*

Sister Margaret Gannon IHM, Ph.D.

Professor Emerita of History. A.B., Marywood University; M.A., Ph.D., St. John's University; further graduate study, Yale University, University of Minnesota; C.M.F.C.*

Mr. Robert Griffith

Professor Emeritus of Visual Arts.
B.F.A., Tyler School of Art; M.F.A., Southern Illinois University; C.M.F.C.*

Sister Cor Immaculatum Heffernan, IHM

Professor Emeritus of Art.
A.B., M.S., Marywood University; M.A., University of Notre Dame; M.F.A., Syracuse University; Further study, Parson's School of Design; C.M.F.C.*

Mr. Peter T. Hoffer

Professor Emeritus of Art.
A.B., George Washington University; M.F.A., Cranbrook Academy of Art; further study, Rochester Institute of Technology; C.M.F.C.*

Dr. Gale A. Jaeger

Professor Emerita of Business.
B.S., State University of New York; M.A., Adelphi University; further graduate study, New York University; Ed.D., Temple University; C.M.F.C.*

Dr. John Lemoncelli

Professor Emeritus of Psychology and Counseling.
B.S., M.S., University of Scranton; Ed.D., Temple University; National and Pennsylvania Certified Counselor; Licensed Psychologist; C.M.F.C.*

Dr. Francis X. Lobo

Professor Emeritus of Biological Studies.
B.S., M.S., University of Bombay; Ph.D., Institution Divi Thomae (St. Thomas Institute-Research Centers Directory); Registered Microbiologist; Specialist Microbiologist in Public Health and Medical Laboratory Microbiology (American Academy of Microbiology); Resident Research Associate, Argonne National Laboratory; C.M.F.C.*

Dr. Kathleen Purcell Munley

Professor Emeritus of History.
B.A., Marywood University; M.A., University of Pennsylvania; Further graduate study, University of Pennsylvania, State University of New York, The University of Scranton; Ph.D., Lehigh University; C.M.F.C.*

Dr. Donald G. Myers

Professor Emeritus of Psychology.
B.S., The University of Scranton; M.A., University of Detroit; Ed.D., Lehigh University; Further graduate study, Cornell University; C.M.F.C.*

Sister Anitra Nemetko, IHM**

Professor Emeritus of Biology.

A.B., Marywood University; M.S., Villanova University; further graduate study, University of Scranton, Wilkes College, University of Vermont Medical School; Ph.D., University of Pittsburgh; C.M.F.C.*

Sister Mary Salvaterra, CSJ

Professor Emeritus of Education.
B.A., M.A., College of St. Rose; Ph.D., Syracuse University; Further study, Sophia University, Tokyo; C.M.F.C.*

*Cor Mariae Pro Fide et Cultura

**Deceased

Marywood University Compliance Statement

Marywood University, Scranton, Pennsylvania, prepares students to have a positive impact on society at regional and global levels while providing each student with the foundation for success in an interdependent world. Marywood University is an independent, comprehensive, Catholic institution of more than 3,000 students, committed to the integration of liberal arts and professional studies in the context of ethical and religious values. Founded by the Congregation of the Sisters, Servants of the Immaculate Heart of Mary in 1915, Marywood offers a wide variety of bachelor's, master's, and doctoral degree programs, as well as continuing education programs, designed to place men and women of all backgrounds and ages at the forefront of service, knowledge, and technology.

Marywood University, in accordance with applicable provisions of federal law, does not discriminate on grounds of race, color, national origin, sex, age, or disability in the administration of any of its educational programs or activities, including admission, or with respect to employment. Inquiries should be directed to Coordinator for Act 504 and Title IX, Marywood University, Scranton, PA 18509-1598.

Courses

ARCH-Architecture

ARCH 550 - Design Studio Ix (b) (6)

The experimental design studio in which students explore new building technologies. Investigates ideas of technology transfer from other fields, such as biomimicry and nanotechnology. High performance building facades and zero-energy buildings will be studied.

ARCH 551 - The Art and Craft of Building II (3)

An examination of how architecture engages natural and physical forces in both its conception and realization. Focusing on an in-depth description and analysis of key works by selected architects, the course explores the various design approaches and design methods architects employ that are specific to the discipline itself, including those dealing with program, site, materials and construction. Includes readings of primary writings by the architects, and drawing/model analyses. Additionally, collaborative study/analysis of selected paradigmatic works will be undertaken as group projects.

ARCH 552 - Digital Media III (3)

Advanced computer applications for analysis, design and presentation.

ARCH 553 - Leed Accreditation II (3)

A highly focused preparation for the Leadership in Energy and Environmental Design (LEED) Exam. Those passing this national exam become LEED Accredited Professionals, an indication of advanced knowledge of Sustainable Design practices in the U.S. Additionally, in-depth studies of major "Gold" and "Platinum" LEED-Certified buildings are pursued.

ARCH 560 - Design Studio X (6)

The capstone project for the professional degree. Students pursue an architectural design topic of their interest,

construct a professional/theoretical position, and test this position through their project. Prerequisite: ARCH 450 Normally offered in Spring semester only.

Prerequisite: take arch 450.

ARCH 562 - Professional Practice?Practicum (3)

The basic principles and legal aspects of practice organization, financial management, business planning, time and product management, risk mitigation, and mediation and arbitration. Discusses current and future trends affecting the nature of practice, including globalization, outsourcing, project delivery methods, expanded practices settings, delivery, etc. Normally offered in Spring semester only.

ARCH 595 - Thesis Research (3)

Examines research methods to assist in the formulation of the thesis undertaken in the final design project (ARCH 610). Case studies, investigations of professional literature, and readings from primary sources serve as primary research instruments. Normally offered Summer session only.

ARCH 599 - Independent Study (3)

Designed for the individual student's interests under faculty direction. Course descriptions for the graduate courses in Architecture maybe found in the respective program sections of the graduate catalog.

ARCH 599P - ST: Observational Analysis (3)

Observational Analysis will look at how we analyze architecture through strategies of delineation and observational questioning. Alternating between in class lectures/exercises and on site field sketches, students will be subjected to a diverse range of analytical explorations. This class is essential for those who are looking to travel abroad in the coming semesters and want to practice field observations. Cross listed with ARCH 399P.

ARCH 599R - ST: Exercises in Design Fabrication (3)

This course is an introduction to digital fabrication techniques with a primary focus on 3D printing and CNC milling. Over the course of the semester, students will be working to develop a sensibility for the appropriate employment of the software and hardware associated with digital means of production. This course is open to third year students and up. There is no prerequisite. Cross listed with ARCH 399R.

ARCH 599S - ST: Sustainable Cities: Bldg, Dwlg, Thk (3)

This course will provide an introduction to concepts of sustainability and ecological design as they apply to cities, and our roles as architects, planners, and designers in the continued expansion and development of the urban environment. Our three primary foci will include: reviewing the historical precedents behind current critical urban theories; identifying the environmental challenges faced by urban planners and developers today; and exploring the emerging effects that today's common practices and evolving strategies may have on the city of tomorrow.

ARCH 599T - St: Ex in Digital Fabrication?ST: Ex in Digital Fabrication (3)

This course is an introduction to digital fabrication techniques with a primary focus on 3D printing and CNC milling. Over the course of the semester, students will be working to develop a sensibility for the appropriate employment of the software and hardware associated with digital means of production. This course is open to third year students and up. There is no prerequisite.

ARCH 599U - ST: Architecture and the Human Context (3)

"This course will introduce the context of human scale and interactions with the design of spaces and objects. The issues of anthropomorphics (the study of the measurements and proportions of the human body), ergonomics (the application of anthropometric data to design and the study of people's efficiency in their working environment), and proxemics (study of our use of space through cultural/psychological factors) will be explored via discussions, papers and construction. During the semester the student will gather facts about the interaction of the environment and a user's culture, gender, stage of life cycle, and physical characteristics. These ideas will be

implemented in the design and construction of an architectural element/object/space. Cross listed with ARCH 399U."

ARCH 599V - ST: Architectural Pedagogy (3)

In the broadest sense, pedagogy refers to methodologies for teaching. This class will focus specifically on an introduction of divergent strategies, ideologies, and philosophies in architectural education. The objectives of this class exist in three parts. First, students will develop an awareness of historical pedagogical models in architecture ranging from the Beaux-Arts to the Contemporary. Second, they will examine several current, commonly practiced pedagogical models. Third, they will explore specific strategies for delivering design content, and analyze the successes and failures of each. Additionally, this class provides the graduate student an opportunity to develop a more individualized pedagogical position, learn varying roles of an academic, and develop a teaching portfolio through closely supervised interactions with students.

ARCH 599W - Details in Architecture (3)

The course objective is to provide students the understanding of the meaning of the detail in architecture and interior architecture. The detail is not an ornament, is the small-scale architectural design, requiring a technical knowledge and cannot be isolated from the totality of a building. The course will be structured with lectures about the design of details of several architects, and at the same time the students will have the opportunity to develop and design some specific detail of projects designed for them in previous semesters.

ARCH 610 - Design Thesis (6)

The terminal project in which students will be required to formulate a well-reasoned, clearly articulated position on an architectural, urban design or technical issue based on the research pursued in ARCH 595. After developing an overall design strategy, each student is expected to thoroughly test their position through in-depth investigation and project synthesis in the design studio. Normally offered Fall semester only.

ARCH 615 - Environmental Law (3)

An overview of the field of environmental law and major

related statutes. Explores particular categories, issues, and concerns that affect society and government. Examples of governmental mandates regarding energy-conscious design approaches will be discussed.

ARCH 620 - Thesis Documentation (3)

After the student's final thesis presentation to the school, each thesis project is assembled in the form of a book fully describing and illustrating the project research, the thesis underpinning the project, the design process and methodology, and the final design (the project synthesis). At the conclusion of the documentation, the book is presented to the school's Thesis Library, where it becomes part of an expanding repository of research for all students. Normally offered Spring semester only.

ARCH 621 - Design Thesis II (6)

The terminal project in which students will be required to formulate a well-reasoned, clearly articulated position on an architectural, urban design, or technical issue based on the research pursued in ARCH 595. After developing an overall design strategy, each student is expected to thoroughly test his/her position through in-depth investigation and project synthesis in the design studio. This course is a continuation of content explored and developed in ARCH 610.

ARCH 622 - Studies in Urbanization (3)

Examines the worldwide process of urbanization and critically analyzes its impact on human beings and their institutions.

ARCH 625 - Environmental Management and Policy (3)

This seminar and workshop will be an exploration of the role environmental policies play in determining land use and defining our built environment at Federal, State, and Local levels. We will focus on ways in which environmental management can be used to develop sustainable, resilient, equitable, and just cities, towns, and suburbs. Students will conduct spatial, environmental, financial, and legal field research looking specifically at the City of Scranton and, utilizing strategies of Sustainable Economic Development, Green Urban Infrastructures, and Smart Growth, will prepare a report recommending a series

of environmental policies and land use management strategies including a master plan for the region that address the phenomenon of the shrinking American City. This course is open to graduate and undergraduate students in the Architecture, Business, Environmental Studies, Public Health, and Science Programs.

ART-Art

ART 500 - History of Graphic Design (2)

A survey course of the little known and great graphic artists of America and their style and impact on the American public.

ART 500W - History of Graphic Design (2)

A survey course of the little known and great graphic artists of America and their style and impact on the American public. Normally offered in Summer session only.

ART 501 - Medieval Art History (3)

A survey of the art and architecture of Western Europe and Byzantium from the fourth to the fourteenth centuries. Focuses primarily on ecclesiastical art, examining its historical, liturgical and aesthetic traditions to gain an understanding of the medieval age and its legacy.

ART 502 - History of Photography (3)

A critical evaluation of the development of photography. Study of photographers, techniques and aesthetics. Normally offered in Fall semester only.

ART 504 - History of Printmaking and Graphics (3)

A survey of the historical development of printmaking-its media, techniques, and masters.

ART 507 - Contemporary Art (3)

A review of the major movements since World War II and an emphasis on post modernism from the sixties to the present. Normally offered in Fall semester only.

ART 507W - Contemporary Art History (3)

A review of the major movements since World War II and an emphasis on post modernism from the sixties to the present. *507W is restricted to students in the MFA Program for Working Professionals. Normally offered in Fall semester only.

ART 509 - History of American Illustration (3)

A survey course of the little known and great illustrative artists of America and their style and impact on the American public, from early years to the present. Normally offered in Fall semester only.

ART 509W - History of American Illustration (2)

A survey course of the little known and great illustrative artists of America and their style and impact on the American public, from early years to the present. 509W is specifically designed for the illustrator. Normally offered in Summer session only.

ART 511 - Photography for the Art Educator (3)

Analysis of photographic principles and theory and development of a study of the photographic field as a vehicle for learning. Each student will master basic photographic skills.

ART 512 - Advanced Advertising and Illustrative?Photography (3)

Lecture and laboratory leading to a body of specialized work representative of the artist in the production of photographs for advertising and magazine illustration.

ART 513 - Advanced Color Photography (3)

The course investigates the expanded potential of color in image processing and advancements in color printing. Advanced techniques in color management, adjustments, and grading, aesthetics, and communication in color as it relates to the photographic medium.

ART 514 - Contemporary Photography (3)

Study of the accelerating dynamics of contemporary photography in art and media, the personal and professional, and through the exploration of issues raised by other photographers and application of personal discoveries and directions.

ART 515 - Newspaper and Magazine Photography (3)

Comprehensive study of journalistic photography. Similarities and differences will be explored through research and development of distinct bodies of work.

ART 516 - Experimental Photography (3)

Course designed for students who already possess an understanding of the inherent characteristics of the medium and an interest in the use of the vocabulary of imagery processes. Experimentation with silver, non-silver, and/or digital processes. Independent research. Normally offered in Fall semester only.

ART 517 - View-Camera Photography (3)

Exploration of the use of the view camera and capitalizing on its inherent strengths as a tool of photographic expression. Technical instruction includes use and mastery of sheet film, exposure and development related to use of the zone system, and hybrid processes of digitization and file processing. A foundation of wet darkroom printing experience and some knowledge of digital imaging software is required.

ART 518 - Problems in Photography (3)

Advanced work on problems and projects in various areas of photography. Permits the student to concentrate on and to master an area of personal interest. Normally offered in Spring semester only.

ART 519 - Research in Photography (6)

Research course focusing on professional practice and commitment to the field of photography. The advanced student is expected to conduct both technical and creative

research that deals with the student's primary photographic commitment. Normally offered in Fall semester only.

ART 520A - Survey of Printmaking (3)

A course intended as introduction and review. A study of the various media and techniques printmaking involves, including its historical development and current trends in the major areas of lithography, relief, screen process/serigraphy, and intaglio, with studio application in most. Recommended for art educators.

ART 520B - Survey of Printmaking (3)

A course intended as introduction and review. A study of the various media and techniques printmaking involves, including its historical development and current trends in the major areas of lithography, relief, screen process/serigraphy, and intaglio, with studio application in most. Recommended for art educators.

ART 522 - Relief Printmaking (3)

An in-depth study of the relief processes.

ART 524 - Serigraphy (3)

An in-depth study of the fine art of serigraphy and commercial screen process.

Prerequisite: Art 520 or Equivalent Course.

ART 526 - Intaglio (3)

An in-depth study of the intaglio process.

ART 527 - Lithography (3)

An in-depth study of the planographic processes using stone, metal, and paper plates.

ART 530A - Figure Drawing I (3)

Individual and unique interpretations of the human figure, using live models and varying techniques and materials, such as pencil, cont?, pastel, ink, washes, collage, and

paint. Normally offered in Fall semester only.

ART 530B - Figure Drawing II (3)

Individual and unique interpretations of the human figure, using live models and varying techniques and materials, such as pencil, cont?, pastel, ink, washes, collage, and paint. Normally offered in Spring semester only.

ART 531A - Book Illustration (3)

Theory and history of the illustrated children's book; workshop in creating the art for an illustrated book.

ART 531B - Book Illustration (3)

Theory and history of the illustrated children's book; workshop in creating the art for an illustrated book.

ART 532A - Advanced Drawing I (3)

Development of drawing skills, with emphasis on transmission of ideas.

ART 532B - Advanced Drawing II (3)

Development of drawing skills, with emphasis on transmission of ideas.

ART 532C - Advanced Drawing III (3)

Development of drawing skills, with emphasis on transmission of ideas.

ART 539A - Advanced Painting I (3)

Advanced problems in painting, with emphasis on individual creative search and idea development.

ART 539B - Advanced Painting II (3)

Advanced problems in painting, with emphasis on individual creative search and idea development.

ART 539C - Advanced Painting III (3)

Advanced problems in painting, with emphasis on individual creative search and idea development.

ART 539D - Advanced Painting IV (3)

Advanced problems in painting, with emphasis on individual creative search and idea development.

ART 540 - Batik (3)

Study of the ancient art of painting on cloth, using the resist techniques of wax and dyes.

ART 541A - Computer Aided Design I (6)

Use of contemporary technology for creating art. Artists are provided the hands-on opportunity to explore a variety of computer systems. An historical overview and a focus on the current state of the art will be explored. Programming language is not required for this class. Use of Adobe Photoshop in digital photo imaging is the primary content of Art 541C. Programming language is not required for these classes.

ART 541B - Computer Aided Design II (3)

Use of contemporary technology for creating art. Artists are provided the hands-on opportunity to explore a variety of computer systems. An historical overview and a focus on the current state of the art will be explored. Programming language is not required for this class. Use of Adobe Photoshop in digital photo imaging is the primary content of Art 541C. Programming language is not required for these classes.

ART 541C - Computer Aided Design III (3)

Use of contemporary technology for creating art. Artists are provided the hands-on opportunity to explore a variety of computer systems. An historical overview and a focus on the current state of the art will be explored. Programming language is not required for this class. Use of Adobe Photoshop in digital photo imaging is the primary content of Art 541C. Programming language is not

required for these classes.

ART 541G - Alternative Digital Imaging (3)

An advanced course for photographers and artists in other media who are interested in refining their skills with Photoshop and exploring alternatives to simple digital editing and printing. Lens-based image fabrications and advanced retouching form the foundations of the course. Hybrid processes of input and output are explored. This course introduces a means of marrying the newest and oldest of photographic technologies and has applications in collage, printmaking, and mixed media. Prior Photoshop experience required.

ART 543 - Green Piece: Art and Nature in America (3)

In-depth examination of connections between art and natural history in America from the time of the early explorer naturalists to contemporary earth artists. This jointly taught studio and art history course combines fieldwork with historical readings and discussions. (This number registers the student for a studio elective.)

ART 546A - Design Research - Clay (3)

Focuses on an advanced design research problem, individually developed by the student with the approval of the instructor. Special emphasis on the student's major area of interest. A) Clay, C) Painting, D) Photography, E) Fibers, F) Printmaking, H) Sculpture. 546W is specifically designed for illustrators and advertising designers. Normally offered in Spring semester only.

ART 546C - Design Research - Painting (3)

Focuses on an advanced design research problem, individually developed by the student with the approval of the instructor. Special emphasis on the student's major area of interest. A) Clay, C) Painting, D) Photography, E) Fibers, F) Printmaking, H) Sculpture. 546W is specifically designed for illustrators and advertising designers. Normally offered in Spring semester only.

ART 546D - Design Research - Photography (3)

Focuses on an advanced design research problem, individually developed by the student with the approval of

the instructor. Special emphasis on the student's major area of interest. A) Clay, C) Painting, D) Photography, E) Fibers, F) Printmaking, H) Sculpture. 546W is specifically designed for illustrators and advertising designers. Normally offered in Spring semester only.

ART 546E - Design Research - Fibers (3)

Focuses on an advanced design research problem, individually developed by the student with the approval of the instructor. Special emphasis on the student's major area of interest. A) Clay, C) Painting, D) Photography, E) Fibers, F) Printmaking, H) Sculpture. 546W is specifically designed for illustrators and advertising designers.

ART 546F - Design Research - Printmaking (3)

Focuses on an advanced design research problem, individually developed by the student with the approval of the instructor. Special emphasis on the student's major area of interest. A) Clay, C) Painting, D) Photography, E) Fibers, F) Printmaking, H) Sculpture. 546W is specifically designed for illustrators and advertising designers. Normally offered in Spring semester only.

ART 546H - Design Research/Sculpture (3)

Focuses on an advanced design research problem, individually developed by the student with the approval of the instructor. Special emphasis on the student's major area of interest. Normally offered in Spring semester only.

ART 546W - Design Research for Illustrators and Advertising Designers (3)

Focuses on an advanced design research problem, individually developed by the student with the approval of the instructor. Special emphasis on the student's major area of interest. A) Clay, C) Painting, D) Photography, E) Fibers, F) Printmaking, H) Sculpture. 546W is specifically designed for illustrators and advertising designers. Normally offered in Fall semester only.

ART 547A - Jewelry-Metals I (3)

The design and creation of body adornment, hollowware, and objects of art made primarily of metal. Normally offered in Fall semester only.

ART 547B - Jewelry-Metals II (3)

The design and creation of body adornment, hollowware, and objects of art made primarily of metal. Normally offered in Fall semester only.

ART 547C - Jewelry-Metals III (3)

The design and creation of body adornment, hollowware, and objects of art made primarily of metal. Normally offered in Fall semester only.

ART 549 - Aesthetics (3)

A seminar course examining theories both of art and of the aesthetic experience from Plato and Aristotle to contemporary writers on aesthetics. Issues include the nature of art, the nature of the aesthetic experience, creativity and inspiration, art and nature. Normally offered in Fall semester only.

ART 549W - Aesthetics (3)

A lecture series and dialogue exploring the fine arts, music, architecture, film, sculpture, dance, the written and spoken word and their relationship to present day design, advertising, and illustration concerns. Normally offered in Summer session only.

ART 550 - Directed Reading (3)

A program of individually directed reading to provide for the special needs of the student. Conference with members of the department and a written report of the work covered are both required. Taken only with the permission of the chairperson of the Graduate Art Department and prior approval of the dean.

ART 551W - Professional Practices I (0)

These study tours provide ad design and illustration students with exposure to the major centers of applied art in America. During these sessions, students are exposed to the professional practices of masters in the field. Experiences include: visitation of museums, galleries, artists' studios, design agencies, (AIGA, S of I, etc.);

lectures; slide shows; critiques on previous assignments. Normally offered in Fall semester only.

ART 552 - Study Tour in Art (3)

Customized art tours provide the participants with an overview of the major art centers in Europe or the Americas.

ART 552A - Study Tour in Art (europe Or Americas) (3)

Customized art tours provide the participants with an overview of the major art centers in Europe or the Americas.

ART 552W - Professional Practices II (0)

These study tours provide ad design and illustration students with exposure to the major centers of applied art in America. During these sessions, students are exposed to the professional practices of masters in the field. Experiences include: visitation of museums, galleries, artists' studios, design agencies, (AIGA, S of I, etc.); lectures; slide shows; critiques on previous assignments. Normally offered in Spring semester only.

ART 553W - Professional Practices III (0)

These study tours provide ad design and illustration students with exposure to the major centers of applied art in America. During these sessions, students are exposed to the professional practices of masters in the field. Experiences include: visitation of museums, galleries, artists' studios, design agencies, (AIGA, S of I, etc.); lectures; slide shows; critiques on previous assignments. Normally offered in Fall semester only.

ART 554W - Professional Practices IV (0)

These study tours provide ad design and illustration students with exposure to the major centers of applied art in America. During these sessions, students are exposed to the professional practices of masters in the field. Experiences include: visitation of museums, galleries, artists' studios, design agencies, (AIGA, S of I, etc.); lectures; slide shows; critiques on previous assignments. Normally offered in Spring semester only.

ART 555 - Professional Contribution/Research (0)

This Professional Contribution will take the form of a research paper.

ART 555E - Professional Contribution/Exhibit (0)

All MA studio arts candidates are required to participate in a closure exhibition of their graduate work, usually a group exhibition in either the Mahady or Suraci Gallery dependent on availability, timing, and number of requests. An "Intent to Exhibit" form (acquired from the gallery director) must be completed and on file in the Art Gallery office at least 18 months in advance of when the student desires to exhibit. Exhibitions are scheduled each academic year typically in late fall and late spring semesters. The exhibit must be completed during coursework, prior to graduation.

ART 555W - Professional Contribution (0)

This Professional Contribution will involve the student with a creative project involving historical/descriptive research.

ART 557A - Sculpture I (6)

Development of personal creative directions in selected materials and processes which involve students in making a visual statement. Studies in form, concepts, and environment. Normally offered in Spring semester only.

ART 557B - Sculpture II (3)

Development of personal creative directions in selected materials and processes which involve students in making a visual statement. Studies in form, concepts, and environment. Normally offered in Spring semester only.

ART 557C - Sculpture III (3)

Development of personal creative directions in selected materials and processes which involve students in making a visual statement. Studies in form, concepts, and environment. Normally offered in Spring semester only.

ART 557D - Sculpture IV (3)

Development of personal creative directions in selected materials and processes which involve students in making a visual statement. Studies in form, concepts, and environment. Normally offered in Spring semester only.

ART 559 - Three Dimensional Design (3)

Focus on fundamentals of designing works in three-dimensional format. A foundation for students who want to develop a background for continued study in package or product design, crafts, industrial design, or sculpture and t. The theory and practical application of good design.

ART 560A - Creative Problem Solving I (3.5)

Independent exercises done during the fall, winter, and spring months designed to further the participants' knowledge and research resources in areas of their individual interests. (A, B, C, D, E-restricted to students in the M.F.A. Program for Working Professionals; F-restricted to M.A. Interior Architecture students.) Normally offered in Fall semester only.

ART 560B - Creative Problem Solving II (3.5)

Independent exercises done during the fall, winter, and spring months designed to further the participants' knowledge and research resources in areas of their individual interests. (A, B, C, D, E-restricted to students in the M.F.A. Program for Working Professionals; F-restricted to M.A. Interior Architecture students.) Normally offered in Spring semester only.

ART 560C - Creative Problem Solving III (3.5)

Independent exercises done during the fall, winter, and spring months designed to further the participants' knowledge and research resources in areas of their individual interests. (A, B, C, D, E-restricted to students in the M.F.A. Program for Working Professionals; F-restricted to M.A. Interior Architecture students.) Normally offered in Fall semester only.

ART 560D - Creative Problem Solving IV (3.5)

Independent exercises done during the fall, winter, and spring months designed to further the participants' knowledge and research resources in areas of their individual interests. (A, B, C, D, E-restricted to students in the M.F.A. Program for Working Professionals; F-restricted to M.A. Interior Architecture students.) Normally offered in Spring semester only.

ART 560E - Creative Problem Solving V (3)

Independent exercises done during the fall, winter, and spring months designed to further the participants' knowledge and research resources in areas of their individual interests. (A, B, C, D, E-restricted to students in the M.F.A. Program for Working Professionals; F-restricted to M.A. Interior Architecture students.) Normally offered in Fall semester only.

ART 560F - Creative Problem Solving (3)

Independent exercises done during the fall, winter, and spring months designed to further the participants' knowledge and research resources in areas of their individual interests. (A, B, C, D, E-restricted to students in the M.F.A. Program for Working Professionals; F-restricted to M.A. Interior Architecture students.)

ART 563A - Ceramics I (3)

Physical properties of clay and methods of hand construction and/or wheel throwing. The application of clay art and production pottery. 563 A, B specifically appropriate for the art educator.

ART 563B - Ceramics II (3)

Physical properties of clay and methods of hand construction and/or wheel throwing. The application of clay art and production pottery. 563 A, B specifically appropriate for the art educator.

ART 563C - Ceramics III (3)

Physical properties of clay and methods of hand construction and/or wheel throwing. The application of clay art and production pottery. 563 A, B specifically appropriate for the art educator.

ART 563D - Ceramics IV (3)

Physical properties of clay and methods of hand construction and/or wheel throwing. The application of clay art and production pottery. 563 A, B specifically appropriate for the art educator.

ART 564 - Nineteenth Century Art (3)

Critically surveys nineteenth-century art and the roots of modernism within diverse historical, social, and cultural contexts. Normally offered in Spring semester only.

ART 565 - Twentieth Century Art (3)

Critically examines avant-garde movements from the turn of the 20th century to the 1950s within their diverse historical, social, and cultural contexts. Normally offered in Spring semester only.

ART 570 - Design: A Study Through Weaving (3)

Design research involving the theories of design seen through a study in weaving. Study and execution of a variety of weaving techniques, each linked with elements and principles of design.

ART 571A - Utilitarian Weaving I (3)

Individual preference in weaving pursued to produce purposeful art works. Previous experience in weaving recommended.

ART 571B - Utilitarian Weaving II (3)

Individual preference in weaving pursued to produce purposeful art works. Previous experience in weaving recommended.

ART 572A - Tapestry I (3)

Emphasis upon the techniques of tapestry for development of concepts, designs, and artistic ideas into woven statements. Emphasis on investigation of the past for design inspiration as well as technical development.

ART 572B - Tapestry II (3)

Emphasis upon the techniques of tapestry for development of concepts, designs, and artistic ideas into woven statements. Emphasis on investigation of the past for design inspiration as well as technical development.

ART 574 - Collage: Exploration in Paper, Cloth,?And Related Media (3)

Study in the use of unusual media for the artist and art educator. Use of cloth, fibers, and paper for various projects aimed toward an understanding of design and the intrinsic nature of the media. Normally offered in Fall semester only.

ART 576A - Nonutilitarian Weaving I (3)

Focuses on creation of pictorial and nonobjective weavings. Emphasis placed on development of skills related to tapestry and manipulation of fibers.

ART 576B - Nonutilitarian Weaving II (3)

Focuses on creation of pictorial and nonobjective weavings. Emphasis placed on development of skills related to tapestry and manipulation of fibers.

ART 590 - Current Trends in Art Education (3)

Considers new directions, educational trends and opportunities; introduction of alternative concepts and the functions of art education within the context of general education and the contemporary culture milieu. Normally offered in Spring semester only.

ART 592 - Professional Practice Skills in Art?Education (3)

A focus on each of the four art disciplines: historical, critical, aesthetic, art production; the manner in which they differ and relate and the way in which the integration of these disciplines enhances comprehensive learning in the visual arts. This course will emphasize multi-cultural education. Normally offered in Fall semester only.

ART 599A - Independent Study - Clay (3)

Individual concentration on a special area of interest under the direction of a faculty member.

ART 599B - Independent Study - Metals (3)

Individual concentration on a special area of interest under the direction of a faculty member.

ART 599C - Independent Study - Painting (3)

Individual concentration on a special area of interest under the direction of a faculty member.

ART 599D - Independent Study - Photography (3)

Individual concentration on a special area of interest under the direction of a faculty member.

ART 599E - Independent Study - Art History (3)

Individual concentration on a special area of interest under the direction of a faculty member.

ART 599F - Independent Study - Fibers (3)

Individual concentration on a special area of interest under the direction of a faculty member.

ART 599G - Independent Study - Printmaking (3)

Individual concentration on a special area of interest under the direction of a faculty member.

ART 599J - Independent Study-Drawing (3)

Individual concentration on a special area of interest under the direction of a faculty member.

ART 600 - MFA/MA Seminar (0)

Open to all M.F.A. and M.A. students; features activities

for building a graduate student community of working artists.

ART 600A - M.F.A. and M.A. Seminar (0)

Open to all M.F.A. and M.A. students; features activities for building a graduate student community of working artists.

ART 600B - M.F.A. and M.A. Seminar (0)

Open to all M.F.A. and M.A. students; features activities for building a graduate student community of working artists.

ART 600C - M.F.A. and M.A. Seminar (0)

Open to all M.F.A. and M.A. students; features activities for building a graduate student community of working artists.

ART 600D - M.F.A. and M.A. Seminar (0)

Open to all M.F.A. and M.A. students; features activities for building a graduate student community of working artists.

ART 600E - M.F.A. and M.A. Seminar (0)

Open to all M.F.A. and M.A. students; features activities for building a graduate student community of working artists.

ART 601 - Special Topics: Medieval Art (3)

A survey of the art and architecture of Western Europe and Byzantium from the fourth to the fourteenth centuries. Focuses primarily on ecclesiastical art, examining its historical, liturgical, and aesthetic traditions to gain an understanding of the medieval age and its legacy.

ART 601A - ST: Fire & Ice (3)

The workshop/course will introduce students to the dynamics of steel and glass combined for sculpture, lighting or accessories. Students will experience the

extraordinary relationship between these two distinct materials as well as the fit for individual interpretations and creative application.

ART 601B - Hist Pst Mod Wmn: Lit and Art (3)

This graduate course surveys the history of art and literature produced by and/or about women in America and internationally since the feminist movement of the 1970s. It will explore representative themes relating to historical, cultural, and political developments of the past 40 years and to our current, contemporary world. It will also address the art and theories of male (as well as female) artists against this backdrop.

ART 601C - St: Studies in Greek Art (3)

This seminar course addresses special topic or areas of study within Greek art and architecture. These studies may include a depth survey of a particular period, medium, or regional development in Greek art.

ART 601D - ST: Classical Sculpture - Interpreting (3)

This course will introduce and immerse participants in an investigation of classical sculpture. Studies will include Greek and Roman figurative forms. Students will examine the grace and style of these art forms and their relationship to the culture in which they were created. There will be a nine day study abroad trip to Sicily and Italy integrated into the coursework over Spring Break

ART 601E - ST: Early Christian Art, Arc, & Archgly (3)

This course will introduce students to the history, culture, art, architecture, and archaeology of the Early Christian (Late Antique) world. This course is open to all students interested in obtaining an understanding and appreciation of the art of this last period of the Ancient World through a survey of the major styles, themes, art, architecture, and archaeological sites.

ART 601F - ST: Problems in Italian Renaissance Art (3)

This course investigates current scholarly issues and debates in the history of Italian Renaissance art, such as the

need to consider the global reach of the Renaissance and the careers of women artists, in conjunction with an advanced study of artists and monuments from the fourteenth, fifteenth and sixteenth centuries in centers of art such as Rome and Florence, as well as Naples, Siena, Milan, and Venice.

ART 601G - ST: History of Latin American Art (3)

This course will survey Latin American art from the pre-Columbian period through the colonial period and into the present. It will cover the arts of ancient civilizations including the Olmec, Maya, Aztec, and Inca, followed by a particular emphasis on the art of the colonial period, and followed up by modern and contemporary arts of Latin America. The art of colonial Latin America was influenced by the collision of Europe's Renaissance culture with the beliefs and customs of the indigenous people of Mexico and South America. Major themes include the relationship between art and religion, art and identity, as well as Indigenous contributions to the visual arts. This course examines the societal relevance of images across Latin American cultures by paying close attention to the historical and political contexts in which they were created.

ART 601H - ST: Mixed Media (3)

This class explores the intersection of materials and meaning. Students work in materials of their choice and dimension to express complex and contemporary ideas and confront the cultural meaning of objects.

ART 601I - ST:Baroque Art Europe & World (3)

The Baroque style in art, characterized by exuberance, dynamism, and artifice, is traditionally thought to have originated in Italy and spread throughout much of Europe. Recent scholarship has shown that the Baroque was actually a global style, found in various locations around the world between 1600 and 1800. This course will study the origins of the Baroque in Italy, and then trace its development through Spain, the Netherlands, and France, and then into places such as Mexico, South America, and Africa, with particular focus on important artists and monuments, but also the translation of the style in varying cultural contexts.

ART 601J - ST: History of Printmaking (3)

When the technology of printmaking first fell into place in the West around 1400, artists gained the opportunity to produce multiples of an image from a single matrix. From playing cards to printed Bibles and scientific texts, the printed image opened doors to a new powerful line of communication for artists and writers of early modern Europe. As technologies advanced, and artists moved beyond woodcuts to the intaglio processes of engraving, etching, drypoint, and aquatint, printmakers rapidly developed new ways to present imagery. By the nineteenth century, lithography and serigraphy had added even more dimension to the printmaking field. In the 20th and 21st centuries, artists have continued to use printmaking to experiment and communicate in original ways. This course will offer a survey of the rich and diverse history of printmaking, beginning with its inception in the fifteenth century through its developments over the centuries.

ART 601K - ST: Paper Collage (3)

Explorations in the use of paper and other materials in 2-dimensional art meant to teach students to express artistic talents through found and repurposed material.

ART 601L - ST: Digital / 2D Mixed Media (3)

Students will combine digital photography with related 2D media in their collaged explorations. Projects will utilize Photoshop as well as traditional hand built methods for creating art.

ART 601M - Introduction to Printmaking (3)

This course will involve students in fundamental printmaking techniques that include linocut, woodcut, screen printing (silkscreen), and monotypes (printed paintings). Students will also have an opportunity to make and print on handmade paper and work with wood type letters, posters, and fabric printing including t-shirts. No previous printmaking experience is necessary and the course is open to all students as an elective on both undergraduate and graduate levels.

ART 601N - Rsrch/Tchnlg Mthdls in Art History (3)

This graduate level class will give MFA students an opportunity to pursue independent research in art history and techniques and ideas related to teaching the art history

survey at the undergraduate level. Independent research projects will be developed in consultation with the professor. Students will work create bibliographies, outlines, research papers and a short presentation. All will be shared among the students in the class. Students will also learn about creating a syllabus, formulating lesson plans, and assignments for an art history survey class. Each student will give one or two guest lectures to an active art history class as part of the requirements of the course.

ART 606 - Studies in Art History (3)

In-depth study in specific art history topics. The format of the course will be research and scholarly discussion, providing the graduate student with both depth and breadth.

ART 606A - Studies in Italian High Renaissance Art (3)

In-depth study in specific art history topics. The format of the course will be research and scholarly discussion providing the graduate student with both depth and breadth. This course will focus mainly on painting and sculpture in Tuscany, Rome, Lombardy and Venetia during the Italian High Renaissance, 1480/90 - 1520.

ART 606C - 17th Century Masters of Baroque Art (3)

ART 606D - American Architecture (3)

An in-depth study of American architecture and the cultural, political and historical influences on the built environment.

ART 606E - American Art Exploration and Expansion (3)

This course will examine nineteenth-century American imagery related to the exploration of resources and the opening of the frontier. The arts are seen to have been impacted by science, popular attitudes, and historical events. Students will become acquainted with little-known works, but will also consider alternative interpretations of familiar images. Readings include interdisciplinary sources as well as art historical essays.

ART 606F - Northern Renaissance (3)

This course will investigate the production of art during the 15th and 16th centuries in Northern Europe. Artists such as Jan Van Eyck, Rogier Van der Wyden, Heironymous Bosch will be examined as well as a number of lesser known artists. Workshop production, religious behavior and ideals as well as artistic specialties and social development will be addressed.

ART 606J - History of Art Education (3)

Inquiry into the meaning and impact of art education trends in America from the first introduction as a formal part of public school education in the late 1800's to contemporary time. The course will encompass a review and analysis of the discipline's level of development within philosophical and sociopolitical contests, inclusive of community organizations and cultural institutions. Restricted to MA Art Education majors. Normally offered in Spring semester only.

ART 606K - Studies - Rmn Art (3)

ART 610 - Graduate Studio Painting I (6)

Courses allowing for the development of personal, creative directions in painting. Includes exploring additional two-dimensional media to broaden visual vocabulary in conjunction with chosen medium. In close work with the instructor, involves private and weekly group meetings for critique, special topics, forum for current and related issues. Emphasis on challenging students in becoming professional career artists. Regular visits by other faculty and artists, periodical trips to galleries and museums.

ART 611 - Graduate Studio Painting II (9)

Courses allowing for the development of personal, creative directions in painting. Includes exploring additional two- or three-dimensional media to broaden visual vocabulary in conjunction with chosen medium. In close work with the instructor, involves private and weekly group meetings for critique, special topics, forum for current and related issues. Emphasis on challenging students in becoming professional career artists. Regular visits by other faculty and artists, periodic trips to galleries and museums.

Restricted to MFA Painting students.

ART 612 - Graduate Studio Painting III (6)

Courses allowing for the development of personal, creative directions in painting. Includes exploring additional two- or three-dimensional media to broaden visual vocabulary in conjunction with chosen medium. In close work with the instructor, involves private and weekly group meetings for critique, special topics, forum for current and related issues. Emphasis on challenging students in becoming professional career artists. Regular visits by other faculty and artists, periodic trips to galleries and museums. Restricted to MFA Painting students.

ART 613 - Graduate Studio Painting IV (9)

Courses allowing for the development of personal, creative directions in painting. Includes exploring additional two- or three-dimensional media to broaden visual vocabulary in conjunction with chosen medium. In close work with the instructor, involves private and weekly group meetings for critique, special topics, forum for current and related issues. Emphasis on challenging students in becoming professional career artists. Regular visits by other faculty and artists, periodic trips to galleries and museums. Restricted to MFA Painting students.

ART 615 - Graduate Studio/Clay I (6)

The sculpture media/ceramics courses are designed to encourage and assist the graduate student to explore, examine and compile information and experiences that will add to his/her knowledge of material, technique and creative self expression. Students' interests and direction will be supported by the faculty and implemented via available studio facilities. All aspects of clay as a material for expression will be encouraged. Restricted to MFA Ceramics students.

ART 616 - Graduate Studio/Clay II (9)

The sculpture media/ceramics courses are designed to encourage and assist the graduate student to explore, examine and compile information and experiences that will add to his/her knowledge of material, technique and creative self expression. Students' interests and direction will be supported by the faculty and implemented via available studio facilities. All aspects of clay as a material

for expression will be encouraged. Restricted to MFA Ceramics students.

ART 617 - Graduate Studio/Clay III (6)

The sculpture media/ceramics courses are designed to encourage and assist the graduate student to explore, examine and compile information and experiences that will add to his/her knowledge of material, technique and creative self expression. Students' interests and direction will be supported by the faculty and implemented via available studio facilities. All aspects of clay as a material for expression will be encouraged. Restricted to MFA Ceramics students.

ART 618 - Graduate Studio/Clay IV (9)

The sculpture media/ceramics courses are designed to encourage and assist the graduate student to explore, examine and compile information and experiences that will add to his/her knowledge of material, technique and creative self expression. Students' interests and direction will be supported by the faculty and implemented via available studio facilities. All aspects of clay as a material for expression will be encouraged. Restricted to MFA Ceramics students.

ART 620 - Graduate Studio/Sculpture I (6)

Sculpture courses at this level offer the serious and dedicated student opportunities to experience challenging activities focused on sculpture and/or three- dimensional design. An intense personal, creative, and technical investigation is emphasized. Directions and activities are self-prescribed and independently directed under the supervision of the advisor. Restricted to MFA Sculpture students.

ART 621 - Graduate Studio/Sculpture II (9)

Sculpture courses at this level offer the serious and dedicated student opportunities to experience challenging activities focused on sculpture and/or three- dimensional design. An intense personal, creative, and technical investigation is emphasized. Directions and activities are self-prescribed and independently directed under the supervision of the advisor. Restricted to MFA Sculpture students.

ART 622 - Graduate Studio/Sculpture III (6)

Sculpture courses at this level offer the serious and dedicated student opportunities to experience challenging activities focused on sculpture and/or three- dimensional design. An intense personal, creative, and technical investigation is emphasized. Directions and activities are self-prescribed and independently directed under the supervision of the advisor. Restricted to MFA Sculpture students.

ART 623 - Graduate Studio/Sculpture IV (6)

Sculpture courses at this level offer the serious and dedicated student opportunities to experience challenging activities focused on sculpture and/or three- dimensional design. An intense personal, creative, and technical investigation is emphasized. Directions and activities are self-prescribed and independently directed under the supervision of the advisor. Restricted to MFA Sculpture students.

ART 626 - Graduate Studio/Fibers II (6)

Exploration of weaving and related fiber processes for the degree candidate. The creative study of color, texture and techniques leads to a cohesive body of work with either a two-or three-dimensional emphasis. Includes an investigation of philosophical, practical and aesthetic concerns necessary for the fiber artist's advanced work. Research involving both the historical and contemporary contexts will be expected and emphasized.

ART 627 - Graduate Studio/Fibers III (6)

Exploration of weaving and related fiber processes for the degree candidate. The creative study of color, texture and techniques leads to a cohesive body of work with either a two-or three-dimensional emphasis. Includes an investigation of philosophical, practical and aesthetic concerns necessary for the fiber artist's advanced work. Research involving both the historical and contemporary contexts will be expected and emphasized.

ART 628 - Graduate Studio/Fibers IV (6)

Exploration of weaving and related fiber processes for the

degree candidate. The creative study of color, texture and techniques leads to a cohesive body of work with either a two- or three-dimensional emphasis. Includes an investigation of philosophical, practical and aesthetic concerns necessary for the fiber artist's advanced work. Research involving both the historical and contemporary contexts will be expected and emphasized.

ART 629 - Textile Research/Project (6)

An in-depth study of one specific aspect of a textile process or structure, both as a research paper and subsequent creation of art works. The objects must evidence the result of research.

ART 636A - Practicum I (3)

Working with the instructor, the student will assist in the preparation and presentation of studio classes. Emphasis on both aesthetic and technical criteria will make up equal components of the assignment. A workshop of the student's design or a museum or gallery related project may also be considered.

ART 639A - Thesis Project (3)

(A) A thesis statement on a particular aspect of the student's concentration in connection with a research project of actual experience, presented to the instructor at the completion of the second-year residency. (B) An exhibit, presented in the art gallery. Successful completion of (A) thesis project and (B) exhibit is requisite for graduation. (B) MFA studio arts candidates [3-D (Ceramics, Sculpture) and 2-D (Painting, Printmaking and Photography)] are required to participate in a closure exhibition of their thesis work. A group exhibition in either the Mahady or Suraci Gallery is conducted under the auspices of the Marywood University Art Galleries. An "Intent to Exhibit" form (acquired from the Gallery Director) must be completed and on file in the Art Gallery office at least 18 months in advance of when the student desires to exhibit. Exhibitions are scheduled each academic year, typically in late fall and late spring semesters. The exhibit must be completed during coursework prior to graduation.

ART 639B - Thesis and Exhibit (6)

(A) A thesis statement on a particular aspect of the

student's concentration in connection with a research project of actual experience, presented to the instructor at the completion of the second-year residency. (B) An exhibit, presented in the art gallery. Successful completion of (A) thesis project and (B) exhibit is requisite for graduation. (B) MFA studio arts candidates [3-D (Ceramics, Sculpture) and 2-D (Painting, Printmaking and Photography)] are required to participate in a closure exhibition of their thesis work. A group exhibition in either the Mahady or Suraci Gallery is conducted under the auspices of the Marywood University Art Galleries. An "Intent to Exhibit" form (acquired from the Gallery Director) must be completed and on file in the Art Gallery office at least 18 months in advance of when the student desires to exhibit. Exhibitions are scheduled each academic year, typically in late fall and late spring semesters. The exhibit must be completed during coursework prior to graduation.

ART 642 - Approaches to Art Criticism (3)

Art Criticism is a seminar course to encourage the practicing artist to engage in the process of thinking, writing, and talking about art. Students will review and critique samples of writing from newspapers, national news magazines, and professional academic journals in order to develop their own unique styles for converting ideas to paper. Normally offered in Fall semester only.

ART 642W - Rendering Ideas (3)

Individual and unique interpretations of the human figure, using live models, nature and still life objects with varying techniques and materials such as pencil, pastel, paint, and markers to visualize ideas better and to further drawing skills. Normally offered in Summer session only.

ART 643W - Conceptual Exercises (3)

Emphasis is on the development of basic creative thinking methods, such as symbol and icon combining, investigation of form and basic copy analysis techniques as they apply to a variety of real world projects. Normally offered in Summer session only.

ART 644W - The Children's Book (3)

The theory, history, and production of the illustrated children's book. A workshop in which each participant is

required to produce a children's book suitable for presentation to publishers. Normally offered in Summer session only.

ART 645W - Visual Solutions (3)

An analysis of current advertising, design, editorial, and illustration problems. Emphasis is on the participants' finding and furthering their own creative solutions. Normally offered in Summer session only.

ART 646W - Communication Concepts (3)

Further application and study of conceptual thinking techniques as they apply to current visual communication needs. Normally offered in Summer session only.

ART 648W - Marketing Your Art (3)

Research and application of the methods and procedures on the business side of illustration and design. These include getting exhibited, writing and negotiating contracts, getting published, and making yourself and your work saleable. Normally offered in Spring semester only.

ART 649 - Art World Study Tour (3)

An interactive investigation of the contemporary art world, including prevailing ideas and attitudes, prominent and emerging artists, institutions, and seats of influence. This course takes the form of a traveling seminar with an integrated studio component, and includes trips to galleries and museums in New York City and elsewhere, in addition to on-campus research and studio work. The course is designed to give studio majors an overview of contemporary art theory and practice, and is open to students in all majors.

ART 660 - Graduate Studio/Photography (6)

Courses offer students a chance to explore photographic expression through commercial, photojournalistic or fine art approaches. Students are expected to challenge themselves to understand the full potential of the medium by going beyond the mere craft of photography. Through philosophical, critical, historical, and aesthetic study of photography, students will develop the skills and ideas necessary to become professional photographers who seek

to use the medium for personal expression. Restricted to MFA Photography students.

ART 661 - Graduate Studio/Photography (9)

Courses offer students a chance to explore photographic expression through commercial, photojournalistic or fine art approaches. Students are expected to challenge themselves to understand the full potential of the medium by going beyond the mere craft of photography. Through philosophical, critical, historical, and aesthetic study of photography, students will develop the skills and ideas necessary to become professional photographers who seek to use the medium for personal expression. Restricted to MFA Photography students.

ART 662 - Graduate Studio/Photography (6)

Courses offer students a chance to explore photographic expression through commercial, photojournalistic or fine art approaches. Students are expected to challenge themselves to understand the full potential of the medium by going beyond the mere craft of photography. Through philosophical, critical, historical, and aesthetic study of photography, students will develop the skills and ideas necessary to become professional photographers who seek to use the medium for personal expression. Restricted to MFA Photography students.

ART 663 - Graduate Studio/Photography (9)

Courses offer students a chance to explore photographic expression through commercial, photojournalistic or fine art approaches. Students are expected to challenge themselves to understand the full potential of the medium by going beyond the mere craft of photography. Through philosophical, critical, historical, and aesthetic study of photography, students will develop the skills and ideas necessary to become professional photographers who seek to use the medium for personal expression. Restricted to MFA Photography students.

ART 670 - Graduate Studio/Printmaking (6)

Courses provide the facility and means of production to explore various possibilities of self-expression in relief, screen, intaglio, planographic, mixed media, and monoprint applications. Study is individually focused to enhance personal strengths, interests, and major discipline

development objectives. Students are encouraged to balance an appreciation for traditional forms of printmaking with an awareness and investigation of contemporary views, methods and material. Restricted to MFA Printmaking students.

ART 671 - Graduate Studio/Printmaking (9)

Courses provide the facility and means of production to explore various possibilities of self-expression in relief, screen, intaglio, planographic, mixed media, and monoprint applications. Study is individually focused to enhance personal strengths, interests, and major discipline development objectives. Students are encouraged to balance an appreciation for traditional forms of printmaking with an awareness and investigation of contemporary views, methods and material. Restricted to MFA Printmaking students.

ART 672 - Graduate Studio/Printmaking (9)

Courses provide the facility and means of production to explore various possibilities of self-expression in relief, screen, intaglio, planographic, mixed media, and monoprint applications. Study is individually focused to enhance personal strengths, interests, and major discipline development objectives. Students are encouraged to balance an appreciation for traditional forms of printmaking with an awareness and investigation of contemporary views, methods and material. Restricted to MFA Printmaking students.

ART 673 - Graduate Studio/Printmaking (6)

Courses provide the facility and means of production to explore various possibilities of self-expression in relief, screen, intaglio, planographic, mixed media, and monoprint applications. Study is individually focused to enhance personal strengths, interests, and major discipline development objectives. Students are encouraged to balance an appreciation for traditional forms of printmaking with an awareness and investigation of contemporary views, methods and material. Restricted to MFA Printmaking students.

ART 606I - Green Piece: Art and Nature in America (3)

In-depth examination of connection between art and

natural history in America from the time of the early explorer naturalists to contemporary earth artists. This jointly taught studio and art history course combines fieldwork with historical readings and discussions. (This number registers the student for an art history elective.) Normally offered in Spring semester only.

ART 636B - Practicum II (3)

Working with the instructor, the student will assist in the preparation and presentation of studio classes. Emphasis on both aesthetic and technical criteria will make up equal components of the assignment. A workshop of the student's design or a museum or gallery related project may also be considered.

ART 647W - Graphic Perspectives (3)

Advanced approaches to the complex creative problem solving process used by today's top professionals. Why some succeed and others don't. Normally offered in Summer session only.

AT-Art Therapy

AT 520 - Introduction to Art Therapy (3)

Study of the historical and philosophical bases of art therapy. Emphasis on theories of art therapy. Seminars, lectures, and study of artistic productions in a therapeutic milieu. Normally offered in Fall semester only.

AT 521 - Expressive Arts Workshop (3)

An interdisciplinary approach to therapy conducted by specialists in art, music, dance, and psychodrama. Participation in group sessions designed to develop the individual while preparing for a team approach in expressive arts. Normally offered in Summer session only.

AT 523 - Child Case Studies in Art Therapy (3)

Student presentation of case studies of children's art therapy sessions. Includes slides and films providing additional material on children for discussion.

AT 526 - Adult Case Studies in Art Therapy (3)

Student presentation of adult case studies in art therapy. Audio-visual materials included to supplement student case studies presentation.

AT 527 - Trauma and Resiliency in Art Therapy (3)

This course presents the development of trauma theory and resiliency perspectives within the practice of art therapy. The approach to the provision of counseling and art therapy to address Post Traumatic Stress Disorder and other traumatic sequelae of clients is based upon most current principles of trauma theory. Normally offered in Spring semester only.

AT 528 - Psychology of Art (3)

This course integrates frameworks of motivation, processes and perceptions of art making and art products. Formal interdisciplinary perspectives of art education, art history, developmental and psycho-social dynamics and art therapy theories will be emphasized through writings of Arnheim, Piaget, Lowenfeld, McNiff, Wilson and other prominent artists, art historians, and art therapists. Focus on symbols, metaphors, meaning, contemporary and historical contexts of art expressions will be investigated to enrich student appreciation for the diverse complexities of image making.

AT 529 - Ethical Issues in Art Therapy (3)

Ethical Issues in Art Therapy focuses on philosophic and practical questions relevant to the art therapy profession. Attention will be given to basic principles of ethical thought, the Ethical Standards of the American Art Therapy Association, and ethical concerns of related disciplines. Normally offered in Fall semester only.

AT 530 - Art in Special Education (3)

Study of the art of the exceptional child. Slides and visual materials presented.

AT 531 - Introduction to Family Art Therapy (3)

Study of principles and practices of family art therapy as

treatment and evaluation of family dynamics. An overview of family therapy. Normally offered in Fall semester only.

AT 533 - Art Based Research and Assessment (3)

A course designed to stimulate thought and discussion of the historical and practical bases of art based research assessment in the art therapy discipline. Essential philosophic and pragmatic questions related to these issues will be explored through lecture, discussion, research, and art-making experiences. Normally offered in Spring semester only.

AT 534 - Multicultural Issues in Art Therapy (3)

This course is designed to stimulate awareness of racial, ethical, political, and gender biases inherent in society at large and, more specifically, in the mental health field. The student is instructed in the development of culture-specific methods of art therapy treatment for culturally diverse client populations. Normally offered in Spring semester only.

AT 536 - Studio in Art Therapy (3)

Studio art experiences designed to develop the professional growth of the artist and provide opportunities for creative use of art media to be used in therapeutic settings. Normally offered in Fall semester only.

AT 537 - Group Process in Art Therapy (3)

Course explores diverse theories and models for group art therapy through instruction and experiential processes. Preparation of students for utilizing group counseling processes in various settings will be emphasized. Normally offered in Spring semester only.

AT 540A - Practicum/Group Supervision in Art Therapy (3)

Extends over four semesters and requires at least 800 hours in the field. On-the-job supervision and supervision by a member of the art therapy faculty are required. Group meetings are held with the Marywood supervisor (a registered art therapist), involving student presentations and discussions of clinical experiences.

AT 540B - Practicum/Group Supervision in Art?Therapy (3)

Extends over four semesters and requires at least 800 hours in the field. On-the job supervision and supervision by a member of the art therapy faculty are required. Group meetings are held with the Marywood supervisor (a registered art therapist), involving student presentations and discussions of clinical experiences.

AT 540C - Practicum/Group Supervision in Art?Therapy (3)

Extends over four semesters and requires at least 800 hours in the field. On-the job supervision and supervision by a member of the art therapy faculty are required. Group meetings are held with the Marywood supervisor (a registered art therapist), involving student presentations and discussions of clinical experiences.

AT 540D - Practicum/Group Supervision in Art?Therapy (3)

Extends over four semesters and requires at least 800 hours in the field. On-the job supervision and supervision by a member of the art therapy faculty are required. Group meetings are held with the Marywood supervisor (a registered art therapist), involving student presentations and discussions of clinical experiences.

AT 545 - Developmental Dynamics in Art Therapy (3)

This course will present art therapy concerns and approaches relevant to the abilities and needs of individuals throughout the life-span. Normally offered in Fall semester only.

AT 555 - Professional Contribution (0)

Research leading to the completion of the thesis requirement for the master of arts degree in art therapy.

AT 560 - Addiction Treatment in Art Therapy?Of Addictions (3)

This course is designed to educate the student about the

dynamics of addictions, including the cycle, resistance, and recovery from such addictions as; drugs, alcohol, sexual addiction, eating disorders, self-cutting, and gambling. The use of art therapy in treatment will be the essential focus; however, the use of poetry, drama, movement, and music will also be explored. Essential philosophic and pragmatic questions related to the issues of addiction will be explored through lecture, discussion, research projects, and art-making experiences. Normally offered in Spring semester only.

AT 561 - Intro. to Jungian Sandplay (3)

This course is designed to introduce students to the theory and practice of Jungian Sandplay. The history and development, tools, practice, and process of Jungian Sandplay will be explored through lecture, discussion, case studies, art making, and experiential Sandplay. Through active participation in class discussion, as well as experiential group and collaborative Sandplay sessions, students will gain a hands-on understanding of Jungian Sandplay theory and practice. Normally offered in Summer session only.

AT 595A - Professional Thesis (1)

Research leading to the completion of the thesis requirement for the Master of Arts degree in Art Therapy

AT 595B - Professional Thesis (1)

Research leading to the completion of the thesis requirement for the Master of Arts degree in Art Therapy

AT 595C - Professional Thesis (1)

Research leading to the completion of the thesis requirement for the Master of Arts degree in Art Therapy

AT 595D - Professional Thesis (1)

Research leading to the completion requirement for the Master of Arts degree in Art Therapy.

AT 598 - Special Topics (3)

AT 598A - St: Russian & American Cult. Perspective (3)

This course offers a cross cultural experience and study abroad opportunity to examine similarities and differences in US and Russian cultures and the applications of counseling, psychology and art therapy in both countries. Students will be taking the course with students at Tomsk State University while in Tomsk, Siberia, and will be provided opportunities to practice leadership and practical therapeutic skills with cultural sensitivity.

AT 598B - St: Art Therapy Pre-Thesis Seminar & Qua (3)

Qualitative and mixed method approaches to art therapy research will be explored. In addition, thesis topic and thesis methods will be developed, and ethical considerations of conducting research with human participants will be addressed.

AT 598C - St: Assessment in Art Therapy (3)

A course designed to explore historical, practical and ethical bases of art-based assessment in the art therapy discipline. A range of art-based assessments will be reviewed with special attention to appropriate applications, administration and reporting of assessment outcomes.

AT 599 - Independent Study (3)

A course or project designed to meet an individual student's interests and needs through primarily self-directed learning. Permission of Program Director is necessary prior to enrollment.

AT 606A - Art Therapy in Alternative Settings (3)

This course presents the history, implementation, and use of art therapy in schools, medical settings, and community-based facilities. The past and current uses of art therapy at these sites will be addressed through lectures, readings, guest speakers, videos, group discussion, art exercises, and presentations. Confidentiality and ethical dilemma issues will be explored in depth. Normally offered in Fall semester only.

ATES-Athletic TrainingExercise Sci

ATES 509 - Principles of Strength & Conditioning (3)

This course will provide an introduction to basic concepts of strength and conditioning, including the physiological adaptations to strength training, the design of appropriate strength and conditioning programs, and proper lifting and sporting techniques. Classroom lectures will focus on the current body of knowledge within the field and will be complemented by experiences in the human physiology lab and weight room.

BIOL-Biology

BIOL 501 - Cell Culture (3)

This course is designed to provide students with fundamental skills in cell and tissue culture. The techniques include media preparation, sterile technique, primary culture establishment, cell growth and maintenance, transfection, cloning of cultured cells. Junior and senior science majors and M.S. Biotechnology graduate students. Three hour lecture with lab. Normally offered in Fall semester only.

Prerequisite: BIOL 235 and BIOL 235L.

BIOL 502 - Bioinformatics (3)

This course will train students in computer technology to understand and interpret biological and biochemical data. We will focus on database and sequence comparisons, genomics and proteomics analysis, computer simulation and modeling, utilization of software and hardware, and laboratory data collection and analysis. Junior and senior science majors and M.S. Biotechnology graduate students. Normally offered in Spring semester only.

BIOL 520 - Literature Review (2)

In-depth review and discussion of important, topical publications related to modern science and industry. MS Biotechnology majors. Normally offered in Fall semester only.

BIOL 521 - Biochemistry (3)

Biochemistry concepts including structure, reactivity, and dynamics of proteins, lipids, and carbohydrates. A brief overview of carbohydrate metabolism, including the electron transport system and oxidative phosphorylation processes, are presented. Laboratory component involves advanced analytical skills related lecture topics. Three hours lecture, three hours lab. Normally offered in Fall semester only.

Prerequisite: BIOL 235, BIOL 235L, CHEM 332, and CHEM 332L. Corequisite: Take BIOL 521L.

BIOL 521L - Biochemistry Lab (1)

This course covers basic concepts in biochemistry, emphasizing the structure, reactivity, and dynamics of proteins, lipids, and carbohydrates. In addition, a brief overview of carbohydrate metabolism, including the electron transport system and oxidative phosphorylation processes, are presented. Laboratory component involves learning advanced analytical skills related to topics covered in lecture. Three hours lecture, three hours lab. Normally offered in Fall semester only.

Prerequisite: BIOL 235, BIOL 235L, CHEM 332, and CHEM 332L. Corequisite: Take BIOL 521.

BIOL 522 - Biochemistry II (3)

Examines the biochemical building blocks of the cell, emphasizing structure, basic reactions and how they are catalyzed by enzymes, along with an overview of how cell structure is dictated by chemistry. In addition, DNA and RNA will be examined from a regulatory standpoint, as well as the way in which pollutant and drug metabolism can alter the mutation rate, increasing the risk of cancer. Prerequisites: BIOL 521/521L.

Prerequisite: Take BIOL 521 and BIOL 521L.

BIOL 530 - Laboratory Instruction (2)

This course will cover a variety of components related to teaching an undergraduate introductory laboratory course. These include writing a syllabus, grading procedures, conducting a laboratory session, safety issues in the laboratory, and teaching strategies. Graduate student enrolled in this course will assist an Instructor of a 100-level undergraduate science laboratory course in a number of activities, such as laboratory demonstrations, assisting

with laboratory preparation, answering student questions about the laboratory experiment etc. The Graduate student enrolled in this course will neither be the instructor of records nor the evaluator of laboratory students' performances. Normally offered in Spring semester only.

BIOL 532 - Immunology (3)

Studies immune responses in the human body and describes the current diagnostic and analytical techniques. The course focuses at the cellular and molecular levels of the immune response, which includes topics on B-cell development/activation and T-cell development/activation. Three hours lecture, three hours lab. Normally offered in Spring semester only.

Prerequisite: BIOL 235, BIOL 235L, CHEM 132, and CHEM 132L. Corequisite: Take BIOL 532L.

BIOL 532L - Immunology Laboratory (1)

Studies immune responses in the human body and describes the current diagnostic and analytical techniques. The course focuses at the cellular and molecular levels of the immune response, which includes topics on B-cell development/activation and T-cell development/activation. Three hours lecture, three hours lab. Normally offered in Spring semester only.

Prerequisite: BIOL 235, BIOL 235L, CHEM 132, and CHEM 132L. Corequisite: Take BIOL 532.

BIOL 540 - Molecular and Cellular Biology (3)

Provides a working understanding of eukaryotic gene expression and control at the transcriptional and translational levels; cellular communication and signaling; and cellular growth, division, development and formation of cancers. Emphasis will be on recent advances in the fields of molecular biology and biotechnology. Three-hour lecture, three-hour lab. Lab is designed to provide experience in DNA and RNA manipulation, PCR, gene cloning. Normally offered in Spring semester only.

Prerequisite: BIOL 150, BIOL 151, BIOL 235. Corequisite: Take BIOL 540L.

BIOL 540L - Molecular and Cellular Biology Laboratory (1)

Provides a working understanding of eukaryotic gene expression and control at the transcriptional and translational levels; cellular communication and signaling; and cellular growth, division, development and formation of cancers. Emphasis will be on recent advances in the fields of molecular biology and biotechnology. Three-hour lecture, three-hour lab. Lab is designed to provide experience in DNA and RNA manipulation, PCR, gene cloning. Normally offered in Spring semester only.

Prerequisite: BIOL 150, BIOL 151, BIOL 235.

Corequisite: Take BIOL 540.

BIOL 546 - Genetics (3)

Presents an introduction to Mendelian inheritance, recombinant DNA technology, and genomics. Three hours of lecture and three hours of laboratory. Normally offered in Fall semester only.

Prerequisite: BIOL 235, BIOL 235L, CHEM 132, and CHEM 132L. Corequisite: Take BIOL 546L.

BIOL 546L - Genetics Lab (1)

Presents an introduction to Mendelian inheritance, recombinant DNA technology, and genomics. Three hours of lecture and three hours of laboratory. Normally offered in Fall semester only.

Prerequisite: BIOL 235, BIOL 235L, CHEM 132, and CHEM 132L. Corequisite: Take BIOL 546.

BIOL 583 - Emerging Medicines and Technologies (3)

This course will focus on new scientific discoveries that affect, or promise to affect, mankind. The emerging medicines covered in this course include gene therapy, antiobesity and antiaging drugs, mental illness treatments, genetic testing, and cancer research topics. An understanding of the biological basis of each emerging medicine will be focal. Junior and senior science majors and M.S. Biotechnology graduate students. Normally offered in Spring semester only.

Prerequisite: BIOL 235 and BIOL 235L.

BIOL 595 - Research (2)

Provides student with a hands-on laboratory project or

internet/bioinformatics-based project under the supervision of a science faculty member. A written report poster presentation or public seminar required following completion of project.

BIOL 598 - Special Topics in Biotechnology (1)

Courses and seminars, short-term and semester-long, offered in a variety of course delivery modalities, to address various topics to meet current and emerging trends in biotechnology.

BIOL 598A - ST: Internship (3)

BIOL 599 - Independent Study (6)

The student will pursue a scholarly endeavor such as a research project or laboratory internship that demonstrates the student's ability to work independently on a novel discovery.

BUS-Business

BUS 501 - Introduction to Accounting (3)

This course is designed to provide a basic understanding of the terminology, processes, and concepts used in accounting, and to view accounting, when properly used, as a powerful tool increasing information to improve the decisions that affect its constituents. Based on the fundamentals, tools which provide for the analysis of account-ing data are explained and illustrated.

BUS 509 - Leadership (3)

This course is designed to provide students with an overview of current and emerging leadership theories, best practices in organizations, cases, and learning experiences relevant to the development of their individual and team leadership potential. Students' leadership styles and competencies are assessed and feedback is offered to give students the opportunity to understand and better develop their leadership competencies.

BUS 510 - Management Role of the Information?Professional (3)

This course is designed to provide students with theories, frameworks, and best practices to enable robust understanding of the management and technology issues and challenges they will confront in organizations as information professionals. Topics include current and emerging trends in management and technology, competencies and best practices of effective managers, learning organizations, change management, knowledge creation and management, information ecology, and communities of practice.

BUS 511 - E Bus Tech& Strat. (3)

This course is designed to help students gain competencies vital to working effectively in on-demand businesses and on-demand operating environments. This course has a two-fold purpose: first, to help students develop an understanding of eBusiness on demand and the various technologies that comprise an on-demand operating environment; second, to expose students to innovative eBusiness on-demand models, frameworks, tools, techniques, and best practices to respond, with flexibility and speed, to any rapidly shifting customer demand, market opportunity, or external threat

BUS 512 - App of Acct/Finnc Cncpts Ebus (3)

This course presents the basic concepts of accounting and finance with an emphasis on eBusiness applications. The topics include constructing, reading and interpreting the four primary financial statements, time value of money, capital budgeting, risk and return, capital structure and dividend, policy, and case studies such as calculating the return on investment of an eBusiness system.

BUS 513 - Web-Based Marketing (3)

This course provides students with frameworks, concepts, and tools to effectively design, deploy, and evaluate web-based networking and marketing strategies aimed at increasing traffic, sales, and brand visibility online. Topics include web technologies, web-based networking and marketing models, consumer behavior in the marketplace, customer acquisition and retention, search engine optimization, and web-analytics.

BUS 514 - Web-Based Systems Development (3)

The demand for web-based systems and applications that

deliver complex arrays of functionality to large numbers of diverse groups of people, performance, reliability, quality and usability has become of paramount importance. This course is designed to provide students with multi-disciplinary approaches, methodologies, techniques and, tools to assess needs and to effectively develop and maintain web-based systems and applications that meet business and user requirements.

BUS 526 - Health Care Marketing (3)

BUS 531 - Adv Topics/Management Information Syst?Information Systems (3)

Course is designed to provide students with theories, frameworks, and best practices for understanding the interrelationships of strategy, organizational architecture, and information technology. Examines how collective intelligence and information technology, within and across organizations, can be harnessed to bring about rapid improvement to complex problems. Topics include current and emerging trends and challenges in technology and management, industry structure and business landscape analysis, strategy, technology infrastructure, functional information systems, enterprise solutions, knowledge management, business analytics, ethics and information security and business.

BUS 532 - Legal Aspects of Clinical and Health?Care Organizations (3)

The course covers topics which include the role and liabilities of the hospital administrators, the governing board and the medical staff. Nursing services and hospital liabilities encountered by health care delivery are discussed. Disclosure of patient information and the legal consideration related to this disclosure are covered. Labor law and the complex issues among management, labor and the community are part of this course.

BUS 533 - Computer Programming Languages (3)

Deals with concepts and constructs that underlie most of the programming languages that have been designed and implemented. Topics include the structure and elements of programming languages and an overview of imperative programming, object oriented programming, functional programming, logic programming, and concurrent

programming using representative languages. (

Prerequisite: BUS 531 and Programming Language.

BUS 534 - Business Intelligence (3)

Organizations are gathering and storing more data. The amount of data in the world is doubling approximately every year. This data is of little benefit unless it can be turned into useful information and knowledge. Business Intelligence (BI) is the new discipline that combines all of the tools to gain data inferences. This course thus provides an integrative foundation in the field of business intelligence at the operational, tactical, and strategic levels. BI components such as value chain, customer service management, business process analysis and design, transaction processing systems, management information systems, and executive information systems are brought together, as well as, other topics relevant to the field of Business Intelligence. Additionally, this course is designed to provide students with a fundamental understanding of how Business Intelligence and Data Warehousing with Data Marts support a Knowledge Management environment. It also introduces the basic principles of Knowledge Management, focusing on the need for and use of information.

BUS 535 - Data Mining and Warehousing (3)

Data mining is a relatively new term used in the academic and business worlds often associated with the development and quantitative analysis of very large databases. Its definition covers a wide spectrum of analytic and information technology topics including a set of techniques that have been designed to find interesting pieces of information or knowledge in large amounts of data most efficiently. Association rules, for instance, are a class of patterns that tell which products tend to be purchased together. There is currently a large commercial interest in the area, both for the development of data mining software and for the offering of consulting services on data mining, with a market for the former estimated in the billions of U.S. dollars. In this course we explore how this interdisciplinary field brings together techniques from databases, statistics, machine learning, and information retrieval. We discuss the main data mining methods currently used, including data warehousing, denormalization, data cleaning, clustering, classification, association rules mining text indexing and searching algorithms, how search engines rank pages, and recent techniques for web mining.

BUS 536 - Organization of Health Care Facilities (3)

This course will provide students with an understanding of the structure of health care institutions (including organization, management, etc.). Discussion will include such topics as governing boards, medical staff relations, facility classifications, personnel, legal aspects, finance, and other matters of structural interest.

BUS 537 - Managerial Decision-Making in Health?Care Organizations (3)

Examines operational concerns in the area of institutional administration. Included are project planning and constraints, work-load forecasting, patient scheduling, facility staffing, quality assurance, utilization review, control mechanism, applications of institutional resources. Includes application of management and administrative skills for the hospital administrator.

BUS 538 - Institutional Budgeting and Planning (3)

Course will address the unique aspects of managing the financial resources of health care institutions. Focus will be on topics such as capital budgeting, sources of revenue, the impact of reimbursement on financial decisions, and the evaluation of fund sources. Analytical tools to aid in financial decision-making within health institutions will be examined.

BUS 539 - Managed Health Care Administration (3)

Provides an overview of health care insurance and finance by addressing the issues surrounding conventional delivery. The background and development of managed care, contracting and legal issues in managed care, and the general management requirements in managed care organizations are covered in three modules.

BUS 541 - Organizational Behavior and Development (3)

Investigation and critique of contemporary theories of organization and administration with respect to their scientific support and practicality for increasing rationality, prediction, and control in business administration. Examines such topics as: motivation, interpersonal and

organizational communications, work group dynamics, intergroup interaction and leadership, as well as organizational structure and effectiveness.

Prerequisite: BUS 123 or its equivalent.

BUS 542 - Financial Planning and Management (3)

This course concentrates on the principles and techniques for effective use of business capital and on the decision-making ability developed for short-range and long-range financial planning. Financial theory, institutions and capital markets as they affect national, multinational and transnational corporations are discussed. Readings and case studies are utilized.

BUS 543 - Human Resources in Management (3)

This course examines the Human Resource Management function and its strategic role in the corporate structure. Recruitment, selection, training and development administration, performance appraisal, succession planning, global aspects of HRM and current trends in Human Resource Management are among the topics included in the readings and class discussions. Case studies and role play related to HRM have a role in the learning process. At least one speaker from the industry is invited to class each semester as a means of connecting the student to the "real world" application of Human Resource Management. A comprehensive final project/paper is written and presented at the end of this class. Students are encouraged to write research papers suitable for submission to appropriate journals.

Prerequisite: BUS 121 or its equivalent.

BUS 544 - Industrial Psychology (3)

Examination of relevant principles of psychology and application of these principles to industrial and business systems, i.e., personnel selection; placement and training; workplace concerns such as evaluation, motivation, efficiency, fatigue, etc. The systems are viewed from a psychological and evolutionary perspective. Students are introduced to psychological concepts that permit analysis of complex situations (e.g. overload, stress, equity, cognitive dissonance and cybernetics) which will define organizations as processes rather than structures.

BUS 545 - Formal Organization (3)

A review of dilemmas in formal organization. The significance of social interactions within the "formal organization" in action and the impact of task environment on the organizational structures.

BUS 546 - Managing the Organization in Marketplace?Marketplace (3)

A profound consequence of the ongoing information revolution is its influence on how value is created and extracted when information about a product or service can be separated from the product or service itself. This course explores various conceptual frameworks and best practices for maximizing opportunities in the marketplace. This course also examines how organizations utilize marketplace and marketplace environments to their best advantage to achieve and sustain competitive advantage.

BUS 548 - Operation Analysis and Management?(quantitative Methods) (3)

The importance of operations management has increased dramatically in recent years. Fierce global competition, shorter product and service life-cycles, better educated quality-conscious consumers, and the capabilities of new and emerging technologies have placed increasing pressures on the operations function to improve productivity while providing a broader array of quality products and services. This course examines problems encountered in planning, operating, and controlling production of goods and services. Topics include: waiting-line management, quality assurance, production systems, project management, and inventory management. Computer and quantitative models used in formulating managerial problems.

BUS 549 - Labor Relations - Manpower and?Collective Bargaining (3)

An analysis of collective bargaining and the negotiation process. Factors affecting the negotiation between management and the labor unions are discussed. Cases are utilized to illustrate impact of statutory law on private enterprise.

Prerequisite: BUS 541 or by permission of the Department

Chairperson.

BUS 550 - Production Management: Total Quality Management (tqm) (3)

The course focuses on Production and inventory planning and control systems. The design of production facilities, location, capacity, and assembly line production are covered. Cost factors, including labor, standards, preventive maintenance, product planning, and manpower planning. All are part of the resources used in a total quality management scenario. TQM presents methods, tools, technologies and case studies for product, process and service quality improvement. The emphasis is on prevention through quality engineering, design, and implementation. The ISO 9001:2000 standard, is a keystone aspect of this course, as it serves as a must for quality audits and certifications.

BUS 551 - Management of International Business Organizations (3)

An in-depth study of international business organizations, with an emphasis on the social systems within countries as they affect the conduct of business from one country to another. Through case studies the alternatives for overall corporate policy and strategy that accommodate global operations will be explored. A research project on doing business in another country is part of the course requirement.

BUS 553 - International Marketing (3)

The methods and systems of international marketing are discussed. International promotion, marketing intelligence, advertising, distribution in foreign markets, and global logistics, as well as international product policies, are discussed.

Prerequisite: BUS 111 or its equivalent.

BUS 554 - Policy Formulation and Strategy Management (3)

This course is designed to provide students with an exposure to the broad framework embraced within the process of strategic planning and policy formulation. It is a comprehensive review and integration of all the functional areas covering business entities. Specifically, the course

blends concepts, theory, and current practice. These elements are coordinated with selected case studies from actual business and/or organizational situations supported by executive presentations that are coordinated by student groups. Complex cases allow the students to test and extend their conceptual analytical skills.

Prerequisite: Completion of minimum 24 graduate credits.

BUS 556 - Business Venture and the Entrepreneur (3)

Provides the student with practical knowledge of the entrepreneurial mindset covering evaluation of opportunities, sources of financing, business planning and development, deal structure, and valuation techniques. This course will include case analyses and require students to develop a business plan which will be presented and analyzed in class.

BUS 562 - Systems Analysis and Design: Industrial Problem Solving (3)

Effective business solutions begin with an appropriate understanding of business situations and requirements. As organizations strive to bring about an improvement in business performance and sustainability, analysis and design play a critical role in ensuring timely delivery of effective solutions. This course examines the nature of the various problems confronted in business and how systems thinking and systems development concepts, methodologies, tools and techniques can effectively deal with them. Topics include characteristics of complex ill-structured problematic situations, appreciative systems, systems thinking, inquiry systems, decision traps, constituency identification, problem formulation, requirements determination, project definition and system study, design and implementation, and project management.

BUS 563 - Information Systems - Database Management (3)

The course introduces database management and database management systems (DBMS). Students will acquire technical and managerial skills in planning, analysis, logical design, physical design, implementation, and maintenance of a database. Students will be provided hands-on training in database design, development, and implementation using relational DBMS software. Emphasis is placed on designing and developing reliable

databases to support organizational management.

BUS 564 - Accounting Information Systems (3)

This course examines the information system's role in accomplishing the objectives of financial accounting, managerial accounting, tax accounting and auditing. Systems covered include manual accounting, computerized accounting, and Internet electronic commerce applications. Additional topics include internal controls, systems analysis, systems design and systems implementation.

BUS 565 - eBus Tech Using WebSphere (3)

Provides an overview of eBusiness technologies and applications such as EDI, XML, JAVA, middleware, firewalls, encryption, payment systems, database integration and shopping-cart applications. The WebSphere Server and Eclipse Development Tools will be used for practical Web development and deployment exercises and projects.

BUS 566 - Telecom and Networking for Business Syst (3)

Course provides comprehensive coverage of technologies, enabling processes, and approaches vital for the effective assessment, design, management, and security of business telecommunications and networking systems.

BUS 567 - Systems for Administrators (3)

Included are management functions and computer implications, centralization and decentralization and computer role, planning with computers, and planning for computers. Selected computer uses in society and the information systems in education, business, and public administration.

BUS 568 - Legal Aspects of the Management Process (3)

The course examines the growing importance of legal aspects as they relate to corporations, partnerships, and limited partnerships. Topics covered include: agency and employment, limited liability, managers' legal obligations, shareholders' rights, capital structure, and duties and powers of directors and officers.

Prerequisite: BUS 252 or its equivalent.

BUS 569 - Management of Technology (3)

The innovation process and its management have been examined by scholars and practitioners for many years from the perspectives of a wide variety of disciplines. This course is designed to provide students with a robust framework that brings together a vast array of concepts, issues and challenges, cases, and best practices related to progress in the study and practice of innovation and technology and its management. Course also provides students with tools and techniques needed to understand, construct, and deploy a model of innovation that can be employed in many practical business and non-business settings.

BUS 570 - Marketing and Strategic Planning (3)

This course examines marketing as a major part of an organization's strategic plan. Readings and discussion for this class include the basic functions of marketing, segmentation of markets, marketing research techniques, and advertising and PR as part of the marketing campaign. Students work in marketing teams to analyze cases and produce a strategic marketing plan. Each semester, at least one team produces a marketing plan for a particular local organization in need of greater visibility. A speaker from the industry visits the class to give the students real world insights into marketing as a major part of the organization's strategic plan. Discussions also include aspects of both ethical and unethical marketing.

BUS 580 - Managerial Accounting (3)

Utilization of accounting data in managerial planning and control. Cash flow and fund flow statements. Profit volume ratios, capital expenditures, performance measurements, intra-company transfer pricing, responsibility accounting, and cost information system. Emphasis is placed on internal reporting for managerial control.

BUS 581 - Acquisition and Divestment (3)

The course covers the theory and practice of strategic acquisitions and divestments. In addition, it discusses structure of Leverage Buy Out (LBO) and the role top management plays in the process. Furthermore, the course

utilizes financial analysis techniques applied in the economic evaluation of consolidation, merger, liquidation, and reorganization. It reviews the transaction needed to complete an acquisition and gives defensive mechanisms used by management to deter a raider. Case studies and business reports are utilized.

Prerequisite: BUS 542.

BUS 582 - Business Taxation (3)

Comprehensive, detailed study of federal tax law with emphasis on the formation, operation and dissolution of corporations, limited liability companies, partnerships, and sole-proprietorships.

Prerequisite: BUS 568.

BUS 583 - Retirement and Estate Planning (3)

This course covers all the major retirement-related issues including plan design and flexibility, social security, and Medicare. Techniques for achieving various financial goals and structuring investment portfolios will be discussed. In addition, the course examines legal, financial, and practical considerations in the creation, management, and conservation of an estate. Various types of property interests (joint tenancy, tenancy in common, community property) are reviewed and the use of revocable and irrevocable trusts, gifts, powers of attorneys, retirement, and custodial accounts are discussed. The influence of federal estate and gift taxation and state taxation rules on estate planning techniques is examined. Ultimately, students will gain a thorough understanding of the process for developing a comprehensive financial plan.

BUS 584 - Managerial Economics (3)

Coverage includes the economic theory in managerial decisions. Emphasis is placed on the application of these economic techniques within the business environment. Topics include estimation of supply and demand, forecasting and trend analysis, production and cost functions, and pricing strategies in various market structures.

Prerequisite: ECON 101 and ECON 102 or by permission of the Department Chairperson.

BUS 585 - Risk Management and Insurance (3)

Effective risk management is essential in today's uncertain business environment. Derivatives are standard instruments for managing financial risk with more than 90% of the Fortune 500 companies using fixed income derivatives to manage interest rate risk exposure. Thus, this course develops tools for valuing and modeling an organization's risk exposures, and it explores key issues in fixed income, financial engineering, and risk management. The sources of risk information are examined, business risks are analyzed, and the alternative methods of handling risks evaluated. Criteria for selection of proper insurance coverage and selection of carriers and intermediaries are also reviewed.

BUS 586 - SEC and the Financial Markets (3)

Operation and regulatory management of various financial markets such as Money Markets, Capital Markets, and Derivative Markets, etc., are discussed. A discussion of various instruments in addition to the involvement of various institutions (such as SEC, FDIC, FHLBB, FOMC) in each of these markets is also included. Recent regulatory changes (such as SOX and the Dodd-Frank Act) are analyzed and debated as to their impact on financial firms and markets.

BUS 587 - International Trade and Investment (3)

The objective of this course is to assist students in achieving a better understanding of the multinational corporation in our increasingly interdependent world. Topics include: the determination of foreign exchange rates in a stable and variable rate system; the management of currency risk; and international portfolio investments. Trade relations and policies toward multinational enterprises are also discussed.

Prerequisite: BUS 542.

BUS 588 - Portfolio Theory and Capital Markets (3)

A comprehensive survey of theories relating to construction of optimum portfolios, including discussion of the determinants of selecting securities within each portfolio. Institutions involved in the investment process as administrators or investors will be studied and performance

evaluation criteria for investment houses discussed.

BUS 589 - Adv. Topics Real Estate Mgmt (3)

The focus of this course is the practical skills and judgment that contribute to creating and delivering successful projects in the real estate environment. It provides an advanced survey of modern residential and commercial real estate financing techniques from the perspective of the borrower and the lender. Although special entrepreneurial opportunities are considered, the course also recognizes that almost every executive is likely to be a significant user of real estate as a corporate leader, member of government, or trustee of a nonprofit. And, for most organizations, building projects are significant decisions whose execution is critical to overall sustainability and growth. Thus, this course provides the applied skills and techniques to make that decision a responsible and successful one and to appreciate the complex design and construction that contribute to a building's functionality, aesthetics, and overall value. Topics include: real estate contracts and regulations; financing methods and techniques, institutional sources of funds for real estate, appraisals and risk analysis; and real estate financing decision-making. The course includes lectures, demonstrations, spreadsheet software exercises, and guest speakers.

BUS 590 - Research Methodology (3)

This course is designed to provide students with a thorough coverage of Qualitative and Quantitative Methods in business research topics backed by solid theory. Our approach blends a discussion format related to methodological and procedural issues with practical application through research projects performed in real-life settings. The course also addresses ethical issues, the role of the researcher, and strategies for reporting results.

BUS 591 - Professional Contribution (3)

The Professional Contribution constitutes a scholarly endeavor that may take the form of a minor thesis, a scholarly paper, internship or other form that demonstrates the student's ability to deal in depth with the sources and/or materials in the field of concentration.

BUS 592 - Web Application Design/Dvlp (3)

A growing number of businesses are concerned with

increasing the strategic exploitation of technology and are using the web in rapidly changing and increasingly complex and critical ways. Generally, this course is about the development of web-based applications; it is not a Web page design class. Thus, the focus is not on the client tooling but the server side such as scripting languages, database interfaces, XML, web services, PHP, and Web application design concepts. The course includes a survey of current web business practices to help the student gain an appreciation of the tools and web technologies necessary for business application design and development. The student will also learn to specify and design identity management and security requirements for web services, and to apply appropriate tools and techniques to design an e-business system. Additionally, the student will learn the ethical, legal, and professional issues in the development of web business applications.

BUS 593 - Business Info Security/Continuity (3)

Man made and natural incidents happen within and across interconnected organizations every day. Many of these events are caused by security breaches and can cascade out of control to become crises and disasters that can threaten the very existence of organizations. Topics include a systems-wide and strategic perspective of information security and assurance, and approaches and methods for protecting information assets, determining the levels of protection, and response to security incidents, and designing a consistent, reasonable information security system, with appropriate intrusion detection and reporting features, and information security and staffing functions.

BUS 594 - ERP Systems (3)

ERP systems enable organizations to improve processes and to consolidate data and resources from all its units into one enterprise-wide accessible resource. Organizations are increasingly relying on ERP systems to better manage their enterprise, business intelligence, supply chain, customer relationships and business operations. This course provides students with a comprehensive coverage of various modules and functionalities of an ERP software and hands-on platform to learn and develop expertise vital for installing, administering, and maintaining ERP software solutions in a corporate enterprise environment.

BUS 595 - Graduate Internship (3)

Places the student in a profit/nonprofit organization to

receive on-the-job administrative training related to the student's area of specialization. The student must log 250 hours of work experience to receive the three hours of credit.

BUS 598 - Special Topics (3)

Courses and seminars, short-term and semester-long, offered in a variety of course delivery modalities, to address various topics to meet current and emerging trends that impact business.

BUS 599 - Independent Research (3)

Designed for students performing in-depth research in a particular field or subject. Research may include, but is not limited to, tasks and analysis in service to the Pacer Investment Fund.

BUS 601 - Health Insurance (3)

Organization and administration of voluntary health insurance in the United States - history, benefit structure, terminology, regulation, methods of payment of voluntary health insurance to health institutions and physicians, administration of Medicare and Medicaid as intermediaries, and proposed national health insurance legislation and impact of eligibility, benefit structure, methods of payment, administration, and financing.

BUS 602 - Health Finance (3)

Basic financial activity and function of the health care system, including the nature of medical costs, expenditures and controls, public and private health care financing devices, and impact of government regulations.

CHEM-Chemistry

CHEM 513 - Elements of Medicinal Chemistry (3)

This course will examine the basic theory of novel drug design based on interaction of chemicals with biological receptors. Drug targets will be studied as well as basic elements of drug metabolism and pharmacokinetics. Case studies in drug design will be used to illustrate the structure-activity relationships and design aspects for

various classes of drugs, such as antibacterial agents, anticancer agents, drugs acting on the central nervous system and opioid analgesics. Restricted: Science majors only Prerequisite: CHEM 221 and 221 Lab. Normally offered in Spring semester only.

Prerequisite: Take CHEM 221 and CHEM 221.

CHEM 595 - Graduate Research (1)

Requires laboratory or library research on an assigned problem. Hours are arranged by the advisor. Prerequisites: QPA minimum 2.50 and approval of the Science Department chair. A public demonstration of the research may be requested. Junior and senior science majors.

CJ-Criminal Justice

CJ 503 - Criminal Justice Administration (3)

Familiarizes students with the internal segments, functions, and mission of the criminal justice system. Emphasis is on the internal problems confronted by the administrator.

CJ 505 - Financial Management (3)

Study of financial management tools and budgeting techniques applicable to the public sector. Students deal with cases and other assigned materials focusing on budgeting and financial decisionmaking.

CJ 507 - Criminal Justice Research Methods (3)

This course introduces students to the research methods employed in criminal justice research, including survey methodology, quantitative methods, and data analysis using analytic software. Prerequisite: at least one undergraduate or graduate course in social research and/or social statistics. Previous undergraduate or graduate course work in criminal justice, sociology, or criminology is recommended, but not required.

CJ 519 - Administrative Law (3)

Deals with the process and problems of law as they affect the administrator, including important cases, precedents and future implications.

CJ 522 - Criminology (3)

An advanced seminar in Criminology; classical and contemporary theories of crime are examined in original sources.

CJ 524 - Sex, Drugs, and Crime (3)

Prostitution and drugs are often associated with criminal violence. This course will explore legal and illegal social worlds of sex workers, drug users, and others to evaluate current explanations for their persistence and interconnections with violent crime - in the US, abroad, and at different class levels.

CJ 526 - Race, Ethnicity and Criminal Justice (3)

The over-representation of racial and ethnic minorities in criminal justice processes have been noted for well over one hundred years, yet the reasons for it remains unclear. This seminar will explore the extent of these disparities and the possible reasons for them. Prerequisite: an undergraduate course in criminology, delinquency, deviance or inter-group relations is required.

CJ 528 - Youth Offenders (3)

This course provides a detailed examination of the social, psychological, and biological factors associated with juvenile delinquency and related risky youth behaviors. Major areas of study include family and community dynamics, peer networks, neurological and genetic risks, and agegraded changes in antisocial involvement.

CJ 530 - Criminal Justice Policies (3)

An advanced seminar that explores the historical and contemporary policy approaches of criminal justice systems (i.e., policing, courts, and corrections). Major areas of study include the war on drugs, juvenile justice and street gangs, incarceration and prisoner reentry, U.S. border control, and terrorism.

CJ 533 - Crime Over the Course of Life (3)

This course traces the development of criminality from

birth into old age. Drawing upon longitudinal studies of delinquent and adult offenders in the United States and elsewhere, biological, psychological and social correlates of criminal onset, persistence and desistance are examined.

CJ 535 - Comparative Punishment Policy (3)

Examines the fundamental differences among the United States and European countries in criminal sentencing and their underlying conception of the individual, with specific attention to variations in emphases upon retribution, deterrence, incapacitation, rehabilitation and reintegration.

CJ 540 - The Constitution & Criminal Justice?Policy (3)

Stresses the effect of court decisions and the law on policy-making, planning, and administrative discretion in the criminal justice system.

CJ 544 - Staff Supervision in Criminal Justice (3)

This course examines the role of a staff supervisor in criminal justice settings. It focuses on five functions of an effective supervisor: planning, organizing, staffing, directing, and controlling and the tools that facilitate them. It reviews also the principles of effective leadership and their application in criminal justice agencies.

CJ 560 - Urban Crime Patterns (3)

This seminar introduces students to the spatial patterns of crime and their relationship to other features of the urban environment. It examines the classic studies of the Chicago School and the theories of urban crime developed there. Current studies applying and extending these theories will be reviewed. Finally, the seminar will review the use of GIS software and conduct basic GIS analyses of urban data. Data and examples will be drawn whenever possible from the Scranton, Philadelphia or New York metropolitan areas.

CJ 569 - Media & Crime (3)

This course provides an introduction to the relationship between media and crime in modern society. Topics include patterned images of crime in news and entertainment media; economic, political and cultural

factors that influence how media present crime; the relationship between media content and fear of crime, and how crime in the media influences crime policy and the criminal justice system.

CJ 573 - Physical and Sexual Abuse of Children (3)

This course is geared for the working professional in medical, law enforcement, and social work fields. This course can prove extremely important to individuals in charge of day care centers and elementary schools, nurses, and all who come in contact with children on a daily or weekly basis. Administrators of law enforcement and social agencies can also benefit by the diversified alternatives to problems in which current solutions failed. A general background on child abuse and sexual exploitations will be given to ensure a quality course for the professionals already in the field who have not had formal training on this topic.

CJ 576 - Corrections (3)

This course places a major emphasis on the historical and social contexts of corrections. It presents the views of victims, reformers, prison officials, and others. The student is taken inside the role behavior of the probation officer, warden, et al., to determine what constitutes an effective and satisfactory job. Dialogue concerning controversial probation issues is encouraged to provoke thought and balance.

CJ 578 - Community Corrections (3)

This course combines theoretical and practical considerations of the philosophy, goals, problems, treatment approaches, and developing trends in the area of community corrections. Major topics include defining the mission of community corrections, historical development, probation/parole, pretrial services, boot camps, halfway houses, work release programs, electronically-monitored home confinement, drug/alcohol treatment programs, community service, and job training placement programs.

CJ 595 - Master's Thesis (3)

Original research in Criminal Justice executed by the student under the supervision of a thesis director in Criminal Justice and at least one additional faculty member. This opportunity is intended for students who

plan to continue their education in a doctoral program in Criminal Justice or a related field. It is normally taken in the last semester of master's level work.

CJ 597 - Management Project/Internship (3)

Students employed in a criminal justice agency will complete a management project demonstrating their ability to use the knowledge and skills they have acquired in the program to identify, document, and resolve a management problem selected in concert with their agency and Marywood project supervisors. Students who are not so employed will complete a 240 hour internship in a criminal justice agency in which they integrate features of their classroom learning with their experiences as an intern in the field. A major paper is required in either case. This course must be completed, normally within 9 credits of graduation, by all degree candidates, except those completing a Master's Thesis.

CJ 598 - Special Topics in Criminal Justice (3)

This seminar offers an in-depth examination of a topic of interest to the Criminal Justice community.

CJ 598A - St: Criminal Justice - Policing (3)

An introduction to sociological, historical, and political issues associated with individuals and institutions vested with responsibilities to police. Topics include the philosophical underpinnings of the police role in society, historical trends in the development and implementation of policing, and the challenges of policing in modern life.

CJ 598B - ST: Interpersonal Violence (3)

Course examines research on interpersonal violence. Topics include domestic violence, homicide, and sexual assault.

CJ 598C - Special Topics: Youthful Offenders (3)

This seminar offers an in-depth examination of a topic of interest to the Criminal Justice community.

CJ 598D - ST: Policing/Modern World History (3)

This seminar offers an in-depth examination of a topic of interest to the Criminal Justice community. This course will examine the practice and goals of policing in the 20th century through a comparison of international experiences, particularly in China, France, Mexico, and the United States. Topics will include efforts to reform police forces, the challenges of political instability, changing understandings of maintaining order, and new forms of technology and policing. "

CJ 598E - Sp. Topics in Criminal Justice (3)

This course offers an in-depth examination of a topic of interest to the Criminal Justice community.

CJ 598F - ST: The Nature of Cybercrime (3)

This course is designed to help students understand and apply the nature of cybercrime in the criminal justice field. Several theories (both micro-level and macro-level) will be presented and will be analyzed in depth and applied to cybercrime cases both past and present. Students will see how major theories have been re-developed to be applied to cybercrime, and by using these theories, students will both develop and explore different strategies for future law enforcement. Students will be presented with common types of fraudulent schemes, as well as several laws that have been enacted and developed specifically for cybercrime. In addition, causes, victimization, legal issues, control strategies, and societal costs regarding the "cybercrime" problem will be explored and evaluated.

CJ 598G - ST: Introduction to Cybersecurity (3)

As digital technologies become essential parts of almost every aspect of our life, the cybersecurity landscape affects a broad range of social, political, economic, legal, and personal areas. Introduction to Cybersecurity will explore these important elements that shape the field of cybersecurity and emphasize how ethical, legal and economic frameworks enable and constrain security technologies and policies.

CJ 598H - ST: Gangs and Crime (3)

Examination of current trends and issues affecting the operation and management of the criminal and juvenile justice system.

CJ 598I - ST: Victims in Society (3)

This seminar offers an in-depth examination of a topic of interest to the criminal justice community.

CJ 598J - ST: Crime in the Movies (3)

This seminar offers an in-depth examination of a topic of interest to the Criminal Justice community.

CJ 599 - Independent Study (3)

Involves faculty directed, student initiated study and research on a topic relevant to student interest.

COMM-Communication Arts

COMM 501 - New Communications Technology Theory and Practice (3)

Examines the applications and implications of the new communications technologies, including satellites, the Internet, non-broadcast video operations, digital technology/imaging, and electronic social media developments. Intellectual property and other legal as well as ethical, economic, and aesthetic issues are covered. Normally offered in Summer session only.

COMM 502 - Professional Writing (3)

Examines practical writing tools and techniques appropriate for varied institutional settings and publics. The tools and techniques may include an examination of desktop publishing, technical communications, scriptwriting, and traditional as well as electronic document design. Normally offered in Summer session only.

COMM 503 - Public Presentation (3)

The course is designed to create an awareness of effective speech delivery for various media and audiences through lectures and practical exercises. The use of supplemental materials, including handouts and PC-based presentations, is also covered. Normally offered in Spring semester only.

COMM 504 - Film History (3)

Introduction to film history, aesthetics, and the relationship between film and society. In-class viewings supplement lectures, readings and discussions. The class focus can change on a semester basis.

COMM 505 - Tv Criticism (3)

Analyzes television, cable and other electronically distributed programming with respect to their form and content. The role of the media critic, the basis for criticism, and the relationship between the media and society are also examined. In-class viewings supplement lectures, readings, and discussions.

COMM 506 - Communications Law and Policy (3)

Examines legal topics relevant to the communications field. Subjects include the FCC, regulation and deregulation, libel and slander, privacy, and copyright issues. Both traditional and emerging media are covered. Normally offered Fall semester only.

COMM 520 - Health Communication (3)

This core course of the Health Communication Track will introduce students to the field's fundamental principles. It includes an in-depth look at the delivery of healthcare systems and communication issues that affect them. These include an overview of health communication practices, its societal impact, and the tools a practitioner can use to reach diverse audiences and integrative medical systems. Selected readings will be assigned and students will engage in hands-on activities.

COMM 522 - Leadership in Communication (3)

This course introduces the student to the principles and dynamics in leadership. It will also provide motivation for the student to view the organization from a holistic and global point of view applying their skills of facilitation, mediation and clarification of the organization's process message. It provides a sound basis for the acquisition of leadership skills, including both management and administration. Normally offered in Spring semester only.

COMM 531 - Media Production I (3)

Introduces students to studio and single camera production equipment and operations, including basic scriptwriting and video editing. Students serve as producers, directors, writers, and crew for a variety of productions. In-class exercises supplement lectures; students may be required to spend additional hours outside class to complete various projects. Normally offered Fall semester only.

COMM 532 - Media Production II (3)

Continues the study of Media Production I, including more complex techniques and special effects. Digital filmmaking and editing skills are also emphasized. Students may be required to spend additional hours outside class to complete various projects. Normally offered in Spring semester only. (Prerequisite: COMM 531.)

COMM 532L - Media Production II Lab (0)

Continues the study of Media Production I, including more complex techniques and special effects. Electronic field production and editing skills are also emphasized. Students may be required to spend additional hours outside class to complete various projects.

COMM 533 - Advanced Media Production (3)

Examines advanced production techniques. Topics can range from lighting to aesthetics to digital film production. The class focus can change on a semester basis. Students may be required to spend additional hours outside class to complete various projects. (Prerequisites: COMM 531; COMM 532.)

Prerequisite: COMM 233L, COMM 233L.

COMM 534 - Video Editing (3)

Examines advanced video editing and underlying aesthetic principles. Students may also be required to spend additional hours outside class to complete various projects. (Prerequisites: COMM 531; COMM 532.)

COMM 535 - Pc-Based Media Production (3)

Examines production techniques geared for a computer environment. Topics include PC-based video editing, digital compression options, graphics, and audio integration, selecting the appropriate medium for a specific task and available production outlets. Students may be required to spend additional hours outside class to complete various projects.

COMM 536 - Introduction to Theater Production (3)

Presents basic principles and practices in the technical aspects of producing a play on stage. Examines behind-the-scene organization and stage management. Practical exercises supplement in-class lectures and discussions. Students may be required to spend additional hours outside class to complete various projects.

COMM 537 - Creative Development Marketplace (3)

Provides students with knowledge both in how to develop creative projects according to the needs of the marketplace as well as the techniques and knowledge base required in evaluating professional opportunities in the creative marketplace.

COMM 538 - Web Page Design and Communication?Perspectives (3)

Provides students with the skills and abilities to write and design web pages for the WWW from a creative standpoint, as well as a tool for advertising, publicity, and public relations purposes.

COMM 540 - Complementary Healthcare (3)

This course will focus on fundamental issues that underline complementary healthcare including alternative medicine, legal policies, reimbursement, training, and educational opportunities for those involved in complementary healthcare. Students will examine the theoretical basis of Complementary or Holistic Healthcare, its history, its current status, and its future potential.

COMM 555 - Professional Contribution (0)

Under the direction of the Communication Arts faculty, students prepare projects that can include a thesis, a professional contribution, or a professional performance.

Students develop an in-depth study of a scholarly issue and a practical application of the information in that analysis in a creative format. Completion of both the in-depth scholarly study and the practical application are required for successful completion of the course.

COMM 561 - Media Management (3)

Examines administrative principles and procedures relevant for broadcast and non-broadcast media operations. Topics include staffing issues, management styles, and how to remain competitive in a highly volatile environment. Normally offered Fall semester only.

COMM 562 - Media Promotion and Publicity (3)

Introduces students to integrated techniques for effectively conveying an organization's messages to relevant clients, including internal constituencies and the public. Various promotion and publicity techniques are also covered. Hands-on activities supplement lectures, readings, and discussions. Normally offered Summer session only.

COMM 595 - Internship (3)

Involves practical experience under the direction of qualified professionals at cooperating communications organizations and institutions. Internships may also be held at appropriate departments at Marywood University, such as Marywood's TV studio and Public Relations Office.

COMM 595A - Internship (3)

COMM 595B - Internship (3)

COMM 595C - Internship (3)

COMM 598 - Special Topics (3)

To meet the growing needs of both the communication and media industries, we are constantly researching and updating a unique set of courses designed to enhance the knowledge base and skill level of our graduate students. Special Topics courses will in most cases serve as electives and include courses for our media management, production

health communication, and production tracks.

COMM 598A - ST: Motion Graphics (3)

To meet the growing needs of both the communication and media industries, we are constantly researching and updating a unique set of courses designed to enhance the knowledge base and skill level of our graduate students. Special Topics courses will in most cases serve as electives and include courses for our media management, production health communication, and production tracks. Completed Video I and Video II OR Permission of Instructor

COMM 598E - ST: Non Profit Strategic Communications (3)

To meet the growing needs of both the communication and media industries, we are constantly researching and updating a unique set of courses designed to enhance the knowledge base and skill level of our graduate students. Special Topics courses will in most cases serve as electives and include courses for our media management, production health communication, and production tracks.

COMM 598F - Special Topics: Travel Writing (3)

To meet the growing needs of both the communication and media industries, we are constantly researching and updating a unique set of courses designed to enhance the knowledge base and skill level of our graduate students. Special Topics courses will in most cases serve as electives and include courses for our media management, production health communication, and production tracks.

COMM 598G - ST: Producing for Television (3)

Producing for TV will give students the opportunity to experience the media production cycle from conception to delivery. Students will brainstorm ideas for a show, pitch them in class, and bring them to life while using Marywood's amazing production facilities. Students will learn how to make a production workbook for their projects, how to book talent and stay legal with paperwork, and how to navigate post production to ensure projects get done. Professor Murphy has worked as a video editor, commercial producer, and a live sports director. He currently produces "The Great Outdoors" and "The Volpe Report" on Fox56, and he is very excited to share his experience with Marywood students

COMM 599 - Independent Study (3)

COMM 599A - Independent Study (3)

Designed for the individual student's interests under faculty direction. Course descriptions for the graduate courses in Art and Public Administration may be found in the respective program sections of this catalog.

COMM 599B - Independent Study (3)

Designed for the individual student's interests under faculty direction. Course descriptions for the graduate courses in Art and Public Administration may be found in the respective program sections of this catalog.

COMM 599C - Independent Study (3)

Designed for the individual student's interests under faculty direction. Course descriptions for the graduate courses in Art and Public Administration may be found in the respective program sections of this catalog.

COMM 599D - Independent Study (3)

Designed for the individual student's interests under faculty direction. Course descriptions for the graduate courses in Art and Public Administration may be found in the respective program sections of this catalog.

COMM 599E - Independent Study (3)

Designed for the individual student's interests under faculty direction. Course descriptions for the graduate courses in Art and Public Administration may be found in the respective program sections of this catalog.

COMM 599F - Independent Study (3)

Designed for the individual student's interests under faculty direction. Course descriptions for the graduate courses in Art and Public Administration may be found in the respective program sections of this catalog.

COMM 599G - Independent Study (3)

Designed for the individual student's interests under faculty direction. Course descriptions for the graduate courses in Art and Public Administration may be found in the respective program sections of this catalog.

COUN-Counseling

COUN 500 - Field Placement Prep (0)

Field Placement Prep is a new, mandated non-credit course that must be taken in the student's second semester of the first year. The course will involve group and individual meetings with the instructor to adequately prepare the student for field site selection and placement. Normally offered in Spring semester only.

COUN 501 - Research Methodology (3)

COUN 504 - Philosophical Foundations of Counseling?And Psychotherapy (3)

Designed to provide the student with an understanding of the changing nature of the counseling profession throughout recent history. Specific attention directed toward an understanding of the professional orientation and historical antecedents of contemporary practice, as well as the varied roles and functions of professional counselors.

COUN 505 - Career Development I (3)

Introduction to the field of career counseling through examination of the theories of career choice and their influence upon entry into the world of work. Includes an experiential laboratory for designing and implementing career programs, with emphasis on decision-making and problem-solving strategies and life-work planning. Normally offered in Fall semester only.

COUN 506 - Stdnt Acdmc Crer Dvlpmt Schl Coun (3)

A study of occupational opportunities and job analyses through field work and conferences with representatives from business, industry, and education. Occupational

surveys are conducted, noting job requirements, nature of work, earnings, work environment, opportunities for advancement, and trends.

COUN 507 - Prin & Pract/Clinical Ment Health Coun?Mental Health Counseling (3)

This course explores the issues of mental health service delivery in a clinical mental health setting. The course will focus on knowledge of the principles and practices of ethical standards and codes of the counseling profession, as well as the role and function of the clinical mental health counselor within a community agency setting. Students will be exposed to current professional issues within the field of counseling and psychology. Normally offered in Fall semester only.

COUN 510 - Principles and Practices of Professional?School Counseling (3)

A seminar course specific to elementary or secondary concerns. Topics include professional history, a model for school counseling programs, similarities and differences of counseling programs in secondary or elementary settings, and specific duties and responsibilities. This course is designed to provide students with a wide range of current trends in school counseling. Normally offered in Fall semester only.

COUN 514 - Human Development (3)

An examination of human development throughout the lifespan, with in-depth coverage of developmental theories and research methods. Critique of empirical studies required. Previous coursework in developmental psychology suggested.

COUN 518 - Foundational Counseling Techniques (3)

Designed to provide the student with an initial exposure to counseling. Small supervisory group study of counseling problems, principally through analysis of case materials, taping and critiquing interviews, role playing, and demonstration of strategies by faculty.

COUN 519 - Loss and Bereavement (3)

This course will provide an overview of theories, current

research and clinical implications pertinent to the understanding, assessment and management of loss. In addition, the course will address the implications and application of appropriate clinical interventions intended to facilitate a healthy grieving process and to assist the clients in moving ahead with their lives with a stronger sense of self.

COUN 521 - The Role of the Counselor Consultant in The Elementary School (3)

Provides the counselor-trainee with the necessary theoretical and perceptual background for counseling and consulting in an elementary school. Presentation of a variety of viewpoints concerning the role and function of the counselor-consultant.

COUN 522 - Pract: PK-12 Sch Coun (Group Supervision) (3)

Integrates all facets of the student's personal philosophy of counseling with theory, techniques and skills acquired throughout the counselor training program. A field experience that emphasizes counseling skills via audiotaping and videotaping, critiquing, and test interpretation. A minimum of 100 hours of field work in a school type setting is required. (Restricted: Permission of chairperson required)

COUN 522A - Pract: PK-12 Sch Coun (Indiv Supervision) (0)

Integrates all facets of the student's personal philosophy of counseling with theory, techniques and skills acquired throughout the counselor training program. A field experience that emphasizes counseling skills via audiotaping and videotaping, critiquing, and test interpretation. A minimum of 100 hours of field work in a school type setting is required. (Restricted: Permission of chairperson required)

COUN 522B - Pract: PK-12 Sch Coun (Indiv Supervision) (0)

Initial fieldwork experience in an approved educational setting. Students are provided with individual supervision from a University practicum supervisor as well as from a qualified professional from the cooperating school. Supervision integrates the student's personal philosophy of

counseling with theory, techniques, and skills acquired throughout the counselor training program.

COUN 522C - Pract: PK-12 Sch Coun (Indiv Supervision) (0)

Initial fieldwork experience in an approved educational setting. Students are provided with individual supervision from a University practicum supervisor as well as from a qualified professional from the cooperating school. Supervision integrates the student's personal philosophy of counseling with theory, techniques, and skills acquired throughout the counselor training program.

COUN 523 - Applied Practice II in Elementary School?Counseling (3)

Emphasis directed toward theory, technique, and practical application of learned skills. On-campus and field experience required. (Admission by permission of chairperson.)

COUN 523A - Applied Practice II - Elementary?Supervision (3)

A 100 hour field based experience required for Master's Degree in Counseling. One hour weekly of individual supervision.

COUN 524 - Internship in Elementary School?Counseling (3)

Field work experience in an approved educational setting, under the direction of an Internship Supervisor from the Department of Psychology and Counseling and a qualified professional from the cooperating school. The student will become familiar with the school setting, especially the role of the school counselor, counseling department, and elementary school counseling program.

COUN 524A - Internship Elementary School Counseling?I (3)

Field work experience in an approved setting under the direction of the Counselor Education faculty and certified elementary school guidance personnel. (Admission by permission of chairperson.) A total of 3 credits is required. See Departmental Handbook and advisor for registration

options.

COUN 524B - Internship in Elementary School Counseling II (3)

Field work experience in an approved setting under the direction of the Counselor Education faculty and certified elementary school guidance personnel. (Admission by permission of chairperson.) A total of 3 credits is required. See Departmental Handbook and advisor for registration options.

COUN 524C - Internship in Elementary School Counseling III (3)

Field work experience in an approved setting under the direction of the Counselor Education faculty and certified elementary school guidance personnel. (Admission by permission of chairperson.) A total of 3 credits is required. See Departmental Handbook and advisor for registration options.

COUN 525 - Theories of Counseling (3)

The study of contemporary individual and group counseling theory in view of recent research developments and current trends in counseling and psychotherapy. Emphasis upon the relationship between theory and practice. Normally offered in Spring semester only.

COUN 530 - Ethics/Professional Conduct for Counselors (3)

This course is designed to examine the moral implications of professional clinical practice and to familiarize students with the history and development of professional ethics and standards and their legal implications in the areas of counseling and psychotherapy. Students will be introduced to moral, legal, and ethical issues and current debates on such topics as: privileged communication, confidentiality, rights of clients, civil commitment, licensure, and mental health laws. Students will become familiar with ethical standards for counselors as formulated by state and national professional associations. Normally offered in Summer session only.

COUN 532 - Multicultural Issues for Professional Counselors (3)

This course explores the issues of clinical mental health service delivery to culturally distinct clients. This course will focus on ethnicity, gender, and other salient personal characteristics, and the effects of these elements on the counseling process and outcome. Skill development will include a more flexible frame of reference for relating to and dealing with diverse clients and their cultural traditions, values, and styles. Normally offered in Spring semester only.

COUN 533 - Psychopathology Across the Lifespan (3)

An in-depth examination of the range of emotional disorders. Emphasis is placed on major cognitive, affective, personality, and character disturbances in children and adults. Etiology, research findings, intervention implication (focus on behavioral and cognitive perspectives), and classification issues.

COUN 535 - Student Soc & Emotional Dev/School Counseling (3)

This course is designed to address three areas that are critical to the transformed role of the professional school counselor and to the success of comprehensive school counseling programs. The first, an overview of school based consultation will expose students to roles, models, and theories related to effective collaboration with educational partners. Secondly, significant issues impacting the academic and life success of school-aged children will be explored. Finally, the essential elements of designing and facilitating data-driven school-based interventions will be demonstrated. Emphasis will be placed on the services comprising the Delivery System of the ASCA National Model for School Counseling Programs (ASCA, 2005). Normally offered in Summer session only.

COUN 538 - Psychopharmacology (3)

An in-depth, systematic study of the properties and behavioral effects of psychoactive drugs. Emphasis on the appropriate role of the nonmedical professional in therapeutic programming involving drugs.

COUN 540 - Developing and Managing A Successful School Counseling Program (3)

The Primary purpose of this course is to provide students' with the necessary knowledge and skills to plan, implement, and evaluate a successful, comprehensive school counseling program that is designed to meet students' academic, career, and personal/social needs, grounded in collaboration, advocacy, and leadership, and connected to the academic mission of the school district. Normally offered in Spring semester only.

COUN 543 - Group Process in Counseling (3)

Provides candidates with the opportunity for involvement and participation in group experience in which they will be able to utilize the resources of their peers and the influence of their opinions, judgments, and insights. Normally offered in Fall semester only.

COUN 544 - Advanced Counseling Techniques (3)

An experiential laboratory course designed to provide the counselor-in-training with a variety of strategies and techniques necessary for the effective counseling of individuals and groups. Normally offered in Fall semester only.

COUN 545 - Pract: Clin Ment Hlth Coun (Grp Superv)?Counseling/Mental Health (3)

Integrates all facets of the student's personal philosophy of counseling with theory, techniques and skills acquired throughout the counselor training program. Covers practical experiences such as role playing, audiotaping and videotaping, critiquing, and test interpretation. (Admission by permission of chairperson.)

COUN 545A - Pract: Clin Ment Hlth Coun (Ind Superv)?Health Counseling (3)

Integrates all facets of the student's personal philosophy of counseling with theory, techniques and skills acquired throughout the counselor training program. A field experience that emphasizes counseling skills via audiotaping and videotaping, critiquing, and test interpretation. A minimum of 100 hours of field work in a

clinical mental health-type setting is required. (Admission by permission of chairperson.)

COUN 545B - Pract: Clin Ment Hlth Coun (Ind Superv)?Health Counseling (3)

Integrates all facets of the student's personal philosophy of counseling with theory, techniques and skills acquired throughout the counselor training program. A field experience that emphasizes counseling skills via audiotaping and videotaping, critiquing, and test interpretation. A minimum of 100 hours of field work in a clinical mental health-type setting is required. (Admission by permission of chairperson.)

COUN 545C - Pract: Clin Ment Hlth Coun (Ind Superv)?Supervision (3)

Integrates all facets of the student's personal philosophy of counseling with theory, techniques and skills acquired throughout the counselor training program. A field experience that emphasizes counseling skills via audiotaping and videotaping, critiquing, and test interpretation. A minimum of 100 hours of field work in a clinical mental health-type setting is required. (Admission by permission of chairperson.)

COUN 545D - Applied Practice II - Secondary School?Counseling (3)

Integrates all facets of the student's personal philosophy of counseling with theory, techniques, and skills acquired throughout the counselor training program. Covers practical experiences such as role playing, audio taping and videotaping, critiquing, and test interpretation. (Admission by Permission of Chairperson.)

COUN 546 - Organization and Administration of Counseling Services (3)

Establishing and directing a counseling program. Special organizational and administrative problems in institutions of different types.

COUN 550 - Directed Readings (3)

A program of individually directed readings designed to meet the needs of the student. Offered as required.

COUN 551 - Applied Practice II Mental Health (3)

Integrates all facets of the student's personal philosophy of counseling with theory, techniques and skills acquired throughout the counselor training program. A field experience that emphasizes counseling skills via audiotaping and videotaping, critiquing, and test interpretation. A minimum of 100 hours of field work in a Mental Health type setting is required. (Restricted: Permission of chairperson required)

COUN 551A - Applied Practice II Mental Health?Supervision (0)

Integrates all facets of the student's personal philosophy of counseling with theory, techniques and skills acquired throughout the counselor training program. A field experience that emphasizes counseling skills via audiotaping and videotaping, critiquing, and test interpretation. A minimum of 100 hours of field work in a Mental Health type setting is required. (Restricted: Permission of chairperson required)

COUN 552 - Internship: Secondary School Counseling (3)

Field work experience in an approved educational setting, under the direction of an Internship Supervisor from the Department of Psychology and Counseling and a qualified professional from the cooperating school. The student will become familiar with the school setting, especially the role of the school counselor, counseling department, and secondary school counseling program.

COUN 552A - Internship in Secondary School?Counseling I (3)

Supervised work experiences in a secondary school under the direction of Counselor Education faculty and qualified school personnel. (Admission by permission of chairperson.) A total of 3 credits is required. See Departmental Handbook and advisor for registration options.

COUN 552B - Internship in Secondary School?Counseling II (3)

Supervised work experiences in a secondary school under the direction of Counselor Education faculty and qualified school personnel. (Admission by permission of chairperson.) A total of 3 credits is required. See Departmental Handbook and advisor for registration options.

COUN 552C - Internship in Secondary School?Counseling III (3)

Supervised work experiences in a secondary school under the direction of Counselor Education faculty and qualified school personnel. (Admission by permission of chairperson.) A total of 3 credits is required. See Departmental Handbook and advisor for registration options.

COUN 552D - Internship in Secondary School?Counseling IV (0)

Supervised work experiences in a secondary school under the direction of Counselor Education faculty and qualified school personnel. (Admission by permission of chairperson.) A total of 3 credits is required. See Departmental Handbook and advisor for registration options.

COUN 553 - Internship in Clinical Mental Health?Counseling (0)

Field work experience in an approved work setting, compatible with career goals, under the direction of an Internship Supervisor from the Department of Psychology and Counseling and a qualified professional from the cooperating school, university, or agency. The student will become familiar with the setting, its operation, systems and organization as well as with the population served.

COUN 553A - Internship in Mental Health Counseling I (4)

Field work in an approved institutional or agency setting under the direction of Counseling faculty and qualified on-site personnel. (Admission by permission of chairperson.) A total of 6 credits is required. See Departmental Handbook for registration options.

COUN 553B - Internship in Mental Health Counseling?II (0)

Field work in an approved institutional or agency setting under the direction of Counseling faculty and qualified on-site personnel. (Admission by permission of chairperson.) A total of 6 credits is required. See Departmental Handbook for registration options.

COUN 553C - Internship in Mental Health Counseling?III (4)

Field work in an approved institutional or agency setting under the direction of Counseling faculty and qualified on-site personnel. (Admission by permission of chairperson.) A total of 6 credits is required. See Departmental Handbook for registration options.

COUN 553D - Intern Mental Hlth Coun (6)**COUN 553E - Internship in Mental Health Counseling?IV (0)**

Field work in an approved institutional or agency setting under the direction of Counseling faculty and qualified on-site personnel. (Admission by permission of chairperson.) A total of 6 credits is required. See Departmental Handbook for registration options.

COUN 553F - Internship in Mental Health Counseling V (6)

Field work in an approved institutional or agency setting under the direction of Counseling faculty and qualified on-site personnel. (Admission by permission of chairperson.) A total of 6 credits is required. See Departmental Handbook for registration options.

COUN 560 - Internship PreK-12 School Counsel (3)

Field work experience in an approved educational setting, under the direction of an Internship Supervisor from the Department of Psychology and Counseling and a qualified professional from the cooperating school. The student will become familiar with the school setting, especially the role of the school counselor, counseling department, and school

counseling program. Students pursuing dual certification in elementary and secondary school counseling are expected to obtain a minimum of 300 hours at both elementary and secondary levels.

COUN 560A - Internship: Elementary/Secondary School?Counseling (3)

Field work experience in an approved setting under the direction of the Counselor Education faculty and certified school guidance personnel. Minimum 300 hours required Elementary. Minimum 300 required Secondary. A total of 3 credits is required. See Departmental handbook and advisor for registration options.

COUN 560B - Internship: Elementary/Secondary School?Counseling (1.5)

Field work experience in an approved setting under the direction of the Counselor Education faculty and certified school guidance personnel. Minimum 300 hours required Elementary. Minimum 300 required Secondary. A total of 3 credits is required. See Departmental handbook and advisor for registration options.

COUN 560C - Internship: Elementary/Secondary School?Counseling (0)

Field work experience in an approved setting under the direction of the Counselor Education faculty and certified school guidance personnel. Minimum 300 hours required Elementary. Minimum 300 required Secondary. A total of 3 credits is required. See Departmental handbook and advisor for registration options.

COUN 561 - Assessment and Testing for Counseling (3)

Provides background in psychometric and measurement issues that are the basis for psychological testing (reliability, validity, structural analysis of tests, normative approaches). Introduction to various types of psychological tests (e.g., cognitive ability tests, achievement tests, personality tests, neuropsychological tests, career and interest tests, selection procedures). Covers ethical and legal issues related to psychological testing. Includes laboratory exposure to testing materials.

COUN 562 - Extended Intern PreK School Coun (3)

Elective fieldwork course which includes additional experience in an approved educational, institutional, or agency setting under the supervision of counseling faculty and qualified on-site personnel. Admission by permission of program coordinator is required at least 30 days prior to registration. Approval will depend on (1) availability in the group supervision internship course, per CACREP regulations. Priority will be given to students who are enrolled in the required 600 hour internship group supervision course. (2) availability of site supervisors. In particular, students enrolled in the required 600 internship will be given priority at on campus site locations (i.e., Counseling Student Development Center, Psychological Services Center). If approved, the student will have a maximum of 2 semesters to complete the elective 300 hours. Semesters include Fall, Spring, and Summer. Summer I and II will be counted as 1 semester. If completing the Internship over 2 semester, the student must complete a minimum of 150 hours per semester.

COUN 570 - Contemporary Issues Seminar (3)

Investigation of causes, rationale, scope, and treatment of problems involving personal and social adjustment, including alcohol and drug abuse, sexual maladjustments and alternate behavior forms, problems of aging. Special topic areas not included in other course offerings may be targeted, e.g. neurolinguistic programming, hypnotherapy, forensic psychology, and crisis intervention.

COUN 571 - Crisis and Trauma (3)

The purpose of this course is to provide students with an understanding of the theories and practices associated with counseling survivors of crises and other traumatic events. Upon completion of the course, students will understand the impact of crises, disasters, and other trauma-causing events on people, as well as how crisis intervention occurs within clinical mental health settings and the community at large. This course will review the principles of crisis intervention and trauma counseling, as well as methods for assessing individuals in crisis, such as suicidality, self-injury, and so forth. Participants will understand the appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event, as well as learn to differentiate between pathological and developmentally appropriate reactions to these events.

COUN 574 - Family Therapy (3)

Planned to provide the counselor-in-training with an overview of the theories, techniques, and processes involved in family relationships.

COUN 575 - Counseling the Aging (3)

Provides the helping professional with specific counseling skills required for working with the aged. Also covers pertinent topics such as group work, organic brain syndrome, senility, etc.

COUN 576 - Adult Development (3)

Course is directed toward an understanding of the major issues of development and the specific skills necessary for counseling adults. Focus upon mid-life crises, intimacy, age bias, and achievement patterns in adulthood.

COUN 577 - Group Practicum (3)

Reviews leadership styles and group development. Required: facilitating a group under supervision. (Admission by permission of chairperson.)

COUN 581 - Socio-Emotional Assessment of Children?And Adolescents (3)

Utilizes a comprehensive problem-solving and ecological model of assessment for children and adolescents. Geared toward the school mental health provider, this course focuses on the integration of psychological, behavioral, and family assessment information. Emphasis on the critical link between assessment and effective intervention.

COUN 582 - Addictions Counseling?Alcohol (3)

Explores the current techniques utilized by the counseling profession in the treatment of the abuser of drugs and alcohol. An insight into the personal dynamics of this clientele.

COUN 583 - Human Sexuality (3)

This counseling course will provide a broad understanding of the basic concepts of human sexual development and the bio-psycho-sexual dynamics influencing sexual behavior throughout the life cycle. In addition to providing students with didactic information about human sexuality, this course will challenge students to examine their own personal sexual values and how those values may affect the counseling relationship. Students will learn and practice appropriate intervention techniques that can be used to address specific concerns related to human sexual functioning.

COUN 584 - Marriage, Couples, and Family Counseling (3)

Studies theoretical approaches to marital therapy, couple therapy, and marital group therapy; also describes therapeutic processes and techniques. Normally offered Spring semester only.

COUN 586 - Advanced Addictions Counseling (3)

An investigation of the dynamics of mood-altering chemical substance use, abuse, and dependence. Normally offered in Fall semester only.

COUN 587 - Counseling the Divorced and Separated (3)

Seminar dealing with issues in counseling divorced and separated individuals, including laws, child custody, step-parenting, single parenting, communication skills, etc.

COUN 588 - Introductn to Pastoral Counselng: Foundtn, Theory, & Practice (3)

This course is designed as an introduction to pastoral counseling. Specific attention is directed at understanding the role and dimension of pastoral counseling and the unique aspects of pastoral counseling and ministry. Various theories are investigated as they impact on the history and practice of pastoral counseling. Ethics and ethical issues are explored in depth.

COUN 589 - Seminar in Pastoral Counseling (3)

Assists the student with an understanding of various issues confronting the pastoral counselor. The interplay of

morality, ethics, and client needs is explored in depth as a pastoral counselor is often called upon to assist individuals and families in acute issue oriented crises.

COUN 592 - Coun Women & Girls, Issues & Interventio (3)

In this course, we will review common counseling issues when working with women and girls that occur throughout the lifespan. These include but are not limited to self esteem, body image, work/life balance and sexual assault. Various interventions will be presented and discussed and the role of advocacy will be explored.

COUN 598 - Special Topics (3)

Explores current trends, innovative techniques, special populations, and best practices in the counseling field.

COUN 598A - ST: Religious Diversity in Counseling? And Psychotherapy (3)

This course addresses religious diversity as it affects individuals across the lifespan. Beliefs, practices, and clinical issues related to various religious traditions will be discussed as well as the interaction among religiosity and other aspects of diversity. This course will review the empirical literature on religiosity in counseling and psychotherapy and promote self-examination to develop competency.

COUN 598B - St: Coun Educ/Suprvsn Srvc Lrng Exprnc (3)

For advanced counseling students wishing to pursue doctoral studies or careers as counseling supervisors, this course in counselor education and supervision offers students an opportunity to complete an assistantship in teaching, scholarship, service, and/or supervision in a counseling training program. Students will closely mentored by a full-time counseling faculty member. Permission from instructor required.

COUN 599 - Independent Study (3)

A project or course designed for the individual student's interest and needs through self-directed learning. Prior approval of the dean required.

COUN 599A - Independent Study in Counseling (3)

Allows students to work with a faculty member to gain an in-depth understanding of a relevant topic in professional counseling. Students must prepare a proposal of intended study for approval by Counseling faculty.

**CSD-Communicatn
SciencesDisorders**

**CSD 500 - Research Methods in Speech-
Language?Pathology (3)**

Critical analysis of speech-language pathology literature with respect to design, methodology, data analysis and interpretation of results. Normally offered in Spring semester only.

**CSD 501 - Family Systems &
Counseling:multicultrl?Prsp in Sp-Lang Path (2)**

Explores the role of the speech-language pathologist with regard to counseling individuals with communication disorders and their families. Emphasis on critical issues in clinical service delivery to individuals with diverse cultural background from a family system perspective. Normally offered in Summer session only.

CSD 502 - Aphasia (3)

Advanced examination of issues related to aphasia. Study topics include etiologies of aphasia, neurogenics of language disorders, aphasic syndromes, assessment, and treatment principles and strategies. Normally offered in Fall semester only.

**CSD 503 - Seminar in Phonological and
Articulation?Disorders (3)**

Study of nature, assessment, and treatment of phonological and articulatory disorders in children. Emphasis on phonological processing theory and application. Normally offered in Spring semester only.

**CSD 504 - Lang Learn Disorders Schl Aged
Chld/Adol?Disabilities in Child & Adol (4)**

Advanced study of the nature, assessment, and treatment of language disorders in school age and adolescent populations. Emphasis is placed on the impact of language disorders on academic performance and curriculum-based assessment and intervention. Normally offered in Fall semester only.

**CSD 505 - Augmentative and
Alternative?Communication Systems (3)**

Explores basic aspects of augmentative and alternative modes of communication. Emphasis is placed on the cognitive, psycho-social, educational, physical, and communicative-linguistic factors of individuals across the life span with little or no functional speech. Assessment, treatment, and management issues are considered. Normally offered in Summer session only.

**CSD 506 - Diagnostic Procedures: Tests
and?Measurements (2)**

Principles, procedures, techniques and instrumentation used to assess speech and language function of individuals across the life span. Test selection, administration, scoring and interpretation of results will be discussed.

**CSD 506L - Language Sample Analysis Computer Lab
(1)**

Students will learn to input, analyze, and interpret pediatric language sample data by using computer-assisted language sample analysis (CALSA) software, specifically Systematic Analysis of Language Transcripts (SALT). Normally offered in Spring semester only.

CSD 506P - Diag Tests/Meas & Scient Clinical Writ (3)

Explores the principles, procedures, techniques, and instrumentation used to assess speech and language function of individuals across the life span. Test selection, administration, scoring, interpretation of results, and clinical report writing/documentation will be discussed. Normally offered in Fall semester only.

CSD 507 - Voice Disorders (2)

Clinical assessment and treatment of organic and psychogenic voice disorders in children and adults. Exploration of clinical instrumentation. Normally offered in Spring semester only.

CSD 508 - Fluency Disorders (2)

Study of etiology, assessment, treatment, and management of children and adults who exhibit dysfluent speech patterns. Normally offered in Fall semester only.

CSD 510 - Communication Disorders in High-Risk?Infants, Toddlers, Preschool (4)

Assessment and intervention strategies emphasizing communication skills of these at risk populations will be explored. Developmental outcome of high-risk infants and toddlers during the preschool years will be discussed. Family centered approaches and models of service delivery will be presented. Normally offered in Summer session only.

CSD 511 - Pediatric Neuromotor Speech Disorders (2)

Exploration of the types and characteristics of motor speech disorders and oral motor/feeding deficits in children who exhibit neurological dysfunction. Normal and disordered processes of oral-motor/feeding will be presented. Emphasis will be placed on assessment and intervention of neuromotor systems necessary for speech production and vegetative functioning. Includes discussion of developmental verbal dyspraxia, childhood dysarthrias, and cerebral palsy. Normally offered in Fall semester only.

Prerequisite: CSD 524.

CSD 512 - Cleft Palate and Other Craniofacial?Anomalies (2)

The study of craniofacial and orofacial dysmorphology and their related communication, speech, language and hearing deficits. Emphasis will be placed on cleft lip and palate and velopharyngeal insufficiency. Issues related to principles of assessment, treatment and client management will be discussed. Normally offered in Summer session

only.

CSD 513 - Comm Dis/TBI, Right Hem, Neuro Cog?Hemisphere Dysfunction, and Neuro?Cognitive Disorders (3)

Communication impairments secondary to traumatic brain injury, dementia, and right hemisphere dysfunction will be addressed. Assessment procedures, treatment strategies, and educational counseling considerations will be presented. Normally offered in Fall semester only.

CSD 514 - Adult Neurogenic Motor Speech Disorders (2)

Assessment and treatment of neurogenic motor speech disorders including dysarthria and apraxia will be addressed. Physiological, perceptual, and acoustic analyses of speech influencing intelligibility will be presented. Normally offered in Spring semester only.

CSD 515 - Dysphagia (3)

Evaluation and treatment of swallowing disorders in children and adults. Anatomy and physiology of the normal swallow will be discussed. Videofluoroscopic records of abnormal swallows will be reviewed. Normally offered in Spring semester only.

CSD 516A - Clinical Practicum in Speech-Language?Pathology A (1)

Supervised clinical practice in the treatment of speech, language and hearing disorders with various clinical populations at the Marywood Speech-Language-Hearing Clinic. Development of treatment plans and clinical reports will be required. Students will be provided with supervision appropriate to their level of experience and in accordance with ASHA standards. Students are expected to attend weekly meetings with their supervisor(s). Prerequisite for CSD 516A: Documentation of 25 hours of directed observation of an ASHA certified clinician. Normally offered in Fall semester only.

Prerequisite: Required: Twenty five hours of observation.

CSD 516B - Clinical Practicum in Speech-Language?Pathology B (1)

Supervised clinical practice in the treatment of speech, language and hearing disorders with various clinical populations at the Marywood Speech-Language-Hearing Clinic. Development of treatment plans and clinical reports will be required. Students will be provided with supervision appropriate to their level of experience and in accordance with ASHA standards. Students are expected to attend weekly meetings with their supervisor(s). Prerequisite for CSD 516A: Documentation of 25 hours of directed observation of an ASHA certified clinician. Normally offered in Spring semester only.

Prerequisite: CSD 516A.

CSD 516C - Clinical Practicum in Speech-Language?Pathology C (1)

Supervised clinical practice in the treatment of speech, language and hearing disorders with various clinical populations at the Marywood Speech-Language-Hearing Clinic. Development of treatment plans and clinical reports will be required. Students will be provided with supervision appropriate to their level of experience and in accordance with ASHA standards. Students are expected to attend weekly meetings with their supervisor(s). Prerequisite for CSD 516A: Documentation of 25 hours of directed observation of an ASHA certified clinician. Normally offered in Summer session only.

CSD 517P - Professional Issues in Speech-Language?Pathology (1)

Focuses on professional issues and development as it relates to the transition into off-campus intern/externships and future employment in the field of speechlanguage pathology. Emphasis will be placed on ethical issues, universal precautions, resume writing, interviewing, etc. Normally offered in Summer session only.

CSD 518P - Independent Study in Clinical Methods?And Processes (1)

Reviews the principles, methods, and procedures necessary for the development of clinical skills and competencies required for a positive transition into the clinical practicum experience. Emphasis will be placed on clinical documentation and writing used in the Marywood Speech-Language-Hearing Clinic. (Note: Only for incoming students accepted to the Professional Phase who have not completed CSD 361.) Normally offered in Fall semester

only.

CSD 519I - Clinical Internship in Speech-Language?Pathology (3)

Students are encouraged to seek placements in sites that offer experiences consistent with their clinical areas of interest. Placements must be approved by the Internship Coordinator and a signed contract must be obtained prior to beginning the internship. Placements are arranged for students in various off-campus clinical facilities; e.g., rehabilitation facilities, schools, hospitals, clinics, private practices. Requirements for the students include planning and implementing diagnostic and/or treatment procedures, data collection and analysis, and clinic report writing. Additional responsibilities such as participation in clinical staffing may be required by the off-campus supervising speech-language pathologist at the facility. Clinical placements are arranged by the Marywood Internship Coordinator in conjunction with off-campus clinical supervisors.

CSD 520E - Clinical Externship in Speech-Language?Pathology (1)

Students are encouraged to seek placements in sites that offer experiences that are consistent with their clinical areas of interest. Placements must be approved by the Internship Coordinator and a signed contract must be obtained prior to beginning the externship. Requirements for the students include planning and implementing diagnostic and/or treatment procedures, data collection and analysis, and clinic report writing. Additional responsibilities such as participation in clinical staffing may be required by the off-campus supervising speech-language pathologist at the facility.

CSD 521 - Diagnostic Practicum in Speech-Language?Pathology (2)

Supervised clinical experience in the principles and procedures necessary for assessment of speech and language disorders. Includes experience with obtaining case histories, collecting, analyzing and interpreting assessment data for consideration of differential diagnosis. Clinical report writing is a component of this diagnostic practicum. Students will work on diagnostic teams which meet weekly with their supervisor.

CSD 522 - Audiology/Aural Rehabilitation Practicum (1)

Clinical practice in hearing testing and in the management of children and adults who have a hearing impairment or are deaf. Experience includes use of amplification, speech reading, American Sign Language, assistive listening devices, and auditory training techniques. Students must accrue clinical clock hours to meet ASHA certification and PA state licensure requirements.

CSD 523 - Independent Research Study in Communication Sciences & Disorders (3)

An elective (completed in conjunction with a faculty member) to include literature review, method, subject(s), procedure, data analysis, and discussion of an issue in communication sciences and disorders.

CSD 524 - Neuroscience (2)

Topics include functional organization of the brain, structures of the central, peripheral, and autonomic nervous systems, embryological development in the CNS, and brain imaging techniques. Emphasis is on the interconnectivity in the brain. Normally offered in Fall semester only.

CSD 525 - Autistic Spectrum Disorders (2)

Study of etiology, assessment, treatment, and management of children with autistic spectrum disorders. Normally offered in Summer session only.

CSD 599 - Independent Study in Speech-Language Pathology (3)

An option for developing an enriching experience by working with a faculty mentor.

DAL-Doctoral Admin and Leadership**D/AL 1000 - Doctoral Qualifying Experience Stop Out (0)****D/AL 1001 - Doctoral Dissertation Phase Stop Out (0)****D/AL 1011 - Adv Statistical Analysis I (3)**

This course teaches the principles and methods of conducting and evaluating empirical research. The course focuses on research methodology and advanced analysis of variance. Examines issues of complex experimental designs and planned contrasts.

D/AL 1012 - Comm Theory/Org Dynamics (3)

This course focuses on effective communication skills and explores organizational systems related to social structure, stress motivation theory, and change dynamics.

D/AL 1013 - Applied Stats II (3)

The focus of this course is on advanced correlation and the application of procedures, multiple regression, factor analysis, meta-analysis, and research design for quantitative research.

D/AL 1015 - Qualitative Research (3)

This course teaches design and methodology for qualitative research. The focus of this course is on participant observation, unstructured and life history interviews and document analysis.

D/AL 1017 - Quantitative Methodology (3)

This course provides coverage of quantitative research methodology. Primary emphasis is on correlational and experimental research, with some coverage of quasi-experimental methods. There is an examination of probability theory, hypothesis testing, sampling, and measurement issues as the basis of inferential statistics.

D/AL 1030 - Financial/Strategic Planning (3)

This course explores the financial management tools and budgeting techniques related to revenue policies, resource allocations, and other fiscal management concerns.

D/AL 1031 - Diversity and Social Justice (3)

The purpose of this course is to increase students' awareness, knowledge, and understanding of the issues related to diversity, social, and economic justice. Explore the social identity and theories related to social justice and oppression. Examine the personal and interpersonal connections between power, privilege, and human rights, and how social justice practices are applied to organizations, institutions, and society.

D/AL 1041 - Physiological and Psychological Bases of Human Development (4)

This course will present current findings from psychology and other sciences to explore such issues as evolution, nature/nurture, intelligence and learning, the definition of life and development, physical and psychological health, spiritual needs, and the effect of scientific research on the future of human development. The goal of the course is to expand the students' awareness of the impact of scientific discoveries on their professional fields and personal lives. This course is part of the introductory interdisciplinary series required of all doctoral students. Normally offered in Spring semester only.

D/AL 1049 - Qualifying Paper (3)

In this course students will work with doctoral faculty to write an integrative review of the current literature that reflects a cross disciplinary response to a complex question of the student's choice. The final project in the course will be reviewed blindly and scored based on a Rubric.

D/AL 1050 - Qualifying Presentation (3)

In this course students will work with doctoral faculty to prepare an oral presentation of their qualifying paper. The final project in the course will be reviewed and scored based on a Rubric.

D/AL 1051 - Selected Topics: Dissertation Seminar (3)

This will be a capstone course that will provide the opportunity for students to integrate their major courses, research courses, and qualifying experience into a dissertation research proposal. Content will be organized

around the research interest of the student.

D/AL 1100 - Ethel Fndtns of Admin/Lead (3)

This course will cover the basic principles of professional ethics related to various leadership and administrative roles in organizations such as business, education, health care, and others. The knowledge base of moral and ethical behavior will be highlighted.

D/AL 1109 - Law and Public Policy (3)

The analysis, development, implementation, and evaluation of policy will be the common theme of this course. Law and policy-making structures will be identified and examined.

D/AL 1112 - The Grantsmanship Process (3)

Practical introduction to the process of securing grants from foundations, corporations and government agencies. Emphasis is given to developing a comprehensive needs assessment, researching sources, planning and proposal writing.

D/AL 1140 - Program Development and Evaluation (3)

This course presents a continuum of program development and evaluation methods, from more formative to more summative approaches. Emphasizes the systematic application of research methods to assess intervention programs.

D/AL 1151 - Academic Writing (3)

This course will expose students to the process of submitting a manuscript for publication. Student will use a research paper or proposal written in a previous course and reformat their paper according to the author guidelines of a suitable peer-reviewed journal. Students will learn the implicit rule of the peer-review publishing and the process of manuscript revision. This course will also address how to handle reviewer feedback and editorial decisions.

D/AL 1152 - Internship/Practicum (3)

An on-site, individually designed internship/practicum

chosen in consultation with the Program Director and other doctoral faculty that may include college classroom teaching, working in industry, working in administration, etc. The internship/practicum will provide the student with practical working experience related to their area of research interest.

D/AL 1162 - Organizational Leadership Theory/Research (3)

This multi-disciplinary seminar course integrates classic and contemporary leadership theories and views with current-day practices in individual, team, and organizational settings. Through notable articles, biographies of world class leaders, and case studies, students will examine leadership issues in stable and turbulent situations from multiple perspectives. Topics include self-assessments and leader capacity development, leading in team-based environments, promoting organizational learning and health, implementing motivational strategies, and leading organizational change.

D/AL 1275 - Dissertation (3)

After passing the Qualifying Presentation, the student must submit her/his dissertation proposal to the Doctoral Degree Committee. In addition, proposals must be submitted to Marywood's Institutional Review Board in keeping with academic and professional standards. When the approved proposal has been filed in the office of the Dean, the student may begin formal collection of dissertation data. When the dissertation has been approved by the student's mentor and by the other members of the Dissertation Committee, students will register their intent to defend in the Dean's office. Dissertation defenses will be scheduled at least five weeks after such an Intent to Defend form is submitted.

D/AL 1514 - Human Development (3)

An examination of human development throughout the lifespan, with in-depth coverage of developmental theories and research methods. Critique of empirical studies required. Previous course work in developmental psychology suggested.

DED-Doctoral Education

D/ED 1005 - Models of Teaching: Crossdisciplinary/Integrating Seminar (3)

This course will attempt to carefully integrate learning theory and the actual practice of instruction. Models of effective teaching will be explored, including methodologies and authentic assessment strategies. A major component of the course will be opportunities for actual college classroom teaching experience. Normally offered in Spring semester only.

D/ED 1007 - Instructional Design: Theory and Application (3)

This course is designed to explore advanced concepts of integrative curricular design. It touches such curricular issues as multiculturalism, change, society, transitions, technology, decision-making, planning, and evaluation. A variety of curriculum projects are explored. Normally offered in Fall semester only.

D/ED 1011 - School, Community, Public Relations (3)

This course examines the role of the school district in the civic community. It further develops public relations programs that effect positive school-community interaction and stresses effective relationships between central office personnel and school boards. Normally offered in Fall semester only.

D/ED 1012 - Communication Theory and Organizational Dynamics (3)

This course expands communication theory first explored in the principalship program. It stresses effective communication skills. It explores organizational systems and related social structures and stresses motivation theory and change dynamics. Normally offered in Spring semester only.

D/ED 1013 - Labor Relations and Negotiations (3)

This course explores collective bargaining, negotiation skills, union movements, and related contemporary issues critical to central office leadership.

D/ED 1014 - Business and Facilities Management (3)

This course examines financing and construction of education facilities. It explores current state regulations on new and renovated facilities and gives special emphasis to bonding initiatives and aesthetic and environmental concerns.

D/ED 1015 - Dynamics of Leadership and Change (3)

This course provides a thorough examination of contemporary leadership theory and styles. Essential leadership skills for twenty-first century institutions of learning will be explored through the use of case studies and simulations. Models of change and communication strategies will be addressed.

D/ED 1016 - Advanced School Law (3)

An understanding of state and federal laws affecting public schools today. Includes an analysis of the legal issues including special education mandates in schools.

D/ED 1017 - School Ldrshp & Sp Educ (3)

The course acquaints school administrators (superintendents, principals, supervisors) with professional problems associated with special education. School leaders will examine all aspects of special education including its history, philosophy, federal, state and local regulations, as well as trends and strategies to accommodate diverse learners. The course focuses on a special education from the perspective of school administrators. Normally offered in Fall semester only.

D/ED 1054 - Contemporary Learning Theories (3)

Emphasizes the aspects of learning theory having direct bearing on the teaching-learning process. Included: points of view that need to be understood by teachers so they might be discerning in their procedures in the classroom, their reading of materials in the field, and their participation in professional discussions. A number of theorists are emphasized.

D/ED 1099 - Independent Study (3)

Designed for students who wish to do work in areas where courses are not offered or for in-depth research in a particular subject.

D/ED 1109 - Public Policy (3)

The analysis, development, implementation, and evaluation of policy will be the common theme of this course. The relationship between policy and administration will be a focus. Policy-making structures will be identified and examined.

D/ED 1112 - The Grantsmanship Process (3)

Practical introduction to the process of securing grants from foundations, corporations and government agencies. Emphasis is given to developing a comprehensive needs assessment, researching sources, planning and proposal writing.

D/ED 1115 - Seminar in Selected Topics (3)

Seminars, scheduled annually, will cover such topics as personnel leadership, motivation, supervision of staff, board models, roles and relationships, etc.

D/ED 1149 - Directed Readings (3)

D/ED 1150 - Practicum in Human Resources Utilization (3)

This one-semester internship provides the student participant an opportunity to focus on the creative and effective utilization of faculty, parents, and community-atlarge to achieve curricular purposes of the school. It addresses both staffing and staff development needs. This internship addresses competencies explored during coursework and is accomplished at a central office site.

D/ED 1151 - Practicum in Financial and Material?Resource Utilization (3)

This one-semester internship provides the student participant an opportunity to focus on creative and effective resource allocation and budgeting procedures. It also deals with building management and resource

enhancement to support curriculum initiatives. This internship addresses competencies explored during coursework and is accomplished at a central office site. Normally offered in Fall semester only.

D/ED 1155 - Theory and Application of Instructional Design Models (3)

The focus of this course will be placed on the application of instructional design models to analyze systematically: instructional issues, design appropriate instructional strategies and tactics, and develop validated practical solutions.

D/ED 1156 - Best Practices for Online Learning (3)

This course addresses effective techniques for planning, designing, implementing, and assessing an online course. This course examines emerging technologies and effective strategies that support student learning and engagement in the online environment.

D/ED 1157 - Assessing Student Learning (3)

In this course, best practices in the assessment of student learning at the postsecondary level will be covered including the various assessment selections, developing learning outcomes, and interpretation of data. Reliability and validity, and accommodating students with disabilities is addressed.

D/ED 1158 - Adult Learning Theory (3)

This course will cover theories of adult development, current research on adult learners, ways of assessing the needs and interests of adult learners, and ways of creating environments in which adult learners can thrive. Students will examine and critique theory in relation to experience and social contexts. Central to the course is the examination of varied cultural perspectives on adult learning theory and practice, through analysis and discussion among course participants.

D/ED 1200 - Administrative Internship (3)

This course provides an opportunity for the student participant to integrate theory and practice in the field of central office administration. It is an individualized

program, designed by the student, a faculty mentor, and a site supervisor. It addresses competencies explored during coursework. The internship is accomplished at a central school office site. Student participants register for two semesters of internship.

D/ED 1201 - Administrative Internship (3)

This course provides an opportunity for the student participant to integrate theory and practice in the field of central office administration. It is an individualized program, designed by the student, a faculty mentor, and a site supervisor. It addresses competencies explored during coursework. The internship is accomplished at a central school office site. Student participants register for two semesters of internship.

D/ED 1275 - Dissertation (3)

After passing the Qualifying Presentation, the student must submit her/her dissertation proposal to the Doctoral Degree Committee. In addition, proposals must be submitted to Marywood's Institutional Review Board in keeping with academic and professional standards. When the approved proposal has been filed in the office of the Dean, the student may begin formal collection of dissertation data. When the dissertation has been approved by the student's mentor and by the other members of the Dissertation Committee, students will register their intent to defend in the Dean's office. Dissertation defenses will be scheduled at least five weeks after such an Intent to Defend form is submitted.

DHD-Doctoral Human Development

D/HD 1000 - Doctoral Qualifying Experience Stop Out (0)

D/HD 1001 - Doctoral Dissertation Phase Stop Out (0)

D/HD 1005 - Models of Teaching (3)

This course will attempt to carefully integrate learning theory and the actual practice of instruction. Models of effective teaching will be explored, including methodologies and authentic assessment strategies. A major component of the course will be opportunities for

actual college classroom teaching experience.

D/HD 1011 - Advanced Statistical Analysis (3)

This course teaches the principles and methods of conducting and evaluating empirical research. The course focuses on research methodology and advanced analysis of variance. Examines issues of complex experimental designs and planned contracts. Normally offered in Fall semester only.

D/HD 1012 - Comm Theory/Org Dynmcs (3)

Stresses effective communication skills. Explores organizational systems and related social structures and stresses motivation theory and change dynamics

D/HD 1013 - Advanced Correlation (3)

The focus of this course is on advanced correlation procedures, multiple regression, factor analysis, meta-analysis, and research design for quantitative research. Normally offered in Spring semester only.

D/HD 1015 - Qualitative Research (3)

This course teaches design and methodology for qualitative research. The focus of this course is on participant observation, unstructured and life history interviews and document analysis.

D/HD 1017 - Quantitative Methods (3)

This course focuses on research methods and statistical applications in the behavioral sciences. The emphasis is on conceptual integration of statistical concepts as well as application and interpretations of data analyses. Development of critical analysis skills in hypothesis development, measurement tool assessment, operationalizing constructs, and analysis strategies. Primary emphasis on correlational and experimental research with some coverage of quasi-experimental and descriptive methods.

**D/HD 1021 - Development and Change:
Theoretical?Foundations (3)**

A seminar style investigation of underlying theories and models of human nature, human development, and epistemology with emphasis on foundational assumptions of practice in students' respective disciplines. This course is part of the introductory interdisciplinary series required of all doctoral students. Normally offered in Fall semester only.

D/HD 1030 - Finance and Strategic Planning (3)

This course explores the financial management tools and budgeting techniques related to revenue policies, resource allocation, and other fiscal management concerns.

**D/HD 1031 - Social and Economic Dimensions of
Human?Development (3)**

This course introduces students to the systems model of human growth and development. In this model, it is posited that an understanding of individuals can only be derived from an understanding of the interactions/transactions occurring between the individual and his/her socioeconomic environment at various stages in the lifecycle. This course is part of the introductory interdisciplinary series required of all doctoral students. Normally offered in Fall semester only.

**D/HD 1041 - Physiological and Psychological Bases
of?Human Development (3)**

This course will present current findings from psychology and other sciences to explore such issues as evolution, nature/nurture, intelligence and learning, the definition of life and development, physical and psychological health, spiritual needs, and the effect of scientific research on the future of human development. The goal of the course is to expand the students' awareness of the impact of scientific discoveries on their professional fields and personal lives. This course is part of the introductory interdisciplinary series required of all doctoral students. Normally offered in Spring semester only.

D/HD 1051 - Selected Topics: Dissertation Seminar (3)

This will be a capstone course that will provide the opportunity for students to integrate the major themes of the core interdisciplinary courses, the specialization courses taken to date, and the research component of the program. Content will be organized around the research

interests of the students, explicating the interdisciplinary context in which their topic resides. Students will develop a research proposal that may be based on their dissertations. Normally offered in Fall semester only.

D/HD 1052 - Social Psychology (3)

Examines social influences on thought and behavior. Covers multicultural and crosscultural differences in social thought and behavior, interpersonal relationships and attraction, attitudes and behavior, prejudice, group dynamics, and the interaction between personality and social influences on behavior. Considers basic theories, research findings, and applications to improve social interactions. Includes reading, reviewing, and applying findings of original source journal articles along with text readings.

D/HD 1100 - Professional Ethics (3)

This course will approach ethics from an interdisciplinary perspective, with more directed focus on professional ethics relevant to each specialization track. The knowledge base of moral and ethical behavior will be highlighted. This course is part of the introductory interdisciplinary series required of all doctoral students. Normally offered in Spring semester only.

D/HD 1109 - Law & Public Policy (3)

The analysis, development, implementation, and evaluation of policy will be the common theme of this course. Law and policy-making structures will be identified and examined.

D/HD 1112 - The Grantsmanship Process (3)

Practical introduction to the process of securing grants from foundations, corporations, and government agencies. Emphasis is given to developing a comprehensive needs assessment, researching sources, planning, and proposal writing.

D/HD 1121 - Grants Process (3)

D/HD 1140 - Program Development and Evaluation (3)

Presents a continuum of program development and evaluation methods, from more formative to more summative approaches. Emphasizes the systematic application of research methods to assess intervention programs.

D/HD 1150 - Labor Relations & Human Resources (3)

This course will explore the topics of labor and management, collective bargaining, negotiation skills, and human resources management. Students will address workforce issues facing corporations, educational organizations, government agencies, and non-profit enterprises. Students will be exposed to the process of hiring, training, and retaining talented employees within an organization.

D/HD 1151 - Academic Writing (3)

This course will expose second- or third-year doctoral students to the process of submitting a manuscript for publication. Students will use a research paper or proposal written in a previous course and reformat their paper according to the author guidelines of a suitable peer-reviewed journal. Students will learn the implicit rules of the peer-review publishing and the process of manuscript revision. This course will also address how to handle reviewer feedback and editorial decisions.

D/HD 1152 - Mentored Teaching Internship (3)

An on-site, individually designed internship chosen in consultation with the Program Director that may include college classroom teaching, working in industry, working in administration, etc. The internship will provide the student with practical working experience related to their area of specialization.

D/HD 1275 - Dissertation (3)

After passing the Qualifying Presentation, the student must submit her/his dissertation proposal to the Doctoral Degree Committee. In addition, proposals must be submitted to Marywood's Institutional Review Board in keeping with academic and professional standards. When the approved proposal has been filed in the office of the Dean, the student may begin formal collection of dissertation data. When the dissertation has been approved by the student's mentor and by the other members of the Dissertation

Committee, students will register their intent to defend in the Dean's office. Dissertation defenses will be scheduled at least five weeks after such an Intent to Defend form is submitted.

D/HD 1505 - Career Development I (3)

Career Development I is designed to provide you with the knowledge and skills to use educational, career, and labor market information resources and career counseling and guidance techniques, methods, and technology to address the career development needs of clients/students.

D/HD 1532 - Issues in Multicultural Course (3)

This course explores issues of mental health service delivery to culturally distinct clients. In part, we examine the socio-cultural and social historical experiences of the client and the counselor. This examination will focus on ethnicity, gender, and other salient personal characteristics and their effects on therapeutic outcomes. It is intended that the counselor-in-training, through comprehension of his/her cultural background, will develop a more flexible frame of reference for relating to and dealing effectively with clients, i.e., cultural traditions, values, and styles. This course begins with an examination of the literature that moves from the theoretical to the practical. In addition, issues in multicultural counseling will be addressed throughout the course.

DHE-Doctoral Higher Education

D/HE 1005 - Models of Teaching: Crossdiscipline?Integrating Seminar (3)

This course will attempt to carefully integrate learning theory and the actual practice of instruction. Models of effective teaching will be explored, including methodologies and authentic assessment strategies. A major component of the course will be opportunities for actual college classroom teaching experience.

D/HE 1015 - Dynamics of Leadership and Change (3)

This course provides a thorough examination of contemporary leadership theory and styles. Essential leadership skills for 21st century institutions of learning will be explored through the use of case studies and

simulations. Models of change and communication strategies will be addressed.

D/HE 1020 - History of American?Colleges/Universities (3)

This course will explore the social and historical foundations of colleges and universities in the United States. It will also present the transitions and traditions in higher education curricular programs. Normally offered in Spring semester only.

D/HE 1021 - The Academic Curriculum (3)

The course covers four general areas: frames of reference on the curriculum, views on knowledge and pedagogy, planning and implementation of the curriculum, and curriculum in practice. Students will understand better the historical and philosophical forces that have helped shape the curriculum in American higher education, gain knowledge of current practices and issues, and better understand the development and implementation of a new academic programs. Normally offered in Spring semester only.

D/HE 1025 - Student Issues in Higher Education (3)

This course will discuss the multifaceted issues related to a student-centered campus. It will present practical problem-solving strategies in dealing with adult learners. Normally offered in Spring semester only.

D/HE 1030 - College Finance and Strategic Planning (3)

A practical exploration of strategies for both financial and long-range strategic planning will be the focus of this course. Normally offered in Fall semester only.

D/HE 1099 - Independent Study (3)

Designed for students who wish to do work in areas where courses are not offered or for in-depth research in a particular subject.

D/HE 1109 - Law and Policy in Higher Education (3)

Introduces students to the legal and policy aspects of

higher education. Law and policy as it relates to due process for both students and employees at colleges and universities will be emphasized. Normally offered in Fall semester only.

D/HE 1112 - The Grantsmanship Process (3)

Practical introduction to the process of securing grants from foundations, corporations and government agencies. Emphasis is given to developing a comprehensive needs assessment, researching sources, planning and proposal writing.

D/HE 1115 - Seminar in Selected Topics (3)

Seminars, scheduled annually, will cover such topics as personnel leadership, motivation, supervision of staff, board models, roles and relationships, etc.

D/HE 1140 - Program Evaluation: Learning?Outcomes/Assessment (3)

This course will explore traditional and non-traditional institutional programs and student outcomes/assessment designs for the purpose of heightening achievement at all levels.

D/HE 1202 - Internship in Higher Education (3)

An on-site, individually designed internship/practicum will conclude work in this specialty. Competencies stressed will include, but not be limited to, those covered in coursework: strategic planning, finances, student concerns, policy issues, curriculum development.

D/HE 1203 - Internship in Higher Education (1.5)

An on-site, individually designed internship/practicum will conclude work in this specialty. Competencies stressed will include, but not be limited to, those covered in coursework: strategic planning, finances, student concerns, policy issues, curriculum development.

D/HE 1204 - Internship in Higher Education (1.5)

An on-site, individually designed internship/practicum will conclude work in this specialty. Competencies stressed

will include, but not be limited to, those covered in coursework: strategic planning, finances, student concerns, policy issues, curriculum development.

D/HE 1275 - Dissertation (3)

After passing the Qualifying Presentation, the student must submit her/her dissertation proposal to the Doctoral Degree Committee. In addition, proposals must be submitted to Marywood's Institutional Review Board in keeping with academic and professional standards. When the approved proposal has been filed in the office of the Dean, the student may begin formal collection of dissertation data. When the dissertation has been approved by the student's mentor and by the other members of the Dissertation Committee, students will register their intent to defend in the Dean's office. Dissertation defenses will be scheduled at least five weeks after such an Intent to Defend form is submitted.

D/HE 1525 - Student Issues in Higher Education (3)

This course will discuss the multifaceted issues related to a student-centered campus. It will present practical problem-solving strategies in dealing with adult learners. Normally offered in Spring semester only.

DHP-DoctoralHealth Promotion

D/HP 1002 - Exercise Testing and Nutritional?Assessment (3)

D/HP 1005 - Cross-Discipline Seminar on Models of?Teaching (3)

This course will attempt to carefully integrate learning theory and the actual practice of instruction. Models of effective teaching will be explored, including methodologies and authentic assessment strategies. A major component of the course will be opportunities for actual college classroom teaching experience.

D/HP 1009 - Management of Health Promotion Programs (3)

An overview of health promotion program management, including management functions and contemporary issues.

D/HP 1010 - Concepts and Issues in Gerontology (3)

The process of aging and surviving into the "later years" results from a complex interplay of social forces, human systems, and social policies, which impinge upon groups and individuals. This course examines components of social gerontology which view aging as an expression of a societal-institutional structure that "creates" and sustains human beings.

D/HP 1011 - Disease & Society:our Continuing?Struggle (3)

This course provides a study of microbial diseases and how they have affected, and continue to affect, society. The student will be provided with the opportunity to survey major diseases and epidemics that have changed the direction of human events from antiquity to the twenty-first century. It will allow the student to better understand how disease continues to impact our future. By so doing, this course will provide health care practitioners with the knowledge and skill to better understand disease from an ecological perspective so that the delivery of health promotion services can be enhanced.

D/HP 1012 - The Grantsmanship Process (3)

Practical introduction to the process of securing grants from foundations, corporations and government agencies. Emphasis is given to developing a comprehensive needs assessment, researching sources, planning and proposal writing.

D/HP 1013 - Comm Disorders Related to TBI (3)

Communication impairments necessary to traumatic brain injury, dementia, and right hemisphere dysfunction will be addressed. Assessment procedures, treatment strategies, and educational/counseling considerations will be presented. For Ph.D. students only.

D/HP 1014 - Recent Trends in Medical Nutrition?Therapy (3)

Study of recent advances and trends in medical literature which impact on the relationship of diet and nutrition to disease. Includes application of research, using case

studies which involve integration of pathophysiology in disease with use of therapeutic diets.

D/HP 1020 - Introduction to Health Services?Administration (3)

Provides a background on the United States health care system in areas of administration, history, and philosophy of public health, politics, health policy and strategic planning, finance, and evaluation and assessment of medical care in the context of the social, legal, and regulatory environment of the delivery of personal health services.

D/HP 1027 - Gerontological Services Administration (3)

Emphasizes administration of health care services for the aged, along with the issues that affect these services. Examines the structure and functions of publicly and privately funded programs and organizations providing health services to the aged.

D/HP 1032 - Multicultural Issues for Counseling?Professionals (3)

Required course for students seeking Elementary, Secondary, and Community Counseling Degree on the CACREP accreditation tracks. The course explores the issues of mental health service delivery to culturally distinct clients. This course will focus on ethnicity, gender and other salient personal characteristics and the effects of these elements on the counseling process and outcome. Skill development will include a more flexible frame of reference for relating to and dealing with diverse clients and their cultural traditions, values and styles.

D/HP 1037 - Managerial Decision in Health Care?Organizations (3)

D/HP 1041 - Women's Health (3)

A study of current nutrition issues affecting women's health. The course focuses on normal and preventative nutrition throughout the life cycle and chronic diseases of concern to women.

D/HP 1049 - Sports Nutrition (3)

The interrelationships between physical fitness, athletic performance, nutrient intake, and nutritional status. Dietary recommendations for enhancement of human performance.

D/HP 1066 - Independent Study (3)

A course or project designed to meet an individual student's interests and needs through primarily self-directed learning.

D/HP 1074 - Exercise Physiology (3)**D/HP 1075 - Nutrition and Exercise for Weight Management (3)**

Analysis of theories of eating behavior and weight control. Evaluation of various weight reduction and maintenance modalities. Special focus on the development and use of scientifically-based diet/weight control programs.

D/HP 1077 - Nutrition for Exercise in Chronic Disease (3)

An examination of the role of nutrition and exercise in the management of chronic disease. Medical nutrition therapy, as well as exercise and sports nutrition guidelines specific to various chronic disease states is analyzed.

D/HP 1078 - Issues in Geriatric Care: 2000 and Beyond (3)

A comprehensive update on current topics in the field of gerontology presented by well-known authors from an interdisciplinary perspective.

D/HP 1081 - Issues of Governance Non Profit Organizations (3)

Explores the roles and functions of all groups which compose nonprofit organizations: boards of directors, staff, volunteers, funders, clients/customers. The dynamics and dilemmas of these relationships and their impact on the management and governance of NPOs are explored in

depth.

D/HP 1101 - Scientific and Theoretical Basis for Health Promotion (3)

This course provides an historical perspective and builds skills in developing the components of healthcare and worksite health promotion programming, including needs assessment, implementation, and outcome measurements. Normally offered in Spring semester only.

D/HP 1102 - Health Promotion Social Epidemiology (3)

In this course, the concepts and principles of epidemiology, to include the distribution and determinants of disease frequency in human populations from both the medical and social perspectives will be reviewed. Included are the applications of epidemiology to mental and physical health and social issues, concepts of public health, disease transmission, morbidity and mortality rate assessment and application, diagnostic and screening applications in epidemiology, natural history of disease, disease etiology, study design, strengths and limitations of study design, and epidemiology applications in the clinical setting.

D/HP 1103 - Management of Health & Human Services (3)

This course will identify the complexities and challenges of managing health and human service organizations. This class will focus on all models of management within varied settings. Includes leadership and motivation strategies, facilitation of change, organization culture and behavior, the decision-making process, POSCORB (planning, organizing, staffing, coordinating, reporting, budgeting) and project management.

D/HP 1104 - Health Promotion Methods, Materials and Delivery (3)

Describes, critically analyzes, and compares a variety of health communications models, e.g., social change model, others. Plans evaluation strategies appropriate for different intervention techniques. Normally offered in Fall semester only.

D/HP 1105 - Health Promotion Economics (3)

Explores the context of health care finance including pricing and payment models. Normally offered in Fall semester only.

D/HP 1107 - International Nutrition (3)

D/HP 1109 - Psychosocial Influences and the Biological Basis of Disease (3)

This course looks at traditional and newer understandings of specific disease entities. The biological focus will be incorporated with a psychological and socio-cultural perspective on the development of illness. This integrated approach lays the basis for conceptualizing preventive strategies.

D/HP 1111 - Alternative Medicine (3)

A review of the practices, cultural underpinnings and scientific status of selected areas of alternate or complementary medicine.

D/HP 1112 - Health Promotion Research Seminar (3)

Students will review topics and methods from dissertation research in health promotion.

D/HP 1113 - Ethics in Management (3)

Provides an introduction to the field of ethics and an opportunity to increase understanding, knowledge and competence in dealing with the ethical challenges and dilemmas that are found in the public, private and nonprofit employment sectors. Course materials will focus on individual as well as corporate systems of responsibility and accountability and the ethical dimensions of public as well as private life.

D/HP 1118 - Policy and Program Analysis (3)

Explores the policy-making processes important to an administrator. Develops skills necessary for formulation and analysis of policy problems and the implementation of

public policies.

D/HP 1120 - Global Health & Multicultural Disparities (3)

Major global health challenges and programs will be reviewed. Global diversity of the determinates of health and disease are explored. Students will examine and analyze emerging global health priorities including infectious diseases, poverty, conflicts, disasters and the health inequalities present in multicultural settings.

D/HP 1121 - Public Health in Action (3)

This course will enable students to apply public health theory to the planning, implementation, and evaluation of National and Global Health goals as well as to the challenges of aging populations and the new health concerns arising from climate changes.

D/HP 1123 - Public Sector Labor Relations (3)

Emphasizes unions, collective bargaining, negotiations, grievances, arbitration, and contract administration. Numerous practical experiences are an integral part of this course.

D/HP 1124 - Health Care Systems Analysis (3)

D/HP 1130 - Environmental Health (3)

Examines controversies over issues in which environmental quality and human health are interrelated.

D/HP 1140 - Health Behaviors Communication?Counseling (3)

Describes, critically analyzes, and compares a variety of health communications models, e.g., social change model, others. Plans evaluation strategies appropriate for different intervention techniques.

D/HP 1150 - Health Policy and Law (3)

The law and legal decision-making processes and their

relationship to the delivery of health services at all levels. Includes policy development, implementation and evaluation.

D/HP 1160 - Health Economics (3)

Explores the context of health care finance including pricing and payment models.

D/HP 1172 - Sports Psychology (3)

Introduction to psychological concepts relevant to competitive and recreational athletes. Issues that impact on motivation, aggression, skill acquisition and confidence will be examined. Particular emphasis will be given to psychological techniques designed to speed recovery from injury and enhance performance.

D/HP 1178 - Sports Supplements (3)

An in-depth examination of dietary supplements used by athletes to enhance performance. Course will focus on evaluating current scientific literature, bridging the gap between laboratory findings and real-world athletics, and establishing recommendations for sport.

D/HP 1179 - Intro to the Nonprofit Sector (3)

Provides an overview of the issues and trends within the nonprofit and voluntary sector to lay a strong foundation of knowledge and comprehension for those who are pursuing careers in the voluntary sector and/or working in fields that intersect with nonprofit organizations. The course will consider the historical and philosophical roots of voluntarism, the structure of the sector, operational dynamics, and current and future trends and issues. Cross-listed with HSA 579. For Ph.D. students only.

D/HP 1198 - App Pub Hlth Conc, Mgt, & Mdl to Cmpx H (3)

This course will introduce the student to and examine the various concepts, management techniques, and models within public health. Students will then analyze select complex health issues present in society today to which they will apply these public health ideas as potential solutions are evaluated.

D/HP 1275 - Dissertation (3)

After passing the Qualifying Presentation, the student must submit her/her dissertation proposal to the Doctoral Degree Committee. In addition, proposals must be submitted to Marywood's Institutional Review Board in keeping with academic and professional standards. When the approved proposal has been filed in the office of the Dean, the student may begin formal collection of dissertation data. When the dissertation has been approved by the student's mentor and by the other members of the Dissertation Committee, students will register their intent to defend in the Dean's office. Dissertation defenses will be scheduled at least five weeks after such an Intent to Defend form is submitted.

DOL-Doctoral/Organizational Leadership

D/OL 1161 - Perspectives Entrepreneuril Leadership (3)

This interactive course examines the history, theory, and practice of entrepreneurship with a focus on entrepreneurs as unique types of leaders engaged in the process and challenges of entrepreneurship. Topics include what it means to be an entrepreneur, sources of innovation, evaluation of opportunities, product and service development, sources of financing, business planning and development, deal structuring, valuation techniques, the start-up process, mentoring and leading entrepreneur teams, and social entrepreneurship.

D/OL 1162 - Organizationa Leadership Theory/Research (3)

This multi-disciplinary seminar course integrates classic and contemporary leadership theories and views with current-day practices in individual, team, and organizational settings. Through notable articles, biographies of world class leaders, and case studies, students will examine leadership issues in stable and turbulent situations from multiple perspectives. Topics include self-assessments and leader capacity development, leading in team-based environments, promoting organizational learning and health, implementing motivational strategies, and leading organizational change.

D/OL 1163 - Policy Formulations and Analysis (3)

This seminar course examines major theories and approaches to the broad framework embraced within the process of strategic planning and policy formulation by integrating concepts, theory, and current practice. It involves a comprehensive analysis and integration of all the functional areas throughout business entities. In addition to relevant article reviews, complex case studies in management and leadership from actual business and organizational situations allow students to test and extend their conceptual analytical skills.

D/OL 1164 - Consultancy Project/Practicum (3)

This practicum experience allows students to apply their knowledge and skills to a real-world business problem. Students identify a project-based issue and a set of strategies to meet the projected goals; seek the assistance of a mentor in achieving the goals; and begin to implement strategies to achieve a solution to the issue or problem. The consultancy experience includes plan preparation and approval, implementation of the plan, presentation of results to clients, and an evaluation of the projects.

D/OL 1275 - Dissertation (3)

After passing the Qualifying Presentation, the student must submit her/her dissertation proposal to the Doctoral Degree Committee. In addition, proposals must be submitted to Marywood's Institutional Review Board in keeping with academic and professional standards. When the approved proposal has been filed in the office of the Dean, the student may begin formal collection of dissertation data. When the dissertation has been approved by the student's mentor and by the other members of the Dissertation Committee, students will register their intent to defend in the Dean's office. Dissertation defenses will be scheduled at least five weeks after such an Intent to Defend form is submitted.

DPY-Doctoral Psychology

D/PY 1000 - Field Placement Experience (0)

D/PY 1001 - Psychology Doctoral Internship (0)

D/PY 1007 - Seminar in Adjustment and Psychopathology (6)

Required introductory course in the Assessment and Psychopathology area. Seminar course that will examine advanced current topics in psychopathology and adjustment. Course will examine current status of research in defining psychopathology and adjustment. Review of current literature and methods of study in areas of stress and coping, anxiety, affective disorders, personality disorders, and schizophrenia. Course will cover selected areas based in part on student areas of interest. Development of student expertise in particular area of adjustment and psychopathology.

D/PY 1010 - Assessment and Diagnosis - Adult (3)

This course is offered as an advanced seminar focusing on the assessment and diagnosis of adult psychopathology. Skill development will focus on making differential diagnoses utilizing DSM-IV; familiarizing oneself with currently available, psychometrically sound assessment techniques; and report writing. Drawing upon current theories and the empirical literature, students will develop the skills associated with integrative and accurate assessment procedures.

D/PY 1011 - Advanced Statistical Analysis (3)

This course teaches the principles and methods of conducting and evaluating empirical research. The course focuses on research methodology and advanced analysis of variance. Examines issues of complex experimental designs and planned contracts.

D/PY 1013 - Advanced Correlation (3)

This course examines measurement scales and methods of measurement in psychometrics. The focus of this course is on advanced correlation procedures, multiple regression, factor analysis and meta-analysis.

D/PY 1015 - Qualitative Research (3)

This course teaches design and methodology for qualitative research. The focus of this course is on participant observation, unstructured and life history interviews and

document analysis.

D/PY 1016 - Applied Psychometric Assessment (3)

D/PY 1017 - Family Systems Theory and Assessment (6)

Examination of the complexities of accurate assessment and diagnosis in the context of an individual's life history. Multimodal assessment procedures are examined in relation to multi-axial diagnosis in DSM-IV. Treatment implications for various diagnoses will be examined in the context of theory, research, and practice considerations. Development of area of student expertise in assessment, diagnosis, and treatment.

D/PY 1020 - Assessment and Diagnosis - Child and Adolescent (3)

This seminar focuses on the assessment and diagnosis of child and adolescent psychopathology. Skill development will focus on developing a psychometrically sound assessment battery for clinical practice. Students will become familiar with currently available instrumentation, increase their ability to make differential diagnoses using DSM-IV, and learn to identify links between accurate assessment and effective intervention. Drawing upon current theories and the empirical literature, students will develop skills in integrative and accurate assessment.

D/PY 1021 - Development and Change: Theoretical Foundations (4)

A seminar style investigation of underlying theories and models of human nature, human development, and epistemology with emphasis on foundational assumptions of practice in students' respective disciplines. This is the first of a four course interdisciplinary series required of all doctoral students.

D/PY 1030 - Research Practicum I (1.5)

D/PY 1032 - Research Practicum II (1.5)

D/PY 1041 - Physiological and Psychological Bases of Human Development (4)

This course will present current findings from psychology and other sciences to explore such issues as: evolution; nature/nurture; intelligence and learning; the definition of life and development; physical and psychological health; spiritual needs; and the effect of scientific research on the future of human development. The goal of the course is to expand the students' awareness of the impact of scientific discoveries on their professional fields and personal lives.

D/PY 1051 - Selected Topics (3)

This will be a capstone course that will provide opportunity for students to integrate the major themes of the core interdisciplinary courses, the specialization courses taken to date, and the research component of the program. Content will be organized around the research interests of the students, explicating the interdisciplinary context in which their topic resides. Students will develop a framework for their dissertation topic and proposal.

D/PY 1066 - Independent Study (3)

A course or project designed to meet An individual student's interests and needs through primarily self-directed learning.

D/PY 1100 - Professional Ethics (9)

Required first course. Examination of the professional roles of the psychologist in various settings. Ethical and legal codes are considered in the context of professional dilemmas confronted in practice. Consideration of the historical development of ethical and legal issues in relation to current practice. Examination of current professional issues (e.g., prescription privileges, managed care) and roles in the context of ethical concerns.

D/PY 1103 - Introduction to Psychotherapy Practice (3)

Provides an in-depth examination of current personality theories and their relationship to counseling and psychotherapy. Examines professional issues in psychotherapy, including boundary issues, limits of expertise, ethical issues, managed care, outcomes

assessment, consultation and supervision, and empirical validation of treatment efficacy.

D/PY 1105 - Advanced Psychodynamic Intervention?Strategies (9)

Provides an overview of the theory and technique associated with psychodynamic psychotherapy. Object relations and interpersonal theory are reviewed to illustrate the development of psychopathology, followed by a focused review of applied intervention strategies. Emphasis is placed on mastering techniques which address the development of a therapeutic alliance, transference, counter-transference, interpretation and termination.

D/PY 1107 - Brief Therapy (9)

Brief, solution-based therapies are examined in the context of historical development and current practice. Client and therapist attitudes, values, and goals are examined in relation to treatment outcomes. Research and practice considerations are examined in the use of brief therapy. Relationship of brief care to overall client emotional health and long-term outcomes is considered. Managed care and ethical concerns are examined in the practice of brief therapy.

D/PY 1108 - Child and Adolescent Psychotherapy (3)

Examination of research-informed, time-limited therapy interventions for children and adolescents. Focus will be placed on those conditions which are most frequently seen in outpatient settings; disorders of non-compliance (e.g., Oppositional Defiant Disorder and Conduct Disorders), AD/HD, Anxiety and Depressive Disorders. Most of the course will focus on behavioral and cognitive behavioral interventions, though some coverage will also be given to psychodynamically-oriented play therapy. A variety of modalities will be covered, including parent group training, family therapy, and individual therapy. Applied issues regarding ethical concerns and managed care will also be addressed.

D/PY 1109 - Cognitive Therapy (9)

Intensive examination of cognitive therapy methods such as Beck's cognitive therapy and Meichenbaum's stress inoculation training. Examination of treatment methods, research outcomes, and practice considerations in the

implementation of cognitive therapy. Laboratory experiences in the application of cognitive therapy techniques. Development of student expertise in the application of cognitive therapy to specific disorders.

D/PY 1110 - Psychopharmacology (3)

An in depth, systematic study of the properties and behavioral effects of psychoactive drugs. Emphasis on the appropriate role of the non-medical professional in therapeutic programming involving drugs.

D/PY 1111 - Behavioral Medicine and Health?Psychology (9)

Application of clinical psychology interventions in the context of medical problems and health maintenance. Focus on stress-related medical problems and the promotion of client behaviors that enhance physical well-being. Consideration of specific topic areas depending on student interest including coping with medical procedures, compliance with medical advice, stress management in a medical setting, psychological factors related to response to medical problems and recovery. Development of student expertise in specific areas of research and practice.

D/PY 1112 - Loss and Bereavement (3)

This course will provide an overview of theories, current research and clinical implications pertinent to the understanding, assessment and management of loss. In addition, the course will address the implications and application of appropriate clinical interventions intended to facilitate a healthy grieving process and to assist the clients in moving ahead with their lives with a stronger sense of self. Admission of master's level students to this course is by permission of the professor. In addition, master's level students should have completed COUN 504, 518, 525, 544.

D/PY 1144 - Clinical Techniques (3)

An experimental course designed to provide the counselor-in-training with a variety of strategies and techniques necessary for the effective counseling of individuals and groups.

D/PY 1150 - Practicum I (3)

The integration, demonstration and evaluation of advanced therapeutic skills. Focus upon clinical feedback and supervision. Live audio and video taped therapy sessions.

D/PY 1151 - Practicum II (3)

Advanced supervised experience in major counseling methods related to assessment and intervention will depend on composition of particular teams. Emphases on particular teams will include brief therapy, humanistic methods, family-systems interventions, and cognitive-behavioral therapy. Videotape and audiotape review of performance. Case presentations and conferencing of assessment and treatment issue.

D/PY 1160 - Practicum III (3)

Extension of Practicum I II to include more independent and advanced functioning in counseling interventions. Provision of supervision and feedback to other students as assistant to treatment team. Development of multimedia training materials to demonstrate methods.

D/PY 1161 - Practicum IV (3)

Extension of Practicum I II to include more independent and advanced functioning in counseling interventions. Provision of supervision and feedback to other students as assistant to treatment team. Development of multimedia training materials to demonstrate methods.

D/PY 1200 - Pre-Doctoral Internship (0)

Year-long, full-time internship or two years, half-time internship

D/PY 1201 - Pre-Doctoral Internship (0)

Year-long, full-time internship or two years, half-time internship

D/PY 1202 - Pre-Doctoral Internship (0)

Year-long, full-time internship or two years, half-time internship

D/PY 1275 - Dissertation (3)

After passing the Qualifying Presentation, the student must submit her/his dissertation proposal to the Doctoral Degree Committee. In addition, proposals must be submitted to Marywood's Institutional Review Board in keeping with academic and professional standards. When the approved proposal has been filed in the office of the Dean, the student may begin formal collection of dissertation data. When the dissertation has been approved by the student's mentor and by the other members of the Dissertation Committee, students will register their intent to defend in the Dean's office. Dissertation defenses will be scheduled at least five weeks after such an Intent to Defend form is submitted.

D/PY 1310 - Applied Psychometrics (3)

This course is designed to give doctoral students access to seminal readings in general and specific applications of psychometrics. General issues will include test reliability, test validity, and interpretation of scores. Specific attention will be given to the Rorschach (e.g., Exner's scoring and interpretation system) and the MMPI-2.

D/PY 1312 - Assessment of Adult Personality and Psychopathology (3)**D/PY 1316 - Socio and Emotional Assessment of Children and Adolescence (3)****D/PY 1318 - Child Psychopathology (3)****D/PY 1320 - Projective Measures of Personality (3)**

Survey of projective techniques in personality assessment. Emphasis on the Rorschach, Thematic Apperception Test, Bender-Gestalt, sentence completion tasks, and figure drawings. Critical evaluation of uses, and empirical limits of these methods.

D/PY 1337 - Directed Readings (3)

DSW-Doctoral Social Work

D/SW 1005 - Cross Discipline Seminar on Models of Teaching (3)

This course will attempt to carefully integrate learning theory and the actual practice of instruction. Models of effective teaching will be explored, including methodologies and authentic assessment strategies. A major component of the course will be opportunities for actual college classroom teaching experience.

D/SW 1006 - Issues in Teaching (3)

D/SW 1007 - Social Work Education Curriculum Development and Policy (3)

Incorporates theories of teaching and learning to assist students in developing effective instructional knowledge and skills. Promotes an understanding of the Curriculum Policy Statement of the Council on Social Work Education, as well as the accreditation standards for social work programs to support the skills necessary to teach effectively in schools of social work.

D/SW 1009 - Mentored Teaching Experience (3)

Individualized teaching experience within the student's area of teaching interests.

D/SW 1011 - Models of Social Work Practice (3)

Presents models of practice with individuals, families, groups, as well as communities, organizations, and large institutional systems. It provides an analytical framework for the differential application and efficacy of these models. Normally offered in Spring semester only.

D/SW 1066 - Independent Study (3)

Designed for the individual student's interests under faculty direction.

D/SW 1109 - Models of Policy Analysis (3)

Develops models for assessing federal, state, and local policies incorporating economic and political analyses of policy principles.

D/SW 1112 - The Grantsmanship Process (3)

Practical introduction to the process of securing grants from foundations, corporations and government agencies. Emphasis is given to developing a comprehensive needs assessment, researching sources, planning and proposal writing.

D/SW 1120 - Program Administration (3)

Elucidates the essential functions of administration including, but not limited to, planning, organizing, staffing, resources, management, and budgeting. Focuses on planning for agency effectiveness, efficiency, and accountability. Gives emphasis to generic planning processes, goal selection, objective specification, alternatives analysis, and planning models in a real world context.

D/SW 1125 - Issues in Program Planning: Development and Administration (3)

Elucidates the essential functions of administration including, but not limited to planning, organizing, staffing, resources, management and budgeting. Focuses on planning for agency effectiveness, efficiency, and accountability. Gives emphasis to generic planning processes, goal selection, objective specification, alternatives analysis, and planning models in a real world context.

D/SW 1130 - Planning Human Services and Program Development (3)

Focuses on planning for agency effectiveness, efficiency, and accountability. Gives emphasis to generic planning processes, goal selection, objective specification, alternatives analysis, and planning models in a real world context.

D/SW 1150 - Ethnic and Cultural Dimensions of Professional Practice (3)

Explores the relationship of cultural diversity and ethnicity

to effective intervention strategies, giving special attention to vulnerable populations.

D/SW 1160 - The History of Social Welfare and the Social Work Profession (3)

Describes the development of social welfare initiative and the social work profession within the U.S. Students will be required to engage in historical research using primary resources when possible. Normally offered in Fall semester only.

D/SW 1275 - Dissertation (3)

After passing the Qualifying Presentation, the student must submit her/his dissertation proposal to the Doctoral Degree Committee. In addition, proposals must be submitted to Marywood's Institutional Review Board in keeping with academic and professional standards. When the approved proposal has been filed in the office of the Dean, the student may begin formal collection of dissertation data. When the dissertation has been approved by the student's mentor and by the other members of the Dissertation Committee, students will register their intent to defend in the Dean's office. Dissertation defenses will be scheduled at least five weeks after such an Intent to Defend form is submitted.

EDUC-Education

EDUC 470B - Elementary Curriculum: Language Arts (1.5)

Approaches, activities, materials for instruction, and skills in achieving a beginning competence in teaching in language arts. Observation and participation in school situations are incorporated into course activities.

EDUC 470D - Elementary Curriculum: Music/Art (1.5)

Approaches, activities, materials for instruction, and skills in achieving a beginning competence in teaching in language arts. Observation and participation in school situations are incorporated into course activities.

EDUC 470E - Elementary Curriculum: Art (1.5)

Approaches, activities, materials for instruction, and skills in achieving a beginning competence in teaching in language arts. Observation and participation in school situations are incorporated into course activities.

EDUC 470F - Elementary Curriculum: Math (3)

Engages pre-service students in an active, materials-based, collaborative investigation of mathematics learning/teaching, in light of NCTM Standards. Students are required to pass a basic skills test in order to successfully complete the course. Normally offered in Fall semester only.

Prerequisite: Required: Praxis.

EDUC 470G - Elementary Curriculum: Science (1.5)

Applies science theories and methodology through cooperative, hands-on teaching experiences. Normally offered Fall semester only.

EDUC 470H - Elementary Curriculum: Social Studies (3)

Encompasses strategies that promote informed, responsible citizenship in a pluralistic society. Emphasis on interdisciplinary approaches and NCSS Curriculum Standards. Normally offered Spring semester only.

EDUC 470J - Elementary Curriculum: Physical Education/Health (1.5)

Acquaints students with current methods and materials for elementary health and physical education programs.

EDUC 470Y - Elementary Curriculum: Art (1.5)

Approaches, activities, materials for instruction, and skills in achieving a beginning competence in teaching in language arts. Observation and participation in school situations are incorporated into course activities.

EDUC 470Z - Elementary Curriculum: Music (1.5)

Develops teaching strategies, K-6 curriculum elements and instructional resources in the context of research while

modeling best practice. Requires related field experience participation.

EDUC 473A - Teaching Internship (6)

Students officially enrolled in Marywood's teaching intern program fulfill their student teaching requirements through participation in this semester-long course. Once an intern student secures full-time employment in a school district, s/he must register for this course. Marywood's teacher intern supervisors participate in the supervision of the intern during the semester. Students must meet entrance requirements and be enrolled in Marywood University's intern certification program; meet all certification testing requirements; and submit an online application with fee to the PA Department of Education through the Teacher Information Management System (TIMS).

Prerequisite: Permission of the Department Chairperson Required.

EDUC 473B - Teaching Internship (6)

Students officially enrolled in Marywood's teaching intern program fulfill their student teaching requirements through participation in this semester-long course. Once an intern student secures full-time employment in a school district, s/he must register for this course. Marywood's teacher intern supervisors participate in the supervision of the intern during the semester. Students must meet entrance requirements and be enrolled in Marywood University's intern certification program; meet all certification testing requirements; and submit an online application with fee to the PA Department of Education through the Teacher Information Management System (TIMS).

Prerequisite: Permission of the Department Chairperson Required.

EDUC 473C - Teaching Internship (3)

Students officially enrolled in Marywood's teaching intern program fulfill their student teaching requirement through participation in this semester-long course. Once an intern student secures full-time employment in a school district, he/she must register for this course. Marywood's teacher intern supervisors participate in the supervision of the intern during the course semester. . Student must be enrolled in Marywood University's intern certification program, must have completed all course work and must

have passed all tests in the PRAXIS Series: . Pre-professional skills tests (PPST) - Reading, Writing, Mathematics . Principles of Learning and Teaching (instructional skills) . Specialty Area (required in each area of certification)

Prerequisite: Permission of the Department Chairperson Required.

EDUC 500 - Seminar: First Semester Graduate?Certification (0)

Scheduled each fall and spring semester, this two-hour seminar orients elementary, secondary, special and K-12 students to academic requirements and procedures. Includes observational skills, data-gathering techniques, methods of evaluating data from field experience and related general topics.

EDUC 500A - First Semester Seminar - Research (0)

Orientation to the Professional Contribution procedure. Required of all students registering for Professional Contribution for the first time.

EDUC 501 - Research Theory (3)

Students in this course will design a research project which may be developed into a professional contribution. A variety of research approaches will be covered, as well as the use of appropriate statistical methods. Application and interpretation, rather than computation, of statistics will be emphasized. Course is designed to be appropriate for majors in all behavioral and social science areas and at all levels of research experience. Students will also be introduced to computer applications in research.

EDUC 502 - Multidisciplinary Foundations of?Education (3)

Basic principles of educational theory derived from a study of major works and integrated theories from the history of education, philosophy and social sciences; research of the social sciences on educational problems, processes and values; contemporary issues and multicultural issues explored.

EDUC 503 - Seminar for Dual and Ece Certification (1)

This 1 credit seminar is designed to meet two purposes: to support dual certification students during their elementary student teaching placement as well as early childhood certification students through peer group discussion and to provide a format for discussions of current research, issues and concerns related to all aspects of the educational process.

EDUC 505 - Research Applications: Design and Analysis (3)

This course engages students in the design and application of research theory. Two major areas of focus are measurement and data analysis techniques appropriate for graduate level research. Students construct instruments, collect data and analyze data using appropriate computer software.

EDUC 506 - Problems and Issues in Early Childhood Education (3)

Survey of traditional and new programs with special reference to societal changes. In-depth study of selected problems in home and child-care settings. Normally offered in Fall semester only.

EDUC 506A - Problems & Issues in Early Childhood Education (pa Dir Credential) (3)

Survey of traditional and new programs with special reference to societal changes. In-depth study of selected problems in home and child-care settings.

EDUC 507 - Inclusive Ece Settings and Assessment (3)

Explores different models of early childhood settings and focuses on curriculum, methods of teaching, and activities for all children - birth through age eight. Course stresses formal and informal assessment for programming and evaluation; emphasizes planning and adaptation of learning experiences for all young children. Normally offered in Fall semester only.

EDUC 508 - Integrated Curriculum - ECE (3)

Focuses on learning to plan, adapt, modify, implement and evaluate learning so all children may be involved within the range of their own abilities and styles. Normally

offered in Spring semester only.

EDUC 509 - Administration, Organization & Supervision of Early Childhood Education Programs (3)

Includes the physical structure, organization, and management of environments for all young children; study of professional leadership in establishing and maintaining effective programs. Normally offered in Fall semester only.

EDUC 509A - Administration, Organization & Supervision of Early Childhood Education (pa Dir Credential) (3)

Includes the physical structure, organization, and management of environments for all young children; study of professional leadership in establishing and maintaining effective programs.

EDUC 510 - Emergent Literacy: an Interdisciplinary Approach (3)

The course focuses on the development of a child's literacy-related understandings from birth through age 5. Theoretical perspectives on the language and literacy development of young children are explored. Research-based strategies and appropriate assessments related to language and literacy development are modeled and practiced.

EDUC 511 - Children's Literature for Early Childhood & Elementary School Teachers (1.5)

Presents a brief history of children's literature, the characteristics of twentieth century publications for children, with the relationship between literature read by children and the psychology of the child. Evaluation of representative current and retrospective titles for classroom use. Reading specialists must take 2 credits.

EDUC 513 - Multicultural Experience (3)

Includes topical discussion, experiential activities, media resources and curriculum programs in multicultural and global education. The course provides educators with new insights into strategies and instructional techniques to better educate in a pluralistic society

EDUC 514 - Creative Arts for Young Children (3)

Creativity as it relates to art, music, and movement activities

EDUC 515 - The Role of Movement in Early Learning (3)

Physiological development, motor development and physical education activities, with a particular emphasis in pre-school and primary grades.

EDUC 516 - Computer Literacy (3)

Exploration of the rapidly expanding world of computing in percolate education. An examination of the place of the microcomputer in the learning process. Topics include computer-assisted instruction, computers in the arts and humanities, and ethical and social issues.

EDUC 517 - Mathematics for Elementary Teachers (3)

Discussion and investigation of the properties of the natural numbers, the integers, the rational numbers and the real numbers as these topics may be encountered in the elementary school curriculum.

EDUC 518 - Techniques of Discipline in Early Childhood Programs (3)

Creating rapport, setting clear and precise limits, specific problems and alternate solutions.

EDUC 520 - Universal Design for Learning (3)

This course will examine the concept of Universal Design for Learning (UDL) and address the practical application of UDL in the classroom to teach and reach all students. This course will provide an overview of learner differences, brain research on learning, and the use of multimedia technologies to include all students. It will also provide participants with strategies to integrate the application of UDL into the curriculum as well as hands-on practice with multimedia technologies. Implementation techniques will also be discussed and action plans for mentoring colleagues, utilization of technology resources,

and integration of UDL in the classroom will be developed.

EDUC 523 - Seminar: Psychology of Education (3)

Course deals with the dynamics of teacher-student-other relationships with consideration of learning and classroom management. Analyzes individual differences of students in relation to the educative process. Emphasis on relating educational research to current school practice. Lesson plan and unit plan designs are covered.

EDUC 525 - Cooperative Learning in the Middle School (3)

This course highlights cooperative learning theory and strategies, particularly as they relate to middle school education. It explores learning as a social and group-oriented activity and provides practical application for teacher practitioners.

EDUC 526 - Elementary Mathematics/Cooperative Learning (3)

This course integrates cooperative learning models, teaching recommendations from the National Council of Teachers of Mathematics, and practical applications, involving the use of computers. A variety of cooperative learning strategies will include hands-on activities, modeling activities, and the use of concrete examples, specifically related to the teaching of mathematics.

EDUC 545 - Administrative Theory for School Leaders (3)

Explores the nature of administrative and leadership theory within the current context of school administration in the 21st Century. This course is a graduate level Principal Leadership Academy component course for students studying to receive state certification and become educational leaders in both public and/or private organizations. The course identifies the administrative responsibilities of a school principal in the 21st Century and studies an array of classical and modern leadership, ethical and change theories and the application of these different theoretical approaches in the students own development as a school leader.

EDUC 546 - Seminar: Current Problems and Issues in Education (3)

Examines practical issues of current concern in education. Normally offered in Summer session only.

EDUC 547 - Curriculum Planning for Schools (3)

Designed to aid the school administrator, curriculum/media specialist, and teachers in the role of instructional leader. Augments through practical application various curriculum theories and trends. Instructional design and curriculum building competencies are stressed. Normally offered in Fall semester only.

EDUC 548 - Supervision and Evaluation of Instruction (3)

This course has been designed to provide student with the opportunity to develop an understanding of the separate processes of supervision and evaluation at a theoretical and practical level as well as the ability to apply these understandings to the design and implementation of supervision and evaluation tools in a wide range of settings, in order to foster teacher growth and development.

EDUC 549 - Law and the School (3)

This course serves as an introduction to school law. It seeks to provide an overview of basic principles of law in areas particularly vital to school operation. Cases, decisions, and laws that impact every day administrative planning and decision making will be stressed. Legal issues affecting both public and private schools will be explored.

EDUC 551 - School Finances (3)

Focuses on aspects of financing needed by school administrators. Includes areas such as budgeting, marketing, and planning. Normally offered Summer session only.

EDUC 552 - Personnel Leadership in Schools (3)

This course is designed to aid in the development of the

skills needed for effective human resource leadership in the area of recruitment, hiring, and for the retaining of faculty and staff, as well as the development of relationships among faculty, students, and the community.

Communication and ethical decision-making skills are emphasized. This class will utilize a text-based model along with classroom discussions and case study approach to personnel leadership/human management and ethical decision-making in educational administration. Sample human resources forms and policies will be presented and discussed.

EDUC 553 - Communication Process for Administrators (3)

Intended to enable the administrator to develop the group process skills needed to communicate effectively with the diverse groups found within the school environment.

EDUC 554 - Contemporary Learning Theories (3)

Emphasizes the aspects of learning theory having direct bearing on the teaching learning process. Included are points of view that need to be understood by teachers so they might be discerning in their procedures in the classroom, their reading of materials in the field and their participation in professional discussions. A number of theorists are emphasized.

EDUC 555 - Professional Contribution (0)

Thesis, project, series of demonstrations or professional performance.

Prerequisite: EDUC 501.

EDUC 561 - Methods Materials and Assessment in ESL Teaching (3)

This course will provide an in-depth look at practical application of instructional strategies, materials, tasks, and assessment techniques that effective teachers use to promote language and literacy development in a second language. Focus will be on methodologies of teaching reading, writing, listening, speaking, grammar, and culture of K-12 ESL classroom.

Prerequisite: Clearances required.

EDUC 562 - Linguistics for Second Language Teachers (3)

This course will cover human language and communication, the lexical, morphological, syntactic, and phonological components of language. Focus will be on research in social and psychological aspects of language and the process of second language acquisition.

EDUC 563 - Perspectives on English As A Second Language (3)

This course will help the ESL teacher develop awareness of the English language learner's challenges and obstacles in mastering a second language. Included in the course will be the history of theories in second language acquisition and implications of multicultural education in K-12. Participants will discuss what culture is and how it shapes perceptions and attitudes. The course will examine characteristics of the cultures represented in the ESL classroom and address ways to acclimate ELLs to the U.S. culture.

EDUC 564 - Structure of English for Second Language Teachers (3)

This course will include analysis of the details and system of the English language with a focus on syntax and discourse and the application of analyses to grammar instruction in the second language classroom.

EDUC 565 - ESL Internship (1)

EDUC 566 - Independent Study (1)

Material geared to the needs of the individual student under the direction of a member of the graduate faculty, with permission of the Chairperson.

EDUC 567 - Developing Academic Literacies for English (3)

The course will prepare the ESL teacher to develop the language and literacy skills ELLs need to be successful in academic settings and to develop a repertoire of strategies that will make content area concepts comprehensible to

ELLs across a range of proficiency levels. The course will also address issues related to assessment of language and content area learning for ELLs. The goal of this course is to prepare ESL teachers not only to instruct and assess ELLs effectively, but also to serve as a resource to classroom teachers in the public school setting.

EDUC 570 - Utilization and Evaluation of Software (3)

Includes discussion regarding capabilities of the computer and how to evaluate potential classroom materials. Investigation of appropriate characteristics in instructional software.

EDUC 591 - Graduate Level Student Teaching (6)

Involves supervised, full-time classroom teaching with gradual assumption of total teaching responsibilities in two different placements. Requires registration in the Field Experience Office and approval of chair of School of Education.

EDUC 592 - Supervised Internship (3)

Coordinated, guided study in selected school setting or early childhood settings or other agency; intended for students who need practical experience in one or more of the following areas: observation, teaching, curriculum development, assessment, administration. The internship is arranged in cooperation with the Office of Field Experience.

Prerequisite: Permission of Department Chairperson required.

EDUC 593 - Administrative Internship (3)

Designed to give the potential school leader practice in school administration; structured internship at a selected educational institution.

EDUC 593A - Administrative Internship (1.5)

Designed to give the potential school leader practice in school administration; structured internship at a selected educational institution.

EDUC 593B - Administrative Internship (1.5)

Designed to give potential school leader practice in school administration; structured internship at a selected educational institution.

EDUC 593C - Administrative Internship (0)

Designed to give the potential school leader practice in school administration; structured internship at a selected educational institution.

EDUC 593D - Administrative Internship (0)

Designed to give the potential school leader practice in school administration; structured internship at a selected educational institution.

EDUC 594 - Internship-Supervisor Curriculum & Instruction (3)

A one-semester internship, EDUC 594 - Supervisory Internship, is required of all candidates. This internship allows participants the opportunity to demonstrate competencies achieved developed in course work. University and school district personnel closely supervise the internship. Seminars are held during the semester.

EDUC 595 - Seminar: Graduate Student Teaching (1.5)

Considers the expanding scope of elementary education, with emphasis on evaluative, humanistic, sociological and legal aspects of the teaching/learning process. Incorporates research and experience gained through student teaching.

Prerequisite: MAT students only.

EDUC 596 - Internship-Supervisor Pupil Services (3)

A one-semester internship, EDUC 596 - Supervisory Internship, enables candidates to develop and demonstrate competencies needed in the supervision of pupil services at a selected educational institution.

EDUC 597 - CSD Student Teaching Clinical Internship (12)

This clinical internship involves a full-time supervised practicum as a speech-language pathologist in a public school setting. Students seeking certification by the Pennsylvania Department of Education as a speech-language pathologist (K-12) are required to complete successfully the clinical experience. Placements are made by the CSD Internship Coordinator in conjunction with the Education Field Placement Officer.

Corequisite: CSD 516C.

EDUC 598 - Special Topics (3)

This online course is designed for public and private school teachers, student teachers and administrators in grades 9 through 12. Twelve interactive lessons provide teachers with an introduction to the field of cognitive science. They include a variety of online simulations in artificial intelligence and robotics.

EDUC 598A - Special Topics in Education (3)

This course will center on a real world applicable teaching and planning designation in the Communication Arts. Course student will be required to design, apply and showcase a unit of study portfolio in the performing arts that is tailored to high school seniors as an elective class. This unit of study will represent the process of putting on a high school play and the authentically designed teaching resources, student roles, play preparations, instructional mapping, character study, etc. curated and implemented each week. Course student will be required to produce and submit five components of this represented unit of study portfolio to be graded. By the end of this course student will be required to submit the completed unit of study portfolio to be assessed on the overall process of planning a play from start to finish prescribed within this teaching content area concentration.

EDUC 598B - Special Topics in Student Teaching (3)

This seminar meets every other week and is an opportunity for support, advice, sharing ideas, and preparing for job interviews. Special topics may include writing resumes, behavior management strategies, and support during the

Teacher Work Sample project. There will not be assignments or a textbook. **** STUDENT TEACHERS ONLY****

EDUC 599 - Independent Study (3)

EDUC 604 - School and Community Relations (3)

Examines the role of the school district in the life of the civic community. Develops public relations programs that bring about positive school-community interaction. Stresses effective relationships between central office personnel and school board. Normally offered in Fall semester only.

EDUC 605 - Communication Theory and Organizational Dynamics (3)

This course focuses on understanding and viewing organizations (e.g., education) from various perspectives and acting within organizations using organizational frameworks/theories. Students will explore various theoretical models of organizations and how those models are reflected in organizations reflective of their current fields (e.g., lower [K-12], higher education [postsecondary]). Students will explore how organizational theory can be applied to professional practice in education administration and higher education administration.

EDUC 606 - Labor Relations and Negotiations (3)

Explores collective bargaining, negotiation skills, union movements and related contemporary issues critical to central office leadership. Normally offered in Summer session only.

EDUC 607 - Business and Facilities Management (3)

Business and Facilities Management will trace the development of school finance theory and practice from its earliest periods, through a variety of changes, to its present day realities, particularly as they relate to facilities management and budget planning. A broad spectrum of timely topics that deal with the management and financing of facilities will be discussed. The participant will be given the knowledge necessary to manage a variety of school related facilities in the public and nonpublic sectors.

Sources of finance acquisitions for local state and federal government will be covered. Participants will gain the knowledge necessary for facilitating school construction or renovation projects. Legal and environmental issues concerning school construction and renovation will be stressed. Management of a variety of facilities and the means of financing these facilities will be a significant part of the course.

EDUC 608 - Superintendent Internship - Part I (3)

Provides an opportunity for the student participant to integrate theory and practice in the field of central school office administration. It is an individualized internship, collaboratively designed by the student, a faculty mentor, and a site supervisor, and addresses competencies explored during coursework. The internship is accomplished at a central school office site.

EDUC 609 - Administrative Internship - Part II (3)

Provides an opportunity for the student participant to integrate theory and practice in the field of central school office administration. It is an individualized internship, collaboratively designed by the student, a faculty mentor, and a site supervisor, and addresses competencies explored during coursework. The internship is accomplished at a central school office site.

EDUC 610 - Models of Teaching (3)

Provides graduate students with contextual knowledge and understanding of the professoriate and issues facing faculty in postsecondary education. Topics will include the changing nature of faculty roles, the integration of service learning in college curriculums, and ethical issues in academe

EDUC 611 - Instructional Design: Theory and Application (3)

Designed to explore advanced concepts of integrative curricular design. It touches such curricular issues as multiculturalism, change, society, transitions, technology, decision-making, planning, and evaluation. A variety of curriculum projects is explored.

EDUC 612 - Public Policy (3)

The analysis, development, implementation, and evaluation of policy will be the common theme of this course. The relationship between policy and administration will be a focus. Policy-making structures will be identified and examined.

EDUC 613 - Dynamics of Leadership and Change (3)

This course provides a thorough examination of contemporary leadership theory and styles. Essential leadership skills for 21st century institutions of learning will be explored through the use of case studies and simulations. Models of change and communication strategies will be addressed

EDUC 614 - Practicum in Human & Materials Resource?Utilization: Part I (3)

This one semester internship provides the student participant an opportunity to focus on the creative and effective utilization of faculty, parents, and community-atlarge to achieve curricular purposes of the school. It addresses both staffing and staff development needs. This internship addresses competencies explored during coursework and is accomplished at a central office site.

EDUC 615 - Practicum in Human & Materials Resource?Utilization: Part II (3)

The one-semester internship provides the student participant an opportunity to focus on creative and effective resource allocation and budgeting procedures. It also deals with building management and resource enhancement to support curriculum initiatives. This internship addresses competencies explored during coursework and is accomplished at a central office site.

EDUC 617 - School Ldrshp & Sp Educ (3)

The course acquaints school administrators (superintendents, principals, supervisors) with professional problems associated with special education. School leaders will examine all aspects of special education including its history, philosophy, federal, state and local regulations, as well as trends and strategies to

accommodate diverse learners. The course focuses on a special education from the perspective of school administrators by developing a building level and districtwide understanding of the administrative necessities of special education regulations. Normally offered Summer session only.

ENVS-Environmental Science**ENVS 520 - Ecology (3)**

Investigates the relationship between living organisms and their natural environment. Emphasizes the existence of natural species and their interactions with other life forms. Three hours lecture, two hours lab. Junior and senior science majors and M.S. Biotechnology graduate students.

Corequisite: Take ENVS 520L.

ENVS 520L - Ecology Laboratory (1)

Investigates the relationship between living organisms and their natural environment. Emphasizes the existence of natural species and their interactions with other life forms. Three hours lecture, two hours lab. Junior and senior science majors and M.S. Biotechnology graduate students.

Corequisite: Take ENVS 520.

HE-Higher Education**HE 520 - History of American Colleges/?Universities (3)**

This course will explore the social and historical foundations of colleges and universities in the United States. It will also present the transitions and traditions in higher education curricular programs.

HE 525 - Student Issues in Higher Education (3)

This course will discuss the multifaceted issues related to a student-centered campus. It will present practical problem-solving strategies in dealing with adult learners. Normally offered in Spring semester only.

HE 530 - College Finance and Strategic Planning (3)

A practical application of strategies for both financial and long-range strategic planning will be the focus of this course.

HE 555 - Professional Contribution/Thesis (0)

Thesis, project, series of demonstrations, or professional performance.

HE 592 - Internship in Higher Education (3)

An on-site, individually designed internship/practicum will conclude work in this specialty. Competencies stressed will include but not be limited to those covered in course work: strategic planning, finances, student concerns, policy issues, curriculum development.

HE 592A - Internship in Higher Education (1.5)

An on-site, individually designed internship/practicum will conclude work in this specialty. Competencies stressed will include but not be limited to those covered in course work: strategic planning, finances, student concerns, policy issues, curriculum development.

HE 592B - Internship in Higher Education (1.5)

An on-site, individually designed internship/practicum will conclude work in this specialty. Competencies stressed will include but not be limited to those covered in course work: strategic planning, finances, student concerns, policy issues, curriculum development.

HE 592C - Internship in Higher Education (1.5)

An on-site, individually designed internship/practicum will conclude work in this specialty. Competencies stressed will include but not be limited to those covered in course work: strategic planning, finances, student concerns, policy issues, curriculum development.

HE 598A - ST: Advising and Career Services (3)

Introduction to the field of career counseling through examination of the theories of career choice and their influence upon entry into the world of work. Course will include a special emphasis on advising and advising

relationships .

HE 598B - ST: Globalization & Women (3)

Selected Topics: Globalization and Women: From the lens of education, this course examines the structures across cultures that contribute to and maintain gender inequalities within lower and higher education. Both the relationship between gender and globalization as a constantly changing process of interaction and integration of cultures; and, labor issues for women across cultures will be examined as they relate to education.

HE 599 - Independent Study (3)

Designed for students who wish to do work in areas where courses are not offered or for in-depth research in a particular subject

HE 599B - Supervised Independent Research (3)

This course is open to both master's and doctoral students. Students completing this "directed research" IR will earn three (3) credit hours. The instructor will meet with IR students once every two weeks to discuss project updates and to deliver instruction about research procedures. Experience with qualitative research is not a requirement, but will be helpful. IR students are expected to be deadline-driven and self directed. Students will select one research project to collaborate with instructor from a select list distributed by the instructor.

HE 605 - Communication Theory and Organizational Dynamics (3)

Develops communication theory first explored in principalship program. Stresses effective communication skills. Explores organizational systems and related social structures. Stresses motivation theory and change dynamics.

HE 609 - Law and Policy in Higher Education (3)

Focuses on the policy process as it is exemplified in making decisions with respect to higher education funding by the Federal Government. Recent legislation is analyzed in some depth, with comparisons to earlier periods and legislative approaches. The course seeks to help students

analyze recent legislation and arrive at a basic understanding of the national policy context that influences American higher education. This seminar will also help students gain a greater understanding of the structures, functions, and issues facing state governance of higher education in the U.S., including the role of governing boards; relationship between the federal government and state higher education; appropriations and budgeting; financial aid; equity and access; and relationships between governing bodies and higher education institutions.

**HE 640 - Program Evaluation:
Learning?Outcomes/Assessment (3)**

This course will explore traditional and non-traditional institutional programs and student outcomes/assessment designs for the purpose of heightening achievement at all levels.

HPE-Health Physical Education

HPE 501 - Anatomy and Physiology (3)

The Medical Anatomy and Physiology course is designed to transition the student from the undergraduate Anatomy and Physiology into clinically-based view of advanced Anatomy and Physiology. Within this course is a two hour lecture along with a two hour/week Virtual Cadaver Dissection lab.

HPE 503 - Motor Learning/Behavior (3)

An examination of the theoretical principles of motor control and motor learning in individuals of all ages.

HPE 507 - Exercise and Chronic Disease (3)

HPE 555 - Professional Contribution (0)

Thesis, project, series of demonstrations, or professional performance.

HPE 574 - Exercise Physiology (3)

Examination of physiological concepts related to exercise. Analysis of scientific basis underlying the relationship of

metabolism, environmental stress and body composition to optimal human performance.

HPE 595 - Master's Thesis (3)

HPE 599 - Independent Study (3)

A course or project designed to meet an individual student's interests and needs through primarily self-directed learning. Permission of chairperson is necessary prior to enrollment.

HSA-Health Services Administration

**HSA 503 - Statistical and Social Science?Applications
to Management (3)**

Application of social science concepts and methods to the investigation and analysis of administrative problems. The course also includes computer exercises which focus on how data can be analyzed and interpreted to answer several types of research.

HSA 506 - Research Theory (3)

Introduction to the methodology of research-historical, descriptive-survey, experimental design, critical interpretation, and case study techniques, with attention to specialized data-gathering procedures, such as the questionnaire, the interview, observation, etc. Introduction to statistical concepts. Directed toward the writing of a thesis or a professional contribution (PC) as a degree requirement.

HSA 507 - Organizational Dynamics (3)

What a supervisor needs to know about human behavior in a work setting. Emphasized are the subjects of work motivation, power and control, communication, impact of work/organization design, and management-by-objectives using a case analysis/ discussion format.

HSA 508 - Hr Admin & Personnel Sys (3)

(same as PUB 508 Human Resources Administration and

Personnel Systems) Survey course of personnel practices used in the public sector. Discusses all human resources phases, from recruitment to retirement. Special emphasis on unionization, personnel problems and leadership styles

HSA 510 - Concepts and Issues in Gerontology (3)

The process of aging and surviving into the "later years" results from a complex interplay of social forces, human systems, and social policies, which impinge upon groups and individuals. This course examines components of social gerontology which view aging as an expression of a societal-institutional structure that "creates" and sustains human beings.

HSA 511 - Ethics in Management (3)

Provides an introduction to the field of ethics and an opportunity to increase understanding, knowledge and competence in dealing with the ethical challenges and dilemmas that are found in the public, private, and nonprofit employment sectors. Course materials will focus on individual as well as corporate systems of responsibility and accountability and the ethical dimensions of public as well as private life.

HSA 518 - Policy and Program Analysis (3)

Explores the policy-making processes important to an administrator and develops skills necessary for formulation and analysis of policy problems and the implementation of public policies.

HSA 520 - Introduction to Health Services?Administration (3)

Provides a background on the United States health care system in areas of administration, history and philosophy of public health, politics, health policy and strategic planning, finance and evaluation and assessment of medical care in the context of the social, legal, and regulatory environment of the delivery of personal health services.

HSA 522 - State and Local Administration (3)

A background and orientation course designed to acquaint students with governmental responsibilities and functions;

intergovernmental relations; problems, issues and alternatives in the performance of state and local governmental functions.

HSA 524 - Health Care Systems Analysis (3)

A comparative analysis of health care delivery systems and the application of systems analysis and design concepts for designing and evaluating health care delivery systems. A study of the elements of personal health services systems which encompass the various ways of delivering personal health services with regard for their evolution, governance, financial structure, organization function and structure, changing characteristics and relationships, and mechanisms for quality assessment and social accountability. A study of individual social and environmental determinants of health, disease, and disability including the field of medical sociology.

HSA 525 - Health Care Economics (3)

Deals with the macroeconomics and microeconomics context of health care finance; the basics of health care accounting and of demand and utilization of health care services; pricing of health care services.

HSA 526 - Aging Changes and Health Care Problems (3)

Introduces students to the primary and secondary biological aging changes. Covers anatomical and physiological changes of all body systems, with special emphasis on health problems arising from these changes and on related social and psychological phenomena.

HSA 527 - Gerontological Services Administration (3)

Emphasizes administration of health care services for the aged, along with the issues that affect these services. Examines the structure and functions of publicly and privately funded programs and organizations providing health services to the aged.

HSA 528 - Administration of Long-Term Care (3)

Evaluation of long-term care institutions as a health care delivery subsystem; comparative evaluation of types of long-term care institutions; government regulations, long-

term care facility organization and management.

HSA 529 - Planning Health Care Services for the Elderly (3)

Acquaints students with the planning process and resources available for meeting the needs of the elderly.

Additionally, the course provides broad knowledge of health care services for the aged and their implementation.

HSA 531 - Comm Across Generations: Oral History (3)

This course will focus on the techniques, planning, organization, implementation, and evaluation involved in conducting oral historical research as applied to a geriatric population. Students will select a research topic in consultation with the professors and complete at least five oral history interviews, transcribe these interviews, and present their research in the form of a paper. This research will analyze the topic at hand using the content of the oral interview as well as traditional research. Each study should attempt to offer some significant data and conclusions about the topic. Research will be presented in seminar for peer critique and evaluation. Interviews/research may deal with such topics as: food habits, health issues and concerns, and personal histories (ethnicity, local history, and autobiography).

HSA 532 - Legal Aspects Clinical & Health Care Organizations (3)

The course covers topics which include the role and liabilities of the hospital administrators, the governing board and the medical staff. Nursing services and hospital liabilities encountered by health care delivery are discussed. Disclosure of patient information and the legal consideration related to this disclosure are covered. Labor law and the complex issues among management, labor, and the community are part of this course.

HSA 533 - Research Methods (3)

This is a three-credit course in which the student will work through the research process, developing a detailed research design that may be used in the required thesis.

HSA 537 - Managerial Decision Making in Health Care Organizations (3)

Examines operational concerns in the area of institutional administration. Included are project planning and constraints, work-load forecasting, patient scheduling, facility staffing, quality assurance, utilization review, control mechanism, and applications of institutional resources. Includes application of management and administrative skills for the hospital administrator.

HSA 538 - Institutional Budget and Planning (3)

Course will address the unique aspects of managing the financial resources of health care institutions. Focus will be on topics such as capital budgeting, sources of revenue, the impact of reimbursement on financial decisions, and the evaluation of fund sources. Analytical tools to aid in financial decision-making within health institutions will be examined.

HSA 539 - Overview of Managed Care (3)

Provides an overview of health care insurance and finance by addressing the issues surrounding conventional delivery. The background and development of managed care, contracting, and legal issues in managed care and the general management requirements in managed care organizations are covered in three modules.

HSA 555 - Professional Contribution (0)

This is the last program requirement to be fulfilled by the candidate before graduation. This is not a structured classroom course, but rather a semi-independent experience, such as a thesis, and similar to the comprehensive examination requirement. Participants should consult with their mentors early in the program to develop an acceptable Professional Contribution agenda.

Prerequisite: Restricted: Proposal required/approval by Director of Administrative Studies.

HSA 556 - Capstone Contribution (3)

This course is required for completion of the degree. The assignments are designed to assist the student in

developing skills to formulate research questions, to identify relevant literature and summarize findings, to evaluate data, to apply a theoretical rationale, execute a research proposal and complete a professional contribution or thesis paper.

HSA 579 - Introduction to the Nonprofit (3)

Provides an overview of the issues and trends within the nonprofit and voluntary sector in order to lay a strong foundation of knowledge and comprehension for those who are pursuing careers in the voluntary sector and/or working in fields that intersect with nonprofit organizations. The course will consider the historical and philosophical roots of voluntarism, the structure of the sector, operational dynamics, and current and future trends and issues.

HSA 580 - Epidemiology/Environmental Health (3)

Studies the field of epidemiology including concepts, principles, and models. Descriptive epidemiology relative to person, place, and time will be analyzed and interpreted. Human health and the environment, some research needs, and planning in environmental health science is reviewed.

HSA 583 - Marketing and Strategic Planning (3)

The science of marketing and the creation of a marketing strategy to achieve corporate goals and to deliver the product to the ultimate consumer are discussed. The course explores market segmentation, strategic marketing and the role that advertising, pricing, and packaging play in market planning. Harvard Business Cases and other cases are utilized to illustrate the theory covered.

HSA 590 - Research Methodology (3)

This course is designed to provide students with a thorough coverage of Qualitative and Quantitative Methods in business research topics backed by solid theory. Our approach blends a discussion format related to methodological and procedural issues with practical application through research projects performed in real-life settings. The course also addresses ethical issues, the role of the researcher, and strategies for reporting results.

HSA 595 - Independent Study (3)

Student interest and self-directed learning. See program director.

HSA 596 - Internship (3)

An internship is required to increase knowledge and skills in theoretical application. Students must consult their mentors early in the program to determine the internship to pursue. The objective is to develop research skills, skills in improving organizational effectiveness and in the development of leadership potential, including stimulating creativity and interpersonal and communication skill development

HSA 597 - Management Project (3)

A Management Project/Internship is required to increase knowledge and skills in theoretical application. The student, upon completion of coursework, must do either a research oriented management project or an internship. Students must consult their mentors early in the program to determine the administrative project or internship to pursue. The objective is to develop research skills, skills in improving organizational effectiveness and in the development of leadership potential, including stimulating creativity, and interpersonal and communication skill development.

HSA 598 - Special Topics (3)

Intensive courses on timely, concerned topics.

HSA 598A - ST: Ethics in Healthcare Management (3)

This course will explore the role of ethics in management leadership and organizational success in today's health care environment. It will focus on both recognizing and responding to contemporary ethical topics in health care management. Learning objectives include: - Foster critical awareness of the student's values and the underlying ethical issues - Identify and enhance knowledge and skills to respond to specific ethics encountered in today's environment - Promote competence in moral reasoning and skill in applying basic ethics concepts, including identifying, analyzing, and resolving ethical conflicts -

Explore various ethical issues in health care management - Describe ethics resources and tools

HSA 598B - ST: Public Hlth Implctns of Cmplx Hlth (3)

This course will introduce the student to the US public health system and examine how it works and why it is important. Students will then analyze select complex health issues present in society today and examine the public health implications of these complex health issues as potential solutions are explored.

HSA 598C - ST: QAPI Prg Lng Trm Hlth Cr (3)

This is an updated introductory course on the administrative leadership in the long-term health care setting and the relationship to the facility's Quality Assurance Performance Improvement (QAPI) program. Discussions will center on leadership skills and developing a leadership program guide for self-improvement. Additional discussions will center on history and evolving of Quality Assurance (QA) program, the QAPI in the long-term health care setting, and the preparation for the new Quality Improvement Survey (QIS).

HSA 599 - Practitioners Seminar (3)

Seminar format designed to develop management skills, including work programming and time management; also covers experiential application of public administration theories and principles with emphasis on observation, analysis, reporting, and communication skills. Career development component directs participants in the process of self-analysis to formulate career goals and strategies.

HSA 988 - Glbl Prsp Soc & Adm Prct (3)

IARC-Interior Architecture

IARC 510 - Design Thesis I (6)

A self-formulated comprehensive interior architecture project involving an existing abandoned building in need of new life and function within the community. Students will continue the research that began in IARC 513, further documenting existing conditions, developing realistic building programs, and creating comprehensive schematic

design alternatives for the reuse of the building they have selected to explore. Independent research and the development of thesis designs are supported by a Thesis Committee consisting of a Chair and two faculty members from the School of Architecture.

IARC 511 - Principles of Adaptive Reuse (3)

An examination of the specific architectural, construction, and professional practice issues related to the repurposing of existing/historic structures.

IARC 512 - Leed for Interior Architects (3)

An introduction to conceptual and technical approaches to the design of sustainable environments and building practices. Specific building assessment guidelines such as the LEED standards will be addressed, along with sustainable construction practices with which to produce buildings that are healthy, productive places to work, less costly to operate and maintain, and will have a reduced environmental footprint. The course uses the LEED Green Associates Exam as the framework for its content.

IARC 513 - Thesis Research (3)

Students begin investigation into thesis topics. Normally offered Summer session only.

IARC 514 - Issues in Contemporary Interior Architecture (3)

An examination of emerging issues in the field of interior architecture. Emphasis will be on innovative technologies to achieve sustainable interiors, as well as the ever-changing design challenges facing the profession. Normally offered in Summer session only.

IARC 515 - Representation in Adap Reuse of Interior (3)

An adaptive study of theories and practices for representing architectural design with an emphasis on interior, adaptive reuse space. The history of drawing theory and technique will be addressed through lecture, assigned readings and various exercises in representation will be assigned.

IARC 516 - Visual Culture & Built Environment (3)

Visual culture and the Built Environment will explore how historic and contemporary interior architecture, general architecture and urban development is shaped by differing world cultures, social economic differences, universal design and other design. Normally offered in Fall semester only.

IARC 517 - Strategies/Theories of Adaptive Reuse (3)

A lecture based broad perspective course focusing on societal, economic and technological drivers informing adaptive reuse as one possible strategy for addressing world wide issues facing our built environment, including; resource scarcity, climate change, increasing populations, cultural heritage preservation, increasing obsolete building stock and urban sprawl.

IARC 518 - Advanced Hybrid Craft (3)

Exploring the manipulation of material using both digitally assisted as well as traditional techniques of making, in order to understand the potentials and limitations of each with regards to performance. Students will form a representational agenda based on lectures, readings, and built experimentation to be employed in their individual Masters Research Project.

IARC 520 - Design Thesis II (6)

Part II of the graduate capstone studio project in which a schematic design from the previous semester is developed through the early design development phase. The entire Thesis project will emphasize adaptive re-use strategies that focus on sustainable design principles appropriate for the proposed project. Requires a formal, comprehensive project review at which students present their year's work to a panel of faculty and practitioners. Normally offered in Spring semester only.

IARC 520A - Interior Architecture Studio VI (6)

Investigates the role of furniture and product design as integral components of interior architecture. Students will design, detail, and fabricate specific elements that reflect significant specific design ideas related to a major space in

their projects. Weekly lectures augment design studio explorations. Normally offered in Spring semester only. This section is crosslisted with IARC 320A for graduate students.

IARC 521 - Advanced Lighting Design (3)

The role of lighting in the creation of interior spaces. Covers concepts of lighting design, including distribution, effects, luminaires, and graphic layouts. Includes case studies and an analysis of sustainable design practices related to daylighting, energy consumption, and related topics.

IARC 522 - Detailing Interior Architecture (3)

The detail as an expression of design intention. Interior detailing involves the focused examination of how materials are selected, joined, manipulated, and applied. Materials research of historically significant interior details will aid the student's technical knowledge of the subject. Drawings will be developed at large scales (1:1, 1:2, 1:5) to better understand specific detailing methods. Mock-ups of prototypical details will complement the drawings and emphasis will be placed on sustainable building materials and fastening systems. Normally offered in Spring semester only.

IARC 522A - Materials and Methods (3)

Presents the materials, finishes, and components of interior architecture, along with the standards and codes that impact their design, specification, and application. Emphasis on sustainable design approaches and materials selection. Normally offered in Spring semester only. This course is cross listed with IARC 322A for graduate students.

IARC 524 - Ncidq Prep (3)

A review of subjects covered in the National Council for Interior Design Qualification (NCIDQ) professional exam, including: ethical and accepted methods of practice; furniture, fixtures, equipment and finish materials; and regulatory standards that impact the design of interior spaces

IARC 525 - Thesis Documentation (3)

Each graduate student will assemble a Thesis Document fully describing and illustrating the research, thesis underpinning the project, the design process and methodology, and the final design (the project synthesis). At the conclusion of this documentation, the book will be added to the School's Thesis Library, as part of a research repository for all faculty and students. Normally offered in Spring semester only.

IARC 546 - Design Research (3)

Focuses on an advanced design research problem, individually developed by the student with the approval of the instructor. Special emphasis on the student's major area of interest (Interior Architecture).

IARC 549 - Aesthetics (3)

Lecture series and dialogue exploring the fine arts, architecture, sculpture, the written and spoken word and their relationship to present-day design.

IARC 552 - Digital Media III (3)

Advanced computer application for analysis, design, and presentation.

IARC 560A - Graduate Studio Observation I (3)

This course focuses on independent and observational exercises done during the fall semester designed to further the participant's knowledge and resources in areas of their individual interest. Restricted to international studies Interior Architecture graduate students.

IARC 560B - Graduate Studio Observation II (3)

This course focuses on independent and observational exercises done during the spring semester designed to further the participant's knowledge and resources in areas of their individual interest. Restricted to international studies Interior Architecture graduate students.

IARC 560F - Creative Problem Solving (3)

This course focuses on independent exercises done during the fall and spring months designed to further the participant's knowledge and resources in areas of their individual interest.

IARC 588 - Advanced Autocad and Graphic Presentation (3)

The course is designed for students who already possess a working knowledge of AUTOCAD. Students are required to complete a full set of design drawings using AUTOCAD. 3-D applications will be utilized. Preparation of selected graphics for formal presentation to a client will be presented to peers.

IARC 589 - History of Architecture and Interiors (3)

A course which studies architecture as unified, coherent structures made up of elements and systems which must have an integrated relationship of form, space, and order. Includes study of the socio-economic conditions and the technical advances in materials which often dictated the styles.

IARC 590 - Independent Study (3)**IARC 595 - Studio in Visual Notes (3)**

Required portfolio of scheme concepts, details, sections, choices of finishes, colors and lamination. Research, visual notes, and professional presentation are required for two major, finished projects.

IARC 599 - Special Topics (3)

"An in-depth exploration and examination of a specific topic or issue in the field of interior architecture."

IARC 599B - Design Drawing and Color (3)

An exploration of drawing and color as a means of representing and developing design ideas for Interior Architecture. Various media and scales of drawing will be

addressed. Cross listed with IARC 400

IARC 599C - ST: Mapping as Project (3)

Maps translate and reconstruct a three-dimensional world onto a two-dimensional surface. What differentiates them from diagrams (although one can certainly include the other) is their ability to reduce the world outwardly. In other words, whereas diagrams reduce a unified whole (a building, a site, a city) inwardly to its internal parts, maps reduce that same whole to a smaller part of a larger field of influences and relations. Applied to the city, this makes them powerful analytical and design tools: they have the potential to foreground hidden urban ecologies and to redefine traditional notions of site, place, and identity (AKA the "local") as they reveal complex relationships between thinking and representation, culture and technology, and spatial and aesthetic practices across scales. If maps make the invisible visible operatively, (if behind every map there is a mapper) then the act of mapping is already a project in the making. This seminar/workshop explores mapping as a tool to discover and understand the city, to organize that knowledge and to visualize it effectively, and to strategically calibrate design thinking and (potential) design action. In the process, we will discuss histories and theories of maps and cartographic practices in relation to urbanism in general and the City of Scranton in particular. We will map Scranton as a case study.

IARC 599D - St: Residential Furniture Design (3)

This semester-long special topics course will focus on residential furniture design, using recycled materials. In the final week of the semester, students will submit their work to a national residential furniture design competition.

IARC 599E - ST: Digital Animation (3)

This course will focus on animation as both an exploratory and representational tool through the analysis of existing media and production of stop-motion/digital animations. These topics will be addressed using traditional motion capture equipment, the screening and analysis of historic and contemporary video footage, and basic digital modeling/animation.

IARC 599F - ST: Beyond Surface (3)

Through a series of interrelated case studies, seminal texts, and discussions, this elective HTC seminar will explore the theoretical, aesthetic, and political implications of architectural surfaces; that is, the ways in which building facades, skins, and envelopes mediate processes of production (making) and projects of representation (meaning). Using a series of dialectical terms as a matrix for discussion, we will dig into the history of architecture and address the following fundamental questions: What makes a good facade? What makes a bad one? For that matter, are facades still relevant in the 21st century? On what basis are design decisions made? What are the (possible) relationships between skin and structure? What does it mean to enclose? How do surfaces perform? Our endgame will be a collaborative end-of-year exhibition of analytical drawings, models, and writings.

IARC 599G - ST: Pedagogical Studies (3)

This class will focus specifically on an introduction of divergent strategies, ideologies, and philosophies in architectural education. The objectives of this class exist in three parts. First, students will develop an awareness of historical pedagogical models in architecture ranging from the Beaux-Arts to the Contemporary. Second, they will examine several current, commonly practiced pedagogical models. Third, they will explore specific strategies for delivering design content, and analyze the successes and failures of each. Additionally, this class provides the graduate student an opportunity to develop a more individualized pedagogical position, learn varying roles of an academic, and develop a teaching portfolio through closely supervised interactions with students.

IARC H599A - ST: Princ of Adaptive Reuse (3)

Principles of Adaptive Reuse will explore the specific architectural, professional practice and construction issues as it relates to the repurposing of existing or historic structures. Normally offered in Fall semester only.

IARC 610A - Interior Architecture Studio Vii (6)

Examines the range of spatial and experiential relationships between interior and exterior spaces. Considers the creation of exterior places that may extend the experience of interior realms through elements that are natural and man-made. Weekly lectures augment design studio explorations. Normally offered in Fall semester only.

IARC 611 - Grad Studio I: Frml & Sptl Attds of Adap (6)

Studio will focus on the form and space of varying architectural scales and levels of complexities. It is intended to introduce students to architectural questions proposed by transformations and additions to old buildings and to develop an intellectual framework for evaluating the effect of the New Forum on the built environment.

IARC 620A - Int Architecture Studio VIII (6)

The graduate capstone project in which students will investigate design strategies leading to buildings and places that will enhance civic life. Normally offered in Spring semester only. Cross-listed with IARC-420A

IARC 621 - Grad Studio II: Urbn/Cmmnty Cntxts Adptv (6)

This studio will explore the potential of urban networks, and the communities that define them, to inform spatial and formal strategies for adaptive reuse. Student design projects examine the nature of interior spaces that are not necessarily determined by a building envelope.

IARC 631 - Master's Research Project Grad Studio (6)

This culminating course of the MIA process consists of an independent research project, inspired and informed by the programs focus on adaptive reuse in Interior Architecture. The MRP must clearly define the research topic, develop a method for investigation and successfully synthesize this research into a conceptually driven, research based investigation.

IARC 648 - Marketing Your Art (3)

Research and application of the methods and procedures on the business side of design. These include getting exhibited, writing and negotiating contracts, getting published, and making yourself and your work saleable.

INSC-Information Security**INSC 510 - Legal Issues in Information Security (3)**

This course is an introduction to the legal and regulatory issues in the field of information security. Federal laws and regulations, including OMB and NIST standards, are examined. Moral and ethical issues for professionals in the field are also considered.

INSC 520 - Introduction to Computer Security (3)

This course is an introduction to the fundamental principles and common practices of computer and information security. It provides an overview of such topics as cryptography, network intrusion and detection, software and operating system security, VPN etc. Prerequisites: CS-242 and CS-322

Prerequisite: Take CS 242 CS 322;.

INSC 530 - Network Security (3)

The course is an introduction to the field of network security. The course covers network security services such as authentication and access control, integrity and confidentiality of data, firewalls and related technologies, Web security and privacy. Prerequisite: CS 322.

Prerequisite: Take CS 322;.

INSC 540 - Introduction to Cryptography (3)

This course is an introduction to the theory and practice in the field of cryptography. Topics include classic and modern ciphers (DES, AES, RSA etc.), digital signature, message digest, key exchange protocols, and PKI. Prerequisite: CS 150, MATH 323.

Prerequisite: Take CS 150 MATH 323;.

INSC 545 - Security Policies and Implementations (3)

This course provides an overview of the best practices of developing and implementing effective organizational policies and programs on information security. Topics include privacy, contingency response, infrastructure reliability, risk assessment and management, and organizational roles and responsibilities. This course is cross-listed with INSC 445.

INSC 550 - Digital Forensics (3)

This course introduces students to the field of digital forensics and it will focus on the contemporary policy issues and applied technologies. Topics to be covered include: legal and regulatory issues, investigation techniques, data analysis approaches, and incident response procedures for Windows and UNIX systems. Prerequisite: CS 242, CS 245.

Prerequisite: Take CS 242 CS 245;.

INSC 560 - Applied Cryptography and Secure Comm. (3)

This course studies real world cryptographic systems and examines their strength and weaknesses. Some commonly deployed cryptosystems will be used as examples in this course. Prerequisite: INSC 440/540.

Prerequisite: Take INSC 440 or INSC 540;.

INSC 565 - Operating Systems Security (3)

This course covers the fundamental theory and practice in Operating System security. OS level security architectures and mechanisms will be studied. Topics include OS level security architectures and mechanism, OS security policies, and basic OS security techniques. Prerequisite: CS 344.

Prerequisite: Take CS 344;.

INSC 590 - Special Topics in Information Security (3)

Special topics that are not available in other courses may be covered when there is enough interest among students and faculty.

INSC 620 - Cloud Computing Security (3)

This course investigates the security issues related to cloud computing, such as confidentiality, integrity, and availability of data and computations. Practical applications of secure cloud computing will be explored, current research publications will be the focus of this course. Prerequisite: INSC 420/520.

Prerequisite: Take INSC 420 or INSC 520;.

INSC 630 - Data Protection and Recovery (3)

In this course, students will study computer file storage systems, with the focus on data protection and recovery. Topics include data backups, diversification, RAID systems, disaster response and recovery etc. Prerequisite: INSC 420/520.

Corequisite: Take INSC 420 or INSC 520;.

INSC 640 - Mobile System Security (3)

This course will investigate security issues in mobile systems. When devices such as smart phones and tablets are carrying more and more personal as well as business data, security threats from mobile systems must be dealt with by developing consistent security policies and implementing effective security programs across all platforms. Both policy and technical considerations will be covered in this course. Prerequisite: INSC 420/520.

Prerequisite: Take INSC 420 or INSC 520;.

INSC 650 - Corporate Information Security (3)

This course examines information security in the corporate environment. Common sources of security threats are identified and addressed. Technological, human behavioral, and policy solutions are considered. Further topics include incident response, legal issues, and public relations. Prerequisite: INSC 410/510A.

Prerequisite: Take INSC 410 or INSC 510;.

MTH-Music Therapy

MTH 510 - Theories in Creative Arts Therapy (3)

The study of contemporary individual and group theories in view of recent research developments and current trends in music therapy. Emphasis on the relationship between theory and practice.

MTH 511 - Assessment and Appraisal in Music?Therapy (3)

Principles and applications of structured assessments for various age levels as a pre-requisite for program planning

and implementation of psychotherapy in music.

MTH 512 - Ethical and Legal Issues in Music Therapy (3)

This study of ethical issues in Music Therapy will focus on philosophical and practical questions relevant to the professional music therapist. Attention will be given to basic principles of ethical thought and behavior related to research issues as reflected in the AMTA Code of Ethics and the CBMT Code of Professional Practice.

MTH 513 - Advanced Improvisation and Arranging (3)

This course explores the principles and techniques involving clinical application and utilization of the various idioms and styles used in the creative music therapy approach. Creating and arranging for Orff Instrumentarium and other opportunities for creative instrumental and vocal ensemble arrangements will be created.

MTH 514 - Foundations of Creative Arts Therapy and Psychopathology (3)

An interdisciplinary approach to therapy conducted by specialists in art, music, dance and psychodrama. Participation in group-process designed to develop the individual while preparing for a team approach in the creative arts. Also includes an in-depth examination of the range of emotional disorders. Integration of the psychodynamic, behavioral, and cognitive perspectives

MTH 515 - Level I of Bonny Method of Guided Imagery and Music (bmgim) (3)

This course explores the theoretical foundation of the BGIM process and is designed to explore the use of music in healing, transformation, psychotherapy, spiritual growth and the creative process. Students will explore effective music listening programs and experience the roles of traveler and guide during this dyad of the music psychotherapy process. This course provides opportunities for participation in one's own inner process while learning an in-depth method.

MTH 540 - Clinical Application, Instruction and Supervision (3)

Supervised field experience involving music therapy intervention with a variety of persons with various disabilities in area facilities. Combines hands-on experience with training in issues associated with supervision and administration of music therapy programs. (A minimum of 50 hours of clinical experience is required).

MTH 540A - Clinical Application, Instruction and Supervision (1.5)

Supervised field experience involving music therapy intervention with a variety of persons with various disabilities in area facilities. Combines hands-on experience with training in issues associated with supervision and administration of music therapy programs. (A minimum of 50 hours of clinical experience is required).

MTH 540B - Clinical Application, Instruction and Supervision (1.5)

Supervised field experience involving music therapy intervention with a variety of persons with various disabilities in area facilities. Combines hands-on experience with training in issues associated with supervision and administration of music therapy programs. (A minimum of 50 hours of clinical experience is required).

MTH 541 - Clinical Application, Instruction, and Seminar (3)

Pre-internship supervised field experience continues with a variety of persons with disabilities to develop skills in assessment procedures, program planning, implementation, documentation, and evaluation. Includes a comparative analysis, discussion of pre-internship experiences and periodic oral presentations of pertinent topics. (A minimum of 50 hours of clinical experience is required).

MTH 541A - Clinical Application, Instruction, and Seminar (1.5)

Pre-internship supervised field experience continues with a variety of persons with disabilities to develop skills in assessment procedures, program planning, implementation, documentation, and evaluation. Includes a comparative analysis, discussion of pre-internship experiences and periodic oral presentations of pertinent topics. (A minimum of 50 hours of clinical experience is required).

MTH 541B - Clinical Application, Instruction, and Seminar (1.5)

Pre-internship supervised field experience continues with a variety of persons with disabilities to develop skills in assessment procedures, program planning, implementation, documentation, and evaluation. Includes a comparative analysis, discussion of pre-internship experiences and periodic oral presentations of pertinent topics. (A minimum of 50 hours of clinical experience is required).

MTH 550 - Music Therapy Graduate Practicum-Seminar I (3)

A practicum application and consequent seminar in group process and synthesis resulting from the practicum experience. Supervision techniques will also be addressed. Student works as a team member with qualified practitioners, assesses strengths and needs of the client, implements the appropriate therapeutic techniques, and documents the outcomes. (A minimum of 300 hours of practicum is required).

MTH 550A - Music Therapy Graduate Practicum-Seminar I (1.5)

A practicum application and consequent seminar in group process and synthesis resulting from the practicum experience. Supervision techniques will also be addressed. Student works as a team member with qualified practitioners, assesses strengths and needs of the client, implements the appropriate therapeutic techniques, and documents the outcomes. (A minimum of 300 hours of practicum is required).

MTH 550B - Music Therapy Graduate Practicum-Seminar I (1.5)

A practicum application and consequent seminar in group process and synthesis resulting from the practicum experience. Supervision techniques will also be addressed.

Student works as a team member with qualified practitioners, assesses strengths and needs of the client, implements the appropriate therapeutic techniques, and documents the outcomes. (A minimum of 300 hours of practicum is required).

MTH 551 - Music Therapy Graduate Practicum-Seminar II (3)

Continuation of MTH 550 with practicum placement in area of specialization. Involves practicum application and consequent seminar in group process and synthesis resulting from the practicum experience. Supervision techniques will also be addressed. Student works as a team member with qualified practitioners, assesses strengths and needs of the client, implements the appropriate therapeutic techniques, and documents the outcomes. (A minimum of 300 hours of practicum is required).

MTH 551A - Music Therapy Graduate Practicum-Seminar II (1.5)

Continuation of MTH 550 with practicum placement in area of specialization. Involves practicum application and consequent seminar in group process and synthesis resulting from the practicum experience. Supervision techniques will also be addressed. Student works as a team member with qualified practitioners, assesses strengths and needs of the client, implements the appropriate therapeutic techniques, and documents the outcomes. (A minimum of 300 hours of practicum is required).

MTH 551B - Music Therapy Graduate Practicum-Seminar II (1.5)

Continuation of MTH 550 with practicum placement in area of specialization. Involves practicum application and consequent seminar in group process and synthesis resulting from the practicum experience. Supervision techniques will also be addressed. Student works as a team member with qualified practitioners, assesses strengths and needs of the client, implements the appropriate therapeutic techniques, and documents the outcomes. (A minimum of 300 hours of practicum is required).

MTH 560 - Music Therapy Supervised Internship (12)

The culminating in-depth, supervised clinical training experience at an AMTA-approved clinical training site.

(required for Pennsylvania licensure).

MTH 599 - ST: Ethical and Cultural Considerations?In Music Therapy: Global Perspectives (2)

This is an online course with a study-abroad component. Students will explore various cultures and their views on health, wellness, disability, and disease. Students will discover similarities and differences in the music therapy profession around the world. Students will apply this knowledge to the ethical practice of music therapy.

MUSC-Music

MUSC 501 - Computers and Technology for the?Musician (3)

Hands-on approach to computer-based technology in the general music classroom and rehearsals.

MUSC 502N - Music Educator/Therapist and Special?Learner (3)

Examines legislative updates, terminology, inclusion, and how these impact current practices in situations that involve children with disabilities. The course explores learning styles, designing Individualized Educational Profiles (IEP), experiencing leadership in hands-on adaptation of materials and methods, and classroom techniques.

MUSC 506 - Psychology of Music (3)

This course addresses the nature of musical behaviors related to learning in the K-12 setting. Topics include an introduction to developmental learning theories, testing and authentic assessment issues, and research studies applied to music teaching.

MUSC 507 - Music in the Middle Ages (3)

This course Western European monophonic and polyphonic music from the ninth through fourteenth centuries.

MUSC 511 - Analytical Techniques (3)

This course analyzes music of various genres from the Middle Ages through Modernity.

MUSC 512 - Music in the Renaissance (3)

This course covers sacred and secular music from the fifteenth through seventeenth centuries.

MUSC 513 - Music in the Baroque (3)

This course covers various genres of vocal and/or instrumental music from the seventeenth to the mid-eighteenth centuries.

MUSC 515 - Improvisation and Transposition (1)

This course covers various styles, idioms, and performance practices specific to improvisation and transposition.

MUSC 516 - Music in the Classical Era (3)

This course covers various genres of vocal and/or instrumental music from the mid-eighteenth to the early nineteenth centuries.

MUSC 517 - Music in the Modern Era (3)

This course covers major developments and concepts from the twentieth century through the present.

MUSC 518 - Music in the Romantic Era (3)

This course covers various genres of nineteenth century vocal and instrumental music.

MUSC 519 - Seminar in World Music (3)

This seminar investigates both classical and popular musical traditions of selected non-Western societies. It examines performance venues, relationships to other traditions, and the unique meanings of music within different cultures.

MUSC 520 - Advanced Instrumental Conducting (3)

This course is an advanced study of instrumental literature. It includes conducting techniques for orchestra, winds, and percussion.

MUSC 521 - Seminar in Elementary Education (3)

This course examines current research practices in music education and curricular design for elementary general music PK-6.

MUSC 522 - Seminar in Secondary Education (3)

This course examines current research practices in music education, interdisciplinary arts, and curricular design for secondary general music 7-12.

MUSC 523 - Piano Literature and Pedagogy (3)

A survey of the literature for the piano from the seventeenth century to the present, with emphasis on style and interpretation, teaching techniques, methods and available materials.

MUSC 524 - Pedagogy of Theory (3)

Techniques of teaching harmonic principles through written and key-board application, sight-singing and aural recognition; survey and evaluation of current texts; preparation of a two-year syllabus.

MUSC 525 - Administration and Supervision of Music Education (3)

This course studies pedagogical and administrative issues affecting music PK-12 programs today, including arts advocacy, scheduling, and mentoring novice teachers in the field.

MUSC 526 - Care and Repair of Instruments (0)

This course addresses practical solutions in the area of instrumental care and repairs.

MUSC 527 - History and Philosophy of Music Education (3)

This course addresses the changes and issues that have shaped American music education from the 1950's to the present.

MUSC 530 - Choral Arranging (0)

This course offers techniques in arranging for vocal ensembles of various configurations.

MUSC 531 - Choral Literature and Conducting (3)

This course is a survey of choral literature from the Renaissance to the present. It includes advanced rehearsal and conducting techniques.

MUSC 532 - Advanced Instrumental Techniques (3)

A practical view of the profession of instrumental music teaching-the qualities needed, preparation and on-the-job relationships.

MUSC 532Q - Repertoire and Rehearsal Techniques for Jr & Sr Hs Bands (1)

A practical course in choosing literature, preparing the score, rehearsal psychology, rehearsal priorities, and other items a band director must consider in preparing for a performance.

MUSC 533R - Violin Pedagogy (1)

A weeklong course in which a master teacher offers practical techniques for successful private and class teaching of violin based on personal experience. Demonstration of the understanding of these techniques through performance by members of the class.

MUSC 535 - Advanced Orchestration (0)

Advanced exercises in orchestral scoring.

MUSC 536 - Instrumental Arranging (3)

This course offers techniques in arranging for instrumental ensembles of various configurations.

MUSC 537A - Ensemble Participation: Wind Symphony (0)

Involves study and performance of standard large-scale repertoire for large wind and percussion groups.

MUSC 537B - Ensemble Participation: Orchestra (0.5)

Practical experience in performing ensemble, open to qualified students at discretion of the conductor. Maximum combined ensemble credits: three. Minimum ensemble participation: two semesters.

MUSC 537C - Ensemble Participation: Concert Choir (0)

Concert Choir is designed to provide a high-level choral music experience to singers with a wide range of backgrounds, interests, and abilities. The group welcomes all majors, as well as staff, faculty, and community members. A vocal hearing is required.

MUSC 537D - Ensemble Participation: Jazz Ensemble (0.5)

Practical experience in performing ensemble, open to qualified students at discretion of the conductor. Maximum combined ensemble credits: three. Minimum ensemble participation: two semesters.

MUSC 537E - Ensemble Participation: String Quartet/Chamber Music (0)

Practical experience in performing ensemble, open to qualified students at discretion of the conductor. Maximum combined ensemble credits: three. Minimum ensemble participation: two semesters.

MUSC 538A - Applied Harp (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the harp. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire

the harp skills necessary to express the student's potential musically and creatively.

MUSC 538B - Applied Harp (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the harp. One-on-one instruction and guidance results in development/improvement of technique and the exploration of repertoire, enabling the student to acquire the harp skills necessary to express the student's potential musically and creatively.

MUSC 541 - Composition (0)

This course offers compositional techniques for vocal instrumental works in small and large forms.

MUSC 542 - Survey of Opera (3)

A history of operatic forms and styles from the seventeenth century to the present. Offered when needed.

MUSC 543 - Introduction to Music Bibliography and Research (3)

This course is designed as an introduction to basic research methodology appropriate to music studies.

MUSC 545 - Vocal Pedagogy (3)

These vocal seminars emphasize physiology of the voice and application of proper vocal technique for training and conducting choirs. It includes sessions in International Phonetic Alphabet (IPA) and Alexander Technique. MUSC 545 is a prerequisite for MUSC 546.

MUSC 546 - Vocal Pedagogy: the Singing Voice II (3)

These vocal seminars emphasize physiology of the voice and application of proper vocal technique for training and conducting choirs. It includes sessions in International Phonetic Alphabet (IPA) and Alexander Technique. MUSC 545 is a prerequisite for MUSC 546.

MUSC 550 - Applied Voice (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the voice. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the vocal skills necessary to express the student's potential musically and creatively.

MUSC 551 - Applied Piano (3)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the piano. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the pianistic skills necessary to express the student's potential musically and creatively.

MUSC 552 - Applied Organ (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the organ. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the organ skills necessary to express the student's potential musically and creatively.

MUSC 553 - Applied Strings (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the string instruments. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the strings skills necessary to express the student's potential musically and creatively.

MUSC 553B - Applied Strings (2)

MUSC 554 - Applied Woodwinds (1)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the woodwind instruments. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the woodwind skills necessary to express the student's potential musically and creatively.

MUSC 555 - Professional Contribution (0)

Project directed by a member of the faculty.

Prerequisite: Restricted: Permission of the Department Chairperson required.

MUSC 555R - Professional Contribution: Recital (0)

Recital directed by a member of the faculty.

Prerequisite: Restricted: Permission of the Department Chairperson required.

MUSC 555T - Professional Contribution: Thesis (0)

Thesis directed by a member of the faculty.

Prerequisite: Restricted: Permission of the Department Chairperson required.

MUSC 556 - Applied Percussion (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the percussion instruments. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the percussion skills necessary to express the student's potential musically and creatively.

MUSC 557 - Applied Conducting (0)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous

experience of the student through the medium of conducting. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the conducting skills necessary to express the student's potential musically and creatively. Permission of chair required.

MUSC 558 - Applied Brass (2)

The objective of this course is to develop the potential musician-ship appropriate to the level and previous experience of the student through the medium of the brass instruments. One-on-one instruction and guidance results in development/improvement of technique and exploration of repertoire, enabling the student to acquire the brass skills necessary to express the student's potential musically and creatively.

MUSC 599 - Independent Study (3)

This is a project or course designed for an individual student's interests and needs through self-directed learning. Prior approval of the co-chairs and dean is required.

- **Advanced Lighting (3)**

- **And**

- **AND/OR**

- **Approved elective that complements student career goals (up to 6 credits)**

ART 546 - (3)

ART - History (9)

AT 533 - (3)

BIOL 122 - (3)

BIOL 122L - (1)

BIOL 130 - (3)

BIOL 150 - (3)

BIOL 150L - (1)

BIOL 151 - (3)

BIOL 151L - (1)

BIOL 235 - (3)

BIOL 235L - (1)

BIOL 351 - (3)

BIOL 410 - (2)

BIOL 411B - (4)

BIOL 440 - (3)

BIOL 440L - (1)

BIOL 446 - (3)

BIOL 446L - (1)

BUS 500+ - (3)

CHEM 131 - (3)

CHEM 131L - (1)

CHEM 132 - (3)

CHEM 132L - (1)

CHEM 221 - (3)

CHEM 221L - (1)

COMM 112 - (3)

COMM 231 - (3)

COMM 233 - (3)

COMM 237 - (3)

COMM 433 - (3)

- **Continuation of Professional Contribution (0)**

COUN 522D - (0)

COUN 531 - (3)

CS 142 - (3)

CSD 163 - (2)

CSD 164 - (3)

CSD 166 - (4)

CSD 241 - (3)

CSD 242 - (3)

CSD 261 - (3)

CSD 263 - (3)

CSD 265 - (3)

CSD 265L - (2)

CSD 266 - (3)

CSD 270 - (2)

CSD 271 - (3)

CSD 361 -

CSD 362 -
CSD 363 - (3)
CSD 363L - (0)
CSD 364 - (3)
CSD 366 - (3)
CSD 468A - (2)
CSD 469 - (1)
DEAN 074 - (0)
ECON 100 - (3)
EDUC 000 - (0)
EDUC 005D - (1)
EDUC 005E - (1)
EDUC 411A - (3)
EDUC 442A - (2.5)
EDUC 442Q - (2.5)
- EDUC561
- Elective (3)
ENGL 160 - (3)
ENGL 170 - (3)
ENGL 180 - (3)
ENGL 310 - (3)
ENGL 311 - (3)
ENGL 312 - (3)
ENGL 313 - (3)
ENGL 314 - (3)
ENGL 315 - (3)
ENGL 316 - (3)
ENGL 317 - (3)
ENGL 318 - (3)
ENGL 319 - (3)
ENGL 320 - (3)
ENGL 321 - (3)
ENGL 322 - (3)
ENGL 323 - (3)
ENGL 324 - (3)
ENGL 325 - (3)
ENGL 326 - (3)
ENGL 327 - (3)
ENGL 328 - (3)
ENGL 329 - (3)
ENGL 330 - (3)
ENGL 331 - (3)
ENGL 332 - (3)
ENGL 333 - (3)
ENGL 334 - (3)
ENGL 335 - (3)
ENGL 336 - (3)
ENGL 337 - (3)
ENGL 338 - (3)
ENGL 340 - (3)
ENGL 341 - (3)
ENGL 342 - (3)
ENGL 343 - (3)

ENGL 344 - (3)
ENGL 345 - (3)
ENGL 346 - (3)
ENGL 347 - (3)
ENGL 348 - (3)
ENGL 349 - (3)
ENGL 350 - (3)
ENGL 351 - (3)
ENGL 352 - (3)
ENGL 353 - (3)
ENGL 354 - (3)
ENGL 355 - (3)
ENGL 356 - (3)
ENGL 357 - (3)
ENGL 357A - (3)
ENGL 358 - (3)
ENGL 359 - (3)
ENGL 360 - (3)
ENGL 361 - (3)
ENGL 362 - (3)
ENGL 363 - (3)
ENGL 364 - (3)
ENGL 365 - (3)
ENGL 366 - (3)
ENGL 367 - (3)
ENGL 368 - (3)
ENGL 369 - (3)
ENGL 370 - (3)
ENGL 400 - (3)
ENGL 412A - (3)
ENGL 412B - (3)
ENGL 460 - (3)
ENGL 461 - (3)
ENGL 462 - (3)
ENGL 463 - (3)
ENGL 464 - (3)
ENGL 465 - (3)
ENGL 466 - (3)
ENGL 467 - (3)
ENGL 468 - (3)
ENGL 469 - (3)
ENGL 470 - (3)
ENGL 471 - (3)
ENGL 472 - (3)
ENGL 473 - (3)
ENGL 474 - (3)
ENGL 475 - (3)
ENGL 476 - (3)
ENGL 477 - (3)
ENGL 478 - (3)
ENGL 479 - (3)
ENGL 480 - (3)
ENGL 481 - (3)

ENGL 482 - (3)
ENGL 483 - (3)
ENGL 484 - (3)
ENGL 485 - (3)
ENGL 486 - (3)
ENGL 487 - (3)
ENGL 488 - (3)
ENGL 489 - (3)
ENGL 490 - (3)
ENGL - Upper Level English (3)
ENVS 420 - (3)
ENVS 420L - (1)
FA - Fine Arts (3)
FL - Foreign Language (3)
GEOG 210 - (3)
GER 525 - (3)
- Graduate Level Studio Courses (3)
HIST 100 - (3)
HIST 101 - (3)
HIST 105 - (3)
HIST 125 - (3)
HIST 252 - (3)
HIST 253 - (3)
HIST 320A - (3)
HIST 320B - (3)
HIST 320C - (3)
HIST 320D - (3)
HIST 320E - (3)
HIST 320F - (3)
HIST 320G - (3)
HIST 320H - (3)
HIST 320I - (3)
HIST 320J - (3)
HIST - History (3)
- History & Theories of Urban Form (3)
HIST XXX - Modern Developing World Elective (3)
HIST XXX - Modern Europe Elective (3)
- Hybrid Craft (3)
IARC 530 - (6)
IARC 594A - (3)
IARC 5XX - Program Elective (3)
LA - General Elective (3)
LANG 411B - (3)
- Materials & Methods of Adaptive Reuse (3)
MATH 142 - (3)
MATH 155 - (3)
MATH 170 - (3)
MATH 201 - (3)
MATH 202 - (3)
MATH 203 - (3)
MATH 204 - (3)
MATH 219 - (3)
MATH 220 - (3)

MATH 271 - (3)
MATH 321 - (3)
MATH 322 - (2)
MATH 322L - (1)
MATH 323 - (3)
MATH 324 - (3)
MATH 411B - (3)
MATH 495 - (3)
MUSC 118 - (2)
MUSC 215A - (2)
MUSC 215B - (2)
MUSC 311B - (2)
MUSC 312 - (2)
MUSC 315C - (0)
MUSC 315D - (2)
MUSC 315E - (2)
- Or
PHIL 113 - (3)
PHIL 315 - (3)
PHIL 404 - (3)
PHYS 303 - (3)
PHYS 303L - (1)
- PHYS OR CHEM Or ASTR Or ENVS Physical Science (3)
- Principles of Adaptive Reuse (3)
- Program Elective (3)
PS 210 - (3)
PS 211 - (3)
PSYC 211 - (3)
PSYC 251 - (3)
PSYC 504 - (3)
PSYC 554 -
PSYC 580 - (3)
PSYC 660 - (1.5)
PSYC 805 - (3)
RED 524 - (4)
- Representation in Adaptive Reuse of the Interior (3)
- Research Methods and Preparation (3)
RST 112 - (3)
SOC 211 - (3)
SOC 218 - (3)
-
SPAN 101 - (3)
SPAN 102 - (3)
SPAN 211 - (3)
SPAN 212 - (3)
SPAN 223 - (3)
SPAN 275 - (3)
SPAN 300 - (3)
SPAN 325 - (3)
SPAN 330 - (3)
SPAN 333 - (3)
SPED 591 - (3)

SPED 593 - (3)
SSCI 411 - (3)
- Staff Relief (1)
- Strategies & Theories of Adaptive Reuse (3)
- Studio: Formal & Spatial Attitudes of Adaptive Reuse (6)
- Studio: Urban and Community Contexts of Adaptive Reuse (6)
THEA 130A - (1)
THEA 241 - (3)
THEA 247A - (2)
THEA 247B - (2)
THEA 247C - (2)
THEA 341 - (2)
THEA 342A - (2)
THEA 342B - (2)
THEA 347 - (3)
THEA - (varies) Practicum (3)
UNIV 100 - (1)

ND-Nutrition and Dietetics

ND 500 - Professional Practice in Dietetics (2)

ND 501 - Recent Trends in Medical Nutrition?Therapy (3)

ND 502 - Exercise Testing and Nutritional?Assessment (3)

A review of techniques/procedures used during exercise testing and nutritional assessments. The course will include lectures in the classroom and demonstrations in the Human Physiology Lab, where students will correctly calibrate and use the lab equipment to assess the physical and nutritional status of clients.

ND 503 - Endocrine Disorders, Nutrition &?Exercise (3)

ND 504 - Nutrition and Gerontology (3)

A study of physiological and biochemical changes of aging persons, nutrition requirements, and dietary management of the geriatric patient with special emphasis on nutrition management of individuals in a long-term care setting.

ND 505 - Maternal and Child Nutrition (3)

Nutritional needs during pregnancy and lactation for the normal growth and development of the fetus and infant. Dietary requirements postnatally for growth and development from infancy through the adolescent years.

ND 506 - Nutrition and Human Behavior (3)

ND 507 - International Nutrition (3)

An examination of the world food situation: analysis of current problems with presentation of possible solutions for both developed and developing nations.

ND 508 - Recent Trends in Food Systems Management (3)

ND 509 - Principles of Strength and Conditioning (3)

ND 510 - Biomechanics (3)

This course provides the application of mechanical concepts to movement problems in sport, rehabilitation and fitness. Anatomical and mechanical principles that effect human movement will be addressed.

ND 511 - Environmental Nutrition (3)

ND 512 - Introduction to Health Services?Administration (3)

ND 513 - Exercise and Aging (3)

An analysis of the role of exercise and nutrition in the aging process. Course will include specific recommendations for healthy aging and the role of exercise in relations to various health conditions.

ND 514 - Problem Solving Methods for Modern?Management (3)

ND 515 - Nutrition Assessment (3)

ND 516 - Institutional Planning and Budgeting (3)

ND 517 - Cost Effectiveness in Food Service?Management (3)

ND 518 - Organizational Dynamics (3)

ND 519 - Disease & Society:our Continuing?Struggle (3)

ND 520 - Recent Trends in Normal Nutrition (3)

ND 520A - Recent Trends in Normal Nutrition (3)

A review of the medical literature and research pertaining to normal nutrition throughout the life cycle. Exploration of the relationship between food and health.

ND 520B - Recent Trends in Normal Nutrition (3)

A review of the medical literature and research pertaining to normal nutrition throughout the life cycle. Exploration of the relationship between food and health.

ND 521 - Variables Affecting the Nutrient Value?Of Food (3)

ND 522 - Human Resources Administration and?Personnel Systems (3)

ND 523 - Immunology, Exercise & Nutrition (3)

Examination of the interrelationships between diet, exercise, and immune function. Review of current scientific literature as it applies to nutritional and physical activity impact on the immune system.

ND 524 - Nutrition Support (3)

ND 525 - Clin Nutr: Fluid Elec Bal/Pharmacology?Balance & Pharmacology (3)

ND 526 - Critical Care I (3)

ND 527 - Gerontological Services Administration (3)

ND 528 - Critical Care II (3)

ND 529 - Planning Health Care Services for the?Elderly (3)

ND 530 - Health Promotion (3)

ND 531 - Epidemiology (3)

In this course,the concepts and principles of epidemiology, to include the distribution and determinants of disease frequency in human population from both the medical and social perspectives will be reviewed. Included are the applications of epidemiology to mental and physical health and social issues, concepts of public health, disease transmission, morbidity and mortality rate assessment and application, diagnostic and screening applications in epidemiology, natural history of disease, disease etiology, study design, strengths and limitations of study design, and epidemiology applications in the clinical setting.

ND 534 - Private Practice in Nutrition,exercise?Science & Hlth Promot (3)

ND 535 - Organizational Leadership in Healthcare (3)

This course explores current leadership theories in heal care to promote leadership skills, team leadership skills, conflict resolution, and management skills. Students will be introduced to specific leadership tools in this course through assigned reading and course projects students will

master the subject matter.

ND 536 - Communication Techniques in Nutrition & Exercise (3)

Importance of modern and effective communication skills in management, teaching, and directing of students, clients, and employees. Special focus on the needs of the adult learner.

ND 537 - Entrepreneurship in N & D (3)

This course will provide an introduction to the various methods required to establish and maintain a successful business in nutrition, exercise and health promotion.

ND 540 - Community Nutrition (3)

ND 541 - Nutrition and Women's Health (3)

ND 549 - Sports Nutrition (3)

ND 550 - Directed Readings (2)

ND 552 - Computer Applications of Social Science?Data (3)

ND 555 - Professional Contribution (0)

ND 560 - Biochemistry of Nutrition & Exercise (3)

Biochemical and physiological basis of nutrition at the cellular and organelle levels. Chemistry of carbohydrates, fats, proteins, nucleic acids and enzymes with special focus on metabolic interrelationships and their effects on exercise. Normally offered in Fall semester only.

ND 565 - Supervised Practice: Community Nutrition (4)

ND 566 - Supervised Practice: Food Systems?Management (6)

ND 568 - Supervised Practice: Clinical Dietetics (6)

ND 572 - Sports Psychology (3)

ND 574 - Exercise Physiology (3)

ND 575 - Nutrition & Exercise for Weight?Management (3)

ND 576 - Advanced Human Physiology (3)

ND 577 - Exercise & Nutrition Prescriptions in?Health & Disease (3)

ND 578 - Sports Supplement (3)

ND 579 - Pulmonary Physiology (3)

A description of pulmonary physiology, how it is

ND 581 - The Energy Nutrients and Alcohol (3)

Review of literature on carbohydrates, proteins, lipids and alcohol chemistry, digestion, absorption, and utilization. Examination of current issues involving energy nutrients and alcohol. Normally offered in Fall semester only.

ND 582 - Advanced Nutrition Vitamins and Minerals (3)

Physiological basis of the utilization of vitamins and minerals. Review of current scientific literature. Normally offered in Spring semester only.

ND 590 - Research Methodology (3)

Introduction to methodology, design and statistical applications in health science research. This course is intended to make the student a more informed consumer of the nutrition/dietetics research literature and to provide sufficient information for the design of a theoretically and methodologically sound study. Normally offered in Spring semester only.

ND 591 - Statistical Analysis (3)

Application of statistics to data analysis and use of SPSS. Normally offered in Fall semester only.

ND 595A - Research Thesis (1)

The practical application of research design and statistical analysis related to the field of foods and nutrition. An individually-directed, in-depth research project.

ND 595B - Research Thesis (1)

The practical application of research design and statistical analysis related to the field of foods and nutrition. An individually-directed, in-depth research project.

ND 595C - Research Thesis (1)

The practical application of research design and statistical analysis related to the field of foods and nutrition. An individually-directed, in-depth research project.

ND 596 - Capstone Experience (3)

Latest research on specific topics of present interest is synthesized, presented, and discussed. Course requires independent work and active participation in class discussions.

ND 598A - Field Experience: Sports Nutrition (3)

Supervised field work in selected facilities to allow for hands-on experience with clients. Registration by special permission of chairperson.

ND 599 - Independent Study (3)

A course or project designed to meet an individual student's interests and needs through primarily self-directed learning. Permission of chairperson is necessary prior to enrollment.

PADM-Public Administration

PADM 501 - Principles of Public Administration (3)

Provides an overview of the field of public administration in its economic, political, and social dimensions and an orientation to public administration as a profession.

PADM 502 - Public Policy Analysis (3)

Explores the policy-making processes important to an administrator. Develops skills necessary for formulation and analysis of policy problems and the implementation of public policies.

PADM 503 - Human Resource Management (3)

Survey course of personnel practices used in the public sector. Discusses all human resources phases, from recruitment to retirement. Special emphasis on unionization, personnel problems and leadership styles.

PADM 504 - Research Methodology (3)

Introduction to the methodology of research-historical, descriptive-survey, experimental design, critical interpretation, and case study techniques, with attention to specialized data-gathering procedures, such as the questionnaire, the interview, and observation. Introduction to statistical concepts. Directed toward the writing of the Capstone as a degree requirement.

PADM 505 - Public Budgeting and Finance (3)

Study of financial management tools and budgeting techniques applicable to the public sector and to the private, nonprofit sector. Students deal with cases and other course work materials regarding various forms of output budgeting and financial decision-making with regard to revenue policies, resource allocation, cash flow, borrowing and other fiscal management concerns.

PADM 506 - Law and Public Affairs (3)

Deals with the processes and problems of law as they affect the administrator, including important cases, precedents and future implications.

PADM 507 - Ethics (3)

Provides an introduction to the field of ethics and an opportunity to increase understanding, knowledge and competence in dealing with the ethical challenges and dilemmas that are found in the public, private, and nonprofit employment sectors. Course materials will focus on individual as well as corporate systems of responsibility and accountability and the ethical dimensions of public as well as private life.

PADM 508 - Communication Strategic Planning and?Organizational Dynamics (3)

Stresses the behavioral aspects of organizational communication, such as impact of power, persuasion, values, status, and role of the communication process; barriers to communication; conflict management, and group communication. The courses will also look at the theory and practice of strategic planning applied in the private, nonprofit sector. Students study several planning models, including strategic planning models, and apply specific elements of the strategic planning process to an actual case. The components of study will include environmental scanning, problem identification, SWOT analyses, strategy formulation, implementation planning, and various sub-elements of the process such as the construction of scenarios. The course will provide students with the opportunity to apply the strategic planning model as a tool for sustaining and strengthening organizational achievement. Finally, the course examines what a supervisor needs to know about human behavior in a work setting. Stressed are the subjects of work motivation, power and control, communication, impact of work/organization design, and management-by-objectives using a case analysis/discussion format.

PADM 509 - Introduction to the Nonprofit Sector (3)

Provides an overview of the issues and trends within the nonprofit and voluntary sector in order to lay a strong foundation of knowledge and comprehension for those

who are pursuing careers in the voluntary sector and/or working in fields that intersect with nonprofit organizations. The course will consider the historical and philosophical roots of voluntarism, the structure of the sector, operational dynamics, and current and future trends.

PADM 510 - Fndr/Grnts Wrtngr Nonprft Or (3)

Examines the principles and techniques of fundraising and development for different types of NPOs, including foundation, corporate, government, and individual solicitation. Topics include (but are not limited to) special events, capital campaigns, membership, profit-making ventures, and deferred giving programs. The course will also introduce practical processes for securing grants from foundations, corporations and government agencies. Emphasis is given to developing a comprehensive needs assessment, researching sources, planning, and proposal writing.

PADM 511 - Program Assessment and Evaluation (3)

This course will present the concepts, techniques, and applications of program assessment and evaluation in public and nonprofit organizations. The course will include topics such as the role of program assessment and evaluation, methodologies, operational and ethical issues of program assessment and evaluation as practiced in public and nonprofit organizations.

PADM 512 - Issues in National Security (3)

Examines the changes in American policy fostered by the terrorist attacks of September 11, 2001. Studies the organizations and resources developed since that time to defend national security. Also examines the role played by all the components of the criminal justice system in providing for the security of the nation. Explores the policies and practices that have been developed for this purpose by the various agencies that represent the criminal justice system. Specifically studies the adjudication process as it relates to issues of national security and the correctional practices employed to maintain national security.

PADM 513 - Intro to Homeland Security (3)

This course provides foundational knowledge about homeland security, including policy, organization, and

legal issues in the American context. The course also provides an overview of the essential ideas that constitute the emerging discipline of homeland security. Has two central objectives: to expand the way participants think, analyze, and communicate about homeland security; and to assess knowledge in critical homeland security knowledge domains, including strategy, history, terrorism, fear management, crisis communication, conventional and unconventional threats, network leadership, weapons of mass destruction, lessons learned from other nations, civil liberties and security, intelligence and information, homeland security technology, and analytics. The course is organized around an evolving narrative about what homeland security leaders need and how the United States Department of Homeland Defense helps address those needs. The course will also provide a foundation for understanding homeland security history, the development of its policies and organizations, and current management approaches.

PADM 514 - Domestic and International Terrorism (3)

Provides an overview of the domestic and global issues related to homeland security. The course also includes a general introduction to the overt as well as underlying ideology, history, reasons, and causes of terrorism. Both domestic and international terrorism are discussed. Domestic hate groups also receive particular attention. The roles of politics and the media are discussed. Students are exposed to the philosophies of terrorists and terrorism. Counter-terrorism is also discussed at length.

PADM 515 - International Relations & Globalization (3)

A survey of traditional and contemporary conceptual frameworks and theoretical approaches for the analysis of international relations and the role of public administration in increasingly globalized dynamics.

PADM 516 - American Foreign Policy (3)

Principles of American foreign policy; processes of policy formulation; roles of the President, Congress, the State Department and other government agencies.

PADM 517 - Intelligence for Homeland Security (3)

This course examines key questions and issues facing the

U.S. intelligence community and its role in homeland security. Students have an opportunity to fully address policy, organizational, and substantive issues regarding homeland intelligence support. Course reference materials provide an overview of diverse intelligence disciplines and how the intelligence community operates. Course emphasis is on issues affecting policy, oversight, and intelligence support to homeland security and national decision-making. The 2004 Intelligence Reform and Prevention of Terrorism Act is addressed, and the course is shaped to focus on homeland intelligence support issues at the state/local/tribal levels.

PADM 518 - Natural Disasters (3)

Case studies of the causes and consequences of natural disasters; analysis of disaster impact in different economic, cultural, and social conditions.

PADM 519 - Crisis Mapping/Humanitarian Action (3)

Theories and methods used to introduce students to key trends and challenges faced in the humanitarian field today. Training modules are designed to familiarize students with (1) commercial satellite imagery analysis applied in a conflict setting; (2) digital crowd-sourced methods to map real-time crisis management and social media-based geographic information; and (3) mobile data collection survey tools to generate population, health, and event-based information. The objective is to learn how to perform crisis mapping in the real world and reflect on ethical, political, and practical challenges that come from working in this field.

PADM 520 - Emergency Mgmt/Geographic Info Systems (3)

Explores how emergency management activities can best utilize Geographic Information Technologies (GIT) to solve real-world issues in emergency management. This includes planning and response for both natural disasters and man-made events (accidental and terror-related incidents). Through the use of a variety of tools and analytical techniques, the nexus between emergency management and GIT is demonstrated and explored. Students are exposed to an understanding and appreciation for that relationship as well as the tools and skills for appropriate utilization of them.

PADM 521 - Negotiation, Mediation, Facilitation (3)

Introduces the techniques of dispute resolution. Emphasizes the processes of mediation, facilitation, and negotiation. Examines techniques suggested by practitioners and researchers regarding best practices for effective negotiation. A central part of the course requires students to participate in and evaluate negotiation simulations.

PADM 522 - Info Sec, Tech, Risk Mgmt (3)

Government agencies in today's Information Age are more dependent than ever on technology and information sharing. This course offers students a broad overview of crisis management technology, information systems, inspection and surveillance technology, communication, and knowledge management. The course will focus on technology as a tool to support crisis management personnel regardless of functional specialty. The methodology used in the course frames technology in terms of its contribution to deterrence, preemption, prevention, protection, and response after a man-made or natural disaster. The course also provides students with a comprehensive understanding of the multifaceted nature of information security and examines the fundamental elements of crisis, disaster, risk and emergency management.

PADM 555 - Professional Contribution (0)

This is the last program requirement to be fulfilled by the candidate before graduation. This is not a structured classroom course, but rather a semi-independent experience, such as a thesis, and similar to the comprehensive examination requirement. Participants should consult with their mentors early in the program to develop an acceptable Professional Contribution agenda.

PADM 596 - Internship (3)

A Management Project/Internship is required to increase knowledge and skills in theoretical application. The student, upon completion of course work, must do either a research oriented management project or an internship. Students are to consult with their advisers early in the program to determine the internship to pursue. The objective is to develop research skills, capacity to improve

organizational effectiveness and the development of leadership potential, including stimulating creativity, interpersonal and communication skill development.

PADM 600 - LEAD Project (3)

Learning, Experiencing, Applying, and Discussing (LEAD) Project Students will follow up on work completed during the Research Methodology course in having a proposal that outlines the student's project title, problem statement, background of the problem, literature review, research questions, type, design, and theory, as well as bibliography. IRB approval must be obtained prior to the collection of data. In this course, students will integrate the substance of previous courses that they had completed in order to develop a capacity for strategic management based on the role of the professional manager in the policy making process. This is the Learning part. In doing so, students develop a holistic perspective in their projects to emphasize the leadership role of the professional manager in defining the basis for an ethical approach toward problem solving or capacity development. Students' learning outcome then must be complimented with their own experiences, reflecting on assessing the substantive issues within an administrative setting. This is the Experiencing part. The next logical step in the project is for students to apply a sound resolution to the issues that they are examining in their projects based on a comprehensive and strategic plan that applies ethical standards and a logical, theoretical and research-based model. This is the Applying part. Finally, students need to arrive to a set of recommendations that address the analyzed issues. They need to discuss each recommendation and the rationale for choosing them and their impact on the administrative practices of the involved agency. This is the Discussion part. Formatting of the Final Research Paper At the completion of the LEAD Project, the Final Research Paper ought to contribute to the profession and practice of public administration. The LEAD Project Paper must follow the following guidelines: - APA style in referencing - Printed on 8 1/2 by 11 paper size, using only one side of the paper. - Double spaced, Times New Roman and 12 font throughout the paper (except for 14 font for the title). - Page numbering placed in the lower center part of the paper. - Includes a Title Page, Abstract, Table of Contents, List of Figures, References, and appendix. - Chapters must be organized as: . Chapter One: Introduction It must include a problem statement, background, purpose of the research, significance of the research, and key research questions. . Chapter Two: Literature Review . Chapter Three: Methodology It must include the research design, guiding

theory, conceptual model, sampling strategy, questionnaires, and confidentiality statement. . Chapter Four: Data Presentation . Chapter Five: Data Analysis . Chapter Six: Summary and Conclusion It must include a summary of the entire paper, recommendations based on data analysis, challenges to the research, and recommendations for future researchers and administrators.

Prerequisite: Complete PADM 504 prerequisite. For those also pursuing MSW SW 701 or SW 702 are also sufficient preparation.

PA-Physician Assistant

PA 501 - Clinical Correlations I (2)

This course will include presentations and discussions by guest lecturers on end-of- life care, cultural diversity, HIPAA, ICD-10 coding/billing, dealing with the stress of illness/injury, counseling families, and legal issues. Case studies, readings and group discussions will be used to focus on issues of concern to physician assistants. Community clinical experiences will be assigned in conjunction with the course.

PA 502 - Clinical Correlations II (1)

This course will include presentations and discussions by guest lecturers on end-of- life care, cultural diversity, HIPAA, ICD-10 coding/billing, dealing with the stress of illness/injury, counseling families, and legal issues. Case studies, readings, group discussions, will be used to focus on issues of concern to physician assistants. Community clinical experiences will be assigned in conjunction with the course.

PA 503 - Culturally Competent Medicine and Underserved Populations (2)

This course will begin with an examination of the concepts and principles of epidemiology, the medical science that focuses on the distribution and determinants of disease frequency in populations. This course will discuss cultural competence and examine disparities in health among protected populations and identify the potential impact on clinical decision making. Students will develop an understanding of the principles and practice of medical ethics in research, to include the Professional Code of Ethics. Students will also learn about changes that are associated with the elderly and geriatric population.

Emphasis will be placed on the normal changes associated with aging, so that the student may appreciate abnormal findings and develop appropriate treatment and management plans. Lastly, this course will analyze the impact of racial, ethnic, religious, gender, sexual orientation, and socioeconomic health disparities on health care delivery and management.

PA 504 - Medical Procedures I (1)

In Medical Procedures I, students will be exposed to practical experience with clinical skills, including but not limited to: venipuncture, IVs, injections, cerumen removal, urinalysis, splinting, reduction of shoulder and finger subluxations/dislocations, pelvic exam and PAP smears, urinary catheter placement, sterile technique and dressing changes, surgical scrub/gown/glove, and suturing.

PA 505 - Medical Procedures II (1)

In Medical Procedures II, students will be exposed to practical experience with clinical skills, including but not limited to: venipuncture, IVs, injections, cerumen removal, urinalysis, splinting, reduction of shoulder and finger subluxations/dislocations, pelvic exam and PAP smears, urinary catheter placement, sterile technique and dressing changes, surgical scrub/gown/glove, and suturing.

PA 510 - Clinical Assessment and Diagnosis I (2)

This course is intended to provide students with the foundation, background and skills needed to accurately assess and diagnosis patients using detailed history taking and appropriate and thorough physical examination techniques. This course will use a systems-based approach, incorporating lectures, audio-visual aids, teaching models, and laboratory sessions. Normally offered in Summer session only.

PA 511 - Clinical Assessment & Diagnosis II (4)

A continuation of PA 510. The PA student will further develop and refine skills in history-taking and physical examination. This course will include systems not covered in PA 510, and signs and symptoms of disease processes relevant to these systems. Clinical skills will continue to be developed, and the student will participate in clinical

laboratory sessions both on and off campus. Normally offered in Fall semester only.

PA 512 - Clinical Assessment and Diagnosis III (2)

This course is a continuation of the detailed instruction of history-taking and physical examination techniques, as well as the formulation of differential diagnoses. The student will further integrate interviewing skills and examination techniques, through patient simulation and case studies.

PA 520A - Pathophysiology & Genetics I (2)

Disease processes will be presented with regard to definition or description of the disease, etiology, pathogenesis, pathology, clinical features, and therapy or prognosis.

PA 521A - Pathophysiology II (2)

A continuation of PA 520A - instruction in the pathologic basis of disease. Topics include systems not covered in PA 520A, with emphasis placed on the consequences of medical intervention based on theories of pathogenesis.

PA 522 - Medical Anatomy and Physiology (4)

Medical Anatomy and Physiology is an intense eight-week course that will guide the student through the anatomical and physiological aspects of the human body using a systems-based approach. The instructional material will be in a multi-disciplinary format to foster the integration of the disciplines of Gross Anatomy (cadaver dissection), Histology, Embryology, Clinical Anatomy (to include surface anatomy and physical examination), Radiological Anatomy, and case-based Physiology. The course will incorporate lectures, tutorials, cases, cadaver prosection in the gross Anatomy Laboratory. (Instruction delivered at The Commonwealth Medical College). Normally offered in Summer session only.

PA 523 - Medical Anatomy and Physiology II (2)

PA 530 - Clinical Medicine I (3)

This course includes instruction in disease processes as they relate to specific organ systems. Signs and symptoms of various diseases, diagnostic procedures, and therapeutic measures used in treating diseases will be covered.

Instruction will be received in common disorders of the skeletal system.

PA 531 - Clinical Medicine II (2)

This course includes instruction in disease processes as they relate to specific organ systems. Signs and symptoms of various diseases, diagnostic procedures, and therapeutic measures used in treating diseases will be covered.

Instruction will be received in common disorders of the skeletal system.

PA 532 - Orthopedics (1)

This course is intended to instruct the student in common disorders of the musculoskeletal system, as well as, diagnostic methods and treatment modalities of those disorders.

PA 533 - Clinical Medicine III (3)

This course is a continuation of Clinical Medicine I and II. The purpose of the Clinical Medicine III course is to introduce the student to clinical conditions commonly encountered in practicing medicine to people across the lifespan. Lectures will emphasize the epidemiology, pathophysiology, presentation, disease course, diagnostic methods, treatment modalities, and prognosis of each medical topic. This course teaches all listed diseases by system and specialty. Topics for the course will include the following: gastroenterology, endocrinology, neurology, urology/nephrology.

PA 540 - Medical Microbiology (1)

Medical microbiology will review the basics of bacteriology and virology. This course will instruct the student in common infectious agents in each of the systems of the human body. There will be a review of human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS).

PA 541 - Diagnostic Methods II (3)

This course includes components in lab medicine (2 hours per week), EKG interpretation (1.5 hours per week), and radiology (1.5 hours per week).

PA 542 - Laboratory Medicine I (1)

Students will develop an understanding of various laboratory tests used in the diagnosis of disease including disturbances of the hematological system, the coagulation system, immunohematology, and medical microbiology.

PA 543 - ECG Interpretation (1)

Interpretation of 12 lead electrocardiograms includes electrophysiology, axis, rates, rhythms, and dysrhythmias.

PA 544 - Radiology (1)

Radiology includes an introduction to diagnostic imaging, with radiographic studies, CT scan, and MRI.

PA 545 - Laboratory Medicine II (1)

Students will further develop an understanding of various laboratory tests used in the diagnosis of disease including disturbances of the hematological system, the coagulation system, and immunohematology.

PA 546 - Dermatology (1)

Covers the recognition of and treatment of skin conditions, lesions, diseases and the necessity of appropriate referral to dermatology.

PA 547 - Critical Care Medicine (1)

Covers acute and critical care medicine, emphasizing cardiac and pulmonary disease processes, treatment and management in the ICU setting.

PA 550 - Pharmacology I (2)

Pharmacology includes pharmacokinetics, mechanisms of action, therapeutic use, adverse effects of major drug classes and prescription rationale.

PA 551 - Pharmacology II (2)

Pharmacology will continue to instruct students in therapeutic regimens related to drugs classes.

PA 552 - Emergency Medicine (2)

Emergency medicine cover recognition of emergent conditions, complaints, signs and symptoms, examination findings, diagnostic modalities, differentials, treatment, and management plans.

PA 553 - General Surgery (1)

The Surgery course will cover commonly encountered surgical protocol of common diseases with an emphasis on surgical anatomy, pre-, intra- and post-operative care, surgical approaches and considerations.

PA 554 - Medical Nutrition (1)

Medical nutrition includes basics of nutrition, needs and issues throughout the lifespan, and caloric and nutritional needs of the ill.

PA 555 - Professional Contribution/Thesis (1)

The student will be required to plan and implement a research project or follow a specific patient during his/her preceptorships and research the different disease states of the patient.

PA 560 - Behavioral Science (2)

Focus on issues in health care as related to the PA profession, including history of profession, changes in the health care system, women's health, and legal issues pertaining to the delivery of health care. Advanced topics of ethical issues will be discussed. A combination of lecture and practical applications will be employed to teach medical interviewing. Normally offered in Spring semester only.

PA 561 - Issues in Healthcare (1)

Issues of Healthcare covers issues pertinent to the PA profession, changes in the current health care system, professional ethics, and state and national regulations.

PA 562 - Psychiatry (1)

The Psychiatry component covers the recognition, assessment, diagnosis, treatment, referral, and education of patients with behavioral and mental disorders encountered in a primary care setting.

PA 563 - Professional Practice (2)

This course will explore the contemporary problems in medicine, trends, and the history of the PA profession. It will also assist the student in examining all facets of the current issues in medicine, organization, administration and function of health care systems and the health care team. In addition, students will explore ethical issues in the context of human values and conduct as they relate to the health sciences and allied health fields. The research methods section of this course is designed to introduce the physician assistant student to the utility, interpretation and application of medical research methods.

PA 571 - Pediatrics I (1)

Pediatrics I will review systems, history and examination techniques, disease processes, diagnosis, differentials, and treatment of infants, children and adolescents.

PA 572 - Developmental Medicine III (1)

Introduction to basic knowledge of obstetrics and gynecology, including life cycle changes, pregnancy, and delivery. Pediatric medicine will cover stages of physical and social development and the importance of immunizations. Geriatric medicine will introduce changes associated with aging, considering physical, social, and emotional impact. A basic understanding of the dimensions of human sexuality will be provided including historical and cross-cultural perspectives of sexuality, developmental sexuality, and social issues. Introduction to psychiatry in the primary care setting, including recognition, diagnosis, treatment, and referral of patients with behavior and mental disorders. Normally offered in Spring semester only.

PA 573 - Pediatrics II (1)

Pediatrics II will continue to instruct the students on pediatric development, disease presentation and processes, diagnosis, treatment, referral, prognosis, and education.

PA 574 - Obstetrics and Gynecology (1)

Ob/GYN will introduce lifestyle changes, pregnancy, delivery, gynecological disorders, diagnosis, treatment, and education.

PA 581 - Medical Research II (3)

This is a continuation of PA 580. The student will have continued instruction in planning and implementing a research project. The student will also receive instruction in the use of SPSS.

PA 590 - Seminar (1)

Case studies, readings, group discussions, and cadaver lab skills will be used to focus on issues of concern to physician assistants. Mini rotations in a variety of clinical settings will be assigned in conjunction with the seminar.

PA 591 - Seminar II (1)

This is the second semester of a two semester course. Presentations will be given by various guest lecturers from the medical field including but not limited to hospice/palliative care, medical billing/coding, and infectious disease prevention.

PA 600 - Clinical Rotation 1 (3)

Clinical Rotations are 5 week clinical courses that provide students with experience in inpatient and outpatient medicine in areas of Emergency Medicine, Surgery, Pediatrics, Women's Health, Psychiatry, Family Medicine, Internal Medicine, and an elective chosen by the student. The student will elicit a medical history, perform a physical examination, initiate the proper evaluation through ordering and interpreting of appropriate diagnostic studies, and correlate with all findings to develop an appropriate differential diagnosis, final assessment and

treatment plan.

PA 601 - Clinical Rotation 2 (3)

Clinical Rotations are 5 week clinical courses that provide students with experience in inpatient and outpatient medicine in areas of Emergency Medicine, Surgery, Pediatrics, Women's Health, Psychiatry, Family Medicine, Internal Medicine, and an elective chosen by the student. The student will elicit a medical history, perform a physical examination, initiate the proper evaluation through ordering and interpreting of appropriate diagnostic studies, and correlate with all findings to develop an appropriate differential diagnosis, final assessment and treatment plan.

PA 602 - Clinical Rotation 3 (3)

Clinical Rotations are 5 week clinical courses that provide students with experience in inpatient and outpatient medicine in areas of Emergency Medicine, Surgery, Pediatrics, Women's Health, Psychiatry, Family Medicine, Internal Medicine, and an elective chosen by the student. The student will elicit a medical history, perform a physical examination, initiate the proper evaluation through ordering and interpreting of appropriate diagnostic studies, and correlate with all findings to develop an appropriate differential diagnosis, final assessment and treatment plan.

PA 603 - Clinical Rotation 4 (3)

Clinical Rotations are 5 week clinical courses that provide students with experience in inpatient and outpatient medicine in areas of Emergency Medicine, Surgery, Pediatrics, Women's Health, Psychiatry, Family Medicine, Internal Medicine, and an elective chosen by the student. The student will elicit a medical history, perform a physical examination, initiate the proper evaluation through ordering and interpreting of appropriate diagnostic studies, and correlate with all findings to develop an appropriate differential diagnosis, final assessment and treatment plan.

PA 604 - Clinical Rotation 5 (3)

Clinical Rotations are 5 week clinical courses that provide students with experience in inpatient and outpatient medicine in areas of Emergency Medicine, Surgery,

Pediatrics, Women's Health, Psychiatry, Family Medicine, Internal Medicine, and an elective chosen by the student. The student will elicit a medical history, perform a physical examination, initiate the proper evaluation through ordering and interpreting of appropriate diagnostic studies, and correlate with all findings to develop an appropriate differential diagnosis, final assessment and treatment plan.

PA 605 - Clinical Rotation 6 (3)

Clinical Rotations are 5 week clinical courses that provide students with experience in inpatient and outpatient medicine in areas of Emergency Medicine, Surgery, Pediatrics, Women's Health, Psychiatry, Family Medicine, Internal Medicine, and an elective chosen by the student. The student will elicit a medical history, perform a physical examination, initiate the proper evaluation through ordering and interpreting of appropriate diagnostic studies, and correlate with all findings to develop an appropriate differential diagnosis, final assessment and treatment plan.

PA 606 - Clinical Rotation 7 (3)

Clinical Rotations are 5 week clinical courses that provide students with experience in inpatient and outpatient medicine in areas of Emergency Medicine, Surgery, Pediatrics, Women's Health, Psychiatry, Family Medicine, Internal Medicine, and an elective chosen by the student. The student will elicit a medical history, perform a physical examination, initiate the proper evaluation through ordering and interpreting of appropriate diagnostic studies, and correlate with all findings to develop an appropriate differential diagnosis, final assessment and treatment plan.

PA 607 - Clinical Rotation 8 (3)

Clinical Rotations are 5 week clinical courses that provide students with experience in inpatient and outpatient medicine in areas of Emergency Medicine, Surgery, Pediatrics, Women's Health, Psychiatry, Family Medicine, Internal Medicine, and an elective chosen by the student. The student will elicit a medical history, perform a physical examination, initiate the proper evaluation through ordering and interpreting of appropriate diagnostic studies, and correlate with all findings to develop an appropriate differential diagnosis, final assessment and treatment plan.

PA 608 - Clinical Rotation 9 (3)

Clinical Rotations are 5 week clinical courses that provide students with experience in inpatient and outpatient medicine in areas of Emergency Medicine, Surgery, Pediatrics, Women's Health, Psychiatry, Family Medicine, Internal Medicine, and an elective chosen by the student. The student will elicit a medical history, perform a physical examination, initiate the proper evaluation through ordering and interpreting of appropriate diagnostic studies, and correlate with all findings to develop an appropriate differential diagnosis, final assessment and treatment plan.

PA 609 - Clinical Rotation 10 (3)

Clinical Rotations are 5 week clinical courses that provide students with experience in inpatient and outpatient medicine in areas of Emergency Medicine, Surgery, Pediatrics, Women's Health, Psychiatry, Family Medicine, Internal Medicine, and an elective chosen by the student. The student will elicit a medical history, perform a physical examination, initiate the proper evaluation through ordering and interpreting of appropriate diagnostic studies, and correlate with all findings to develop an appropriate differential diagnosis, final assessment and treatment plan.

PA 610 - Clerkship I (3)

Involves full time experience for six weeks in clinical settings under the supervision of qualified health care professionals. Six different clerkship experiences are required (Pediatric Medicine, Emergency Medicine, Surgery, Orthopedics, Women's Health, Psychiatry, and an Elective).

PA 611 - Clerkship II (3)

Involves full time experience for six weeks in clinical settings under the supervision of qualified health care professionals. Six different clerkship experiences are required (Pediatric Medicine, Emergency Medicine, Surgery, Orthopedics, Women's Health, Psychiatry, and an Elective).

PA 612 - Clerkship III (3)

Involves full time experience for six weeks in clinical settings under the supervision of qualified health care professionals. Six different clerkship experiences are required (Pediatric Medicine, Emergency Medicine, Surgery, Orthopedics, Women's Health, Psychiatry, and an Elective).

PA 613 - Clerkship IV (3)

Involves full time experience for six weeks in clinical settings under the supervision of qualified health care professionals. Six different clerkship experiences are required (Pediatric Medicine, Emergency Medicine, Surgery, Orthopedics, Women's Health, Psychiatry, and an Elective).

PA 614 - Clerkship V (3)

Involves full time experience for six weeks in clinical settings under the supervision of qualified health care professionals. Six different clerkship experiences are required (Pediatric Medicine, Emergency Medicine, Surgery, Orthopedics, Women's Health, Psychiatry, and an Elective).

PA 615 - Clerkship VI (3)

Involves full time experience for six weeks in clinical settings under the supervision of qualified health care professionals. Six different clerkship experiences are required (Pediatric Medicine, Emergency Medicine, Surgery, Orthopedics, Women's Health, Psychiatry, and an Elective).

PA 640 - Preceptorship I (6)

Six months of clinical training in an office-based primary care practice setting, working directly under the supervision of a physician. Emphasis will be on further development and refinement of clinical skills, patient assessment, treatment and appropriate follow-up in the provision of health care services.

PA 650 - Preceptorship II (6)

Six months of clinical training in an office-based primary care practice setting, working directly under the supervision of a physician. Emphasis will be on further

development and refinement of clinical skills, patient assessment, treatment and appropriate follow-up in the provision of health care services.

PSYC-Psychology

PSYC 501 - Research Methodology (3)

This course presents research methodologies and statistics in an integrated manner so that students may attain a comprehensive view of psychological research. A conceptual understanding of statistics will be emphasized while the mathematical aspects will be minimized. While the primary emphasis will be on experimental and correlational research designs, exploratory and descriptive techniques will also be considered. Recommended for students who plan to take only one Research/ Statistics course (e.g., Art Therapy).

PSYC 503 - Research Methods and Statistics I (3)

This is the first in a two-course sequence which presents research methods and statistical applications in the behavioral sciences. Emphasis on conceptual integration of statistical concepts as well as application and interpretation of data analyses. Development of critical analysis skills in hypothesis development, measurement tool assessment, operationalizing constructs, and analysis strategies. Primary emphasis on correlational and experimental research with some coverage of quasi-experimental and descriptive methods. Normally offered in Fall semester only.

PSYC 504 - Research Methods and Statistics II (3)

This is the second in a two-course sequence which presents research methods and statistical applications in the behavioral sciences. Emphasis on conceptual integration of statistical concepts as well as application and interpretation of data analyses. Development of critical analysis skills in hypothesis development, measurement tool assessment, operationalizing constructs, and analysis strategies. Primary emphasis on correlational and experimental research with some coverage of quasi-experimental and descriptive methods. Normally offered in Spring semester only.

PSYC 507 - Neuropsychology (3)

Understanding of human behavior through an analysis of brain function. Emphasis placed on the neuroscientific investigation of sensory, motor, cognitive, and affective behaviors. Clinical neuropsychological assessment issues examined. Normally offered in alternate spring semesters.

PSYC 508 - Biological Bases of Behavior (3)

This course focuses on the structure and function of the nervous system, as well as the biological bases of perception, memory, language, and psychological disorders. Special emphasis is placed on the behavioral expression of dysfunction in these areas. Normally offered in Fall semester only.

PSYC 509 - Eating Disorders?Eating Disorders (3)

This course will explore the etiology, assessment, diagnosis, treatment, and prevention of eating disorders, including anorexia nervosa, bulimia, and binge eating disorder. Medical and Psychological signs and symptoms will be discussed. Methods of assessment and approaches to intervention and prevention will be covered. History, theory, and research on the topic will be examined. Teaching methods will include but not be limited to assigned readings, lecture, video and case presentation, class discussion and activities, and learning projects/assignments.

PSYC 513 - Child Development (3)

An extensive analysis of the physical, cognitive, social and emotional development of the child from birth to middle childhood, with attention to the theories and research supporting developmentally appropriate practice.

PSYC 514 - Human Development (3)

An examination of human development throughout the lifespan, with in-depth coverage of developmental theories and research methods. Critique of empirical studies required. Previous coursework in developmental psychology suggested.

PSYC 517 - Personality Theories in Psychology (3)

In-depth coverage of major theories of personality with an emphasis on psychodynamic, humanistic, behavioral,

cognitive, trait and biologically-based theories. Examination of research-based theories that deal with specific aspects of human personality such as anxiety, aggression, self-concept. Critical evaluation of empirical support for theories and their applications in the human services. Normally offered in Spring semester only.

PSYC 518 - Advanced Human Development (3)

A review of recent literature in the field of developmental psychology, including perception, cognition, social and personality development. Students will search and critique empirical studies in an area of interest, discuss empirical literature in a seminar format, analyze and synthesize research and theory. Normally offered in Fall semester only.

PSYC 519 - Loss and Bereavement (3)

PSYC 520 - Assessing and Treating Add/Adhd Across?The Lifespan (3)

ADD/ADHD is among the most common psychiatric disorders, affecting 3-5% of Americans. It is an enduring condition, evident during adulthood in the vast majority of children diagnosed with this condition. Because of the adverse effects of this condition on social, educational and occupational functions, individuals with this disorder are at increased risk for academic failure, unemployment/underemployment, drug and alcohol abuse, accidental injury, and comorbid psychiatric disorders. This course will provide a comprehensive overview of the causes of ADHD, as well as, pharmoacological, psychological, educational, parenting, family, and social skills interventions.

PSYC 521 - Social Psychology (3)

Examines social influences on thought and behavior. Covers multicultural and crosscultural differences in social thought and behavior, interpersonal relationships and attraction, attitudes and behavior, prejudice, group dynamics, and the interaction between personality and social influences on behavior. Considers basic theories, research findings, and applications to improve social interactions. Includes reading, reviewing, and applying findings of original source journal articles along with text readings. Normally offered in Fall semester only.

PSYC 522 - Cognitive/Affective Bases of Behavior (3)

Consideration of topics concerned with cognition and emotion. Includes attention, memory, learning, memory, reasoning and intelligence. Normally offered in Spring semester only.

PSYC 523 - Contemporary Learning Theories (3)

An in-depth evaluation of contemporary learning theories, with emphasis on major issues, research findings, and application of learning principles to human functioning. Normally offered in Spring semester only.

PSYC 524 - History and Systems of Psychology (3)

This course provides an overview of the history of psychology, including the philosophical precursors to scientific psychology, the underlying assumptions and interrelationships of the multiple views of the field and various systems of thought. The nature of paradigm shifts and historical, social and cultural influences will be discussed.

PSYC 525 - Industrial Psychology (3)

Survey of theory, research, and practice of industrial/organizational psychology. Topics include diversity and multicultural issues in the workplace, personality and its relationship to personnel selection, retention, productivity, and job satisfaction, organizational structure and development, culture, intervention strategies, change management, power, motivation, leadership, quality of worklife, group/team processes, employment law, recruitment techniques, and performance management.

PSYC 526 - Perspectives in Community Psychology (3)

Development of community psychology approach to mental health problems. Assessment of community needs and availability of treatment resources. Examination of innovative roles for psychologists in mental health systems such as crisis intervention, short-term therapy, program evaluation and consultation.

PSYC 530 - Ethics and Professional Conduct (3)

This course is designed to examine the moral implications of professional clinical practice and to familiarize students with the history and development of professional ethics and standards and their legal implications in the areas of counseling and psychotherapy. Students will be introduced to moral, legal, and ethical issues and current debates on such topics as: privileged communication, confidentiality, right of clients, civil commitment, licensure, and mental health laws. Student will become familiar with ethical standards for psychologists as formulated by state and national professional associations.

PSYC 531 - Psychopathology (3)

An in-depth examination of the range of emotional disorders. Emphasis is placed on major cognitive, affective, personality, and character disturbances in adults. Integration of the psychodynamic, behavioral, and cognitive perspectives. Etiology, research findings, intervention implication, and classification issues. Normally offered only Fall semester only.

PSYC 532 - Child Psychopathology (3)

An examination of the behavioral disturbances common to childhood and adolescence, with stress on their etiology and on the roles of the family and school in the child's total functioning and therapeutic programming. Stresses distinction between child and adult adaptive criteria. Normally offered in Fall semester only.

PSYC 534 - Conflict and Dispute Resolution (3)

This is a course for student s seeking greater skills in conflict and dispute resolution. The first in a series of courses which will enable students to be classified as trained mediators. Suitable for a variety of students and professionals who wish to perfect the skills of conflict resolution with emphasis on mediating organizational and interpersonal disputes. Students will also be exposed to current professional issues related to the field.

PSYC 538 - Psychopharmacology (3)

An in-depth, systematic study of the properties and

behavioral effects of psychoactive drugs. Emphasis on the appropriate role of the nonmedical professionals in therapeutic programming involving drugs. Previous coursework in physiological psychology preferred.

PSYC 539 - Behavior Management Approaches (3)

Explores principles of behavior analysis and modification. Provides competency in individual and group technology following a format that aims at facilitating development and implementation of behavior-change programs in applied settings. Design of intervention programs using a variety of strategies is required by class participants.

PSYC 540 - Psychological Perspectives of the Aging?Process (3)

An extensive analysis of the physical, cognitive, social and emotional changes affecting the second half of the lifespan. The interaction of cultural, social, and physical factors will be discussed, with attention paid to both normal and mental illness trajectories, and assessment issues.

PSYC 546 - Seminar in School Psychology (3)

The role of the school psychologist; federal, state, and local laws, regulations, and standards applicable to psychology and education; consultative process and models; professional issues and ethical practices.

PSYC 547A - Introduction to School Psychology (3)

This course provides an overview of the contemporary field of school psychology. Emphasis is on learning the historical, contemporary, and future influences of the development of the field of school psychology. Students also gain exposure to the school system through practical experiences.

PSYC 548A - Practicum (1)

Campus-based experience in a supervised program designed to develop and apply the range of competencies of the school psychologist. Schl Psy Students only

PSYC 548B - Practicum (1)

Campus-based experience in a supervised program designed to develop and apply the range of competencies of the school psychologist. Schl Psy Students only

PSYC 548C - Practicum (1)

Campus-based experience in a supervised program designed to develop and apply the range of competencies of the school psychologist. Schl Psy Students only

PSYC 549A - School Psychology Practicum (1)

Campus-based experience in a supervised program designed to develop and apply the range of competencies of the school psychologist.

PSYC 549B - School Psychology Internship (1)

Further application and refinement of the school psychologist competencies in an approved, off-campus professional setting. (The total practicum and internship experience will be 9 graduate credits.)

PSYC 549C - School Psychology Internship (1)

Further application and refinement of the school psychologist competencies in an approved, off-campus professional setting.

PSYC 550 - Directed Readings (3)

A program of individually directed readings designed to meet the needs of the student.

PSYC 551A - School Psychology Law & Ethics (seminar?I) (3)

This course covers legal and ethical foundations for the role of School Psychologist. Emphasis will be on exposing students to federal legislation, state regulations, pertinent court cases, and ethical principles of governing bodies, including the National Association of School Psychologists (NASP) and the American Psychological Association (APA).

PSYC 552A - School-Based Consultation Methods?(seminar Ii) (3)

PSYC 554A - Master's Thesis Preparation (3)

Development of an acceptable master's thesis proposal. Involves mentoring experience by a faculty member and committee. Development of literature review, methodology, and hypothesis statement into an accepted proposal for master's thesis. Taken the semester prior to completion of PSY 556, Master's Thesis.

PSYC 554B - Master's Thesis Preparation (0)

Development of an acceptable master's thesis proposal. Involves mentoring experience by a faculty member and committee. Development of literature review, methodology, and hypothesis statement into an accepted proposal for master's thesis. Taken the semester prior to completion of PSY 556, Master's Thesis.

PSYC 555 - Professional Contribution (0)

Involves mentoring experiences by a faculty member, leading to completion of an approved project, demonstration or other acceptable product of the student's professional competence. Course meets Professional Contribution requirement.

PSYC 556 - Master's Thesis (3)

Completion of an acceptable thesis involving a quantitative research design. Involves mentoring experience by a faculty member and committee. Recommended for students with doctoral degree aspirations. Meets Professional Contribution requirement.

Prerequisite: Take PSYC 554A or PSYC 554B.

PSYC 559A - Prepracticum (0)

This prepares students for the practicum experience in the Psychological Services Center (PSC). It involves observation of screenings, intakes, therapy sessions and assessment procedures. Shadowing a practicum student may also be involved to learn the policies and procedures

of the PSC. Students engage in weekly group meetings to help prepare them for their work as clinicians. PsyD students only. Normally offered in Fall semester only.

PSYC 559B - Prepracticum (0)

This prepares students for the practicum experience in the Psychological Services Center (PSC). It is designed to extend for the entire year, and involves 48 hours of observation of screenings, intakes, therapy sessions and assessment procedures. Shadowing a practicum student may also be involved to learn the policies and procedures of the PSC. Students engage in weekly group and/or individual supervision to help prepare them as clinicians in practicum.

PSYC 560 - Behavioral Assessment Techniques (3)

Identification and measurement of meaningful cognitive and behavioral responses for the purpose of assessment and devising change strategies. Examination of self-monitoring, physiological measures, behavioral enactment, observer-based coding systems, n=1 assessment designs.

PSYC 561 - Introduction to Psychological Testing (3)

Provides background in psychometric and measurement issues that are the basis for psychological testing (reliability, validity, structural analysis of tests, normative approaches). Introduction to various types of psychological tests (e.g., cognitive ability tests, achievement tests, personality tests, neuropsychological tests, career and interest tests, selection procedures). Covers multicultural, ethical, and legal issues related to psychological testing. Includes laboratory exposure to testing materials.

PSYC 562 - Cognitive Assessment (3)

Provides an overview of contemporary theories and methods of cognitive assessment. Students will develop skills in the assessment of pre-school and school age children, adolescents, and adults, using a variety of instruments including the Wechsler scales, the Stanford Binet, and the Woodcock Johnson Psycho Educational Test Battery.

PSYC 563 - Assessment of Learning (3)

An investigation of assessment approaches used in the evaluation of learning styles and the cognitive, motor, and environmental factors influencing the learning process. Of special interest to school psychologists, counselors, and other multidisciplinary team professionals, this class also integrates the theoretical and practical issues associated with curriculum-based assessment. Normally offered in Fall semester only.

PSYC 564 - Introductory Practicum (1.5)

This is an on campus applied clinical experience (through the Psychological Services Center), designed to help students develop basic clinical skills. Students will provide clinical services to clients under the supervision of a faculty supervisor, building on skills learned through observation during pre-practicum. Students will also learn to measure the outcome of interventions, as well as the factors associated with effective psychotherapy. PsyD students only. Normally offered in Spring semester only.

PSYC 564A - Elective Practicum (0)

For Doctoral Students (Psy.D.). This is an on-campus applied clinical experience (through the Psychological Services Center), designed to help students develop basic clinical skills. Students will provide clinical services to clients under the supervision of a faculty supervisor, building on skills learned through observation during pre-practicum. Students will also learn to measure the outcome of interventions, as well as the factors associated with effective psychotherapy. This course is a continuation of PSYC 564.

PSYC 564B - Summer PSC Practicum (1.5)

Course Description: For Doctoral Students (Psy.D.). This is an on-campus applied clinical experience (through the Psychological Services Center), designed to help students develop basic clinical skills. Students will provide clinical services to clients under the supervision of a faculty supervisor, building on skills learned through observation during pre-practicum. Students will also learn to measure the outcome of interventions, as well as the factors associated with effective psychotherapy. This course is a continuation of PSYC 564 and PSYC 564A.

PSYC 566 - Projective Measures of Personality (3)

This course will teach the student how to administer, score, and interpret projective tests. A primary emphasis will be on the Rorschach, but coverage will also be given to the Thematic Apperception Test. Methods for integrating findings from projective and objective tests will be covered. Consideration of current empirical literature which both supports and challenges the use of projective testing in contemporary practice. Normally offered in Summer session only.

PSYC 568 - Cognitive Psychology (3)

An overview of the major topics in cognition including attention, memory, imagery, language, concept formation, problem solving and reasoning. Application to human service fields will be made, both during class presentation and through individualized student projects.

PSYC 569 - Stress, Coping, and the Self-Concept (3)

Provides direct experience in research, assessment, and treatment issues concerning stress, coping and the self-concept. Emphasis on in-depth consideration of cognitive and phenomenological theory and research. Students will gain experience with self-monitoring, psychophysiological measures, questionnaire and experimental methods of assessment. Treatment focuses on cognitive, behavioral, and experimental strategies.

PSYC 571 - Introduction to Individual Psychotherapy (3)

An examination of contemporary systems of therapy, with emphasis on major insight-oriented, behavioral, cognitive, and eclectic approaches. Role-playing, audiovisual aids, and other applications included. Normally offered in Spring semester only.

PSYC 572 - Introduction to Group Psychotherapy (3)

An investigation of the theoretical assumptions, research support and applications of major group-oriented therapeutic modalities. Appropriate training aids integrated with instruction.

PSYC 573 - Therapy With Children (3)

An investigation of the rationale and utility of varied therapeutic strategies with concentration in play and expressive approaches. Case studies, tapes, demonstrations provided.

PSYC 574 - Cognitive-Behavioral Therapy (3)

Investigation of behavioral and cognitive intervention strategies. Covers traditional behavioral therapies (e.g., token economy, systematic desensitization), cognitive-behavioral therapies (modeling, stress inoculation training, Beck's cognitive therapy), and "third wave" approaches including mindfulness and psychotherapy integration. Training in the use of specific assessment and intervention strategies (tapes, demonstrations, pre-practicum experiences). Normally offered in Fall semester only.

Prerequisite: PSYC 531; PSYC 571 or COUN 518.

PSYC 575 - Forensic Psychology (3)

Examines the nature of forensic evaluations, reports, and expert witness testimony and the professional and ethical responsibilities involved. Surveys the primary areas of law including family law, mental health law, criminal law, child abuse, juvenile law, and personal injury law. Covers evaluation and treatment of accused persons and working effectively with the criminal justice system.

PSYC 576 - Professional Seminar (3)

Issues involving the expectations, role, and identity of the mental health professional. Topics included: relationship to other professionals, ethics, legal constraints and obligations, consultation, case conceptualization, and other current issues. Intended for the clinical services trainee.

PSYC 577 - Practicum (Group) (3)

Required for students in clinical services tracks, this is an applied clinical experience that is designed to extend for the entire semester. Students will schedule at least four hours of activity per week. One hour a week will be spent doing pre-treatment assessments and psychotherapy; most

of the time this will be with a client in the Psychological Services Center (PSC). Students will be expected to complete 15 clinical contact hours. Other opportunities for learning may be added at the discretion of the course instructor. Minimum grade of "B" required; if a student earns a grade lower than "B" this course will need to be repeated until the student earns a grade of "B".

PSYC 577A - Practicum I (Individual) (0)

Required for students in clinical services tracks, this is an applied clinical experience that is designed to extend for the entire semester. Students will schedule at least four hours of activity per week. One hour a week will be spent doing pre-treatment assessments and psychotherapy; most of the time this will be with a client in the Psychological Services Center (PSC). Students will be expected to complete 15 clinical contact hours. Other opportunities for learning may be added at the discretion of the course instructor. Minimum grade of "B" required; if a student earns a grade lower than "B" this course will need to be repeated until the student earns a grade of "B".

PSYC 578 - Clinical Internship (3)

Supervised field work experience in an approved clinical setting. Available to students in the Clinical Services concentration. Requires permission of advisor and department chairperson. Meets degree closure experience requirement.

PSYC 578A - Clinical Internship (3)

Supervised field-work experience in an approved clinical setting Required in the clinical services concentration.

PSYC 578B - Industrial/Organizational Psychology?Internship (3)

Supervised industrial/organizational field work experience in an approved applied setting (e.g., administrative, business or industry setting). Available to student in the General/Theoretical program track. Requires permission of course instructor and department chairperson. Does not meet professional contribution requirement.

PSYC 580 - Assessment of Adult Personality and?Psychopathology (3)

Principles and applications of structured assessment of adult personality and psychopathology. Integration of theory and practical application. Focus will be on objective measures of assessment, with some exposure to projective measures. Class will involve lecture, discussion, and practicum elements, involving test-taking, scoring and interpretation. Normally offered in Spring semester only.

PSYC 581 - Socio-Emotional Assessment of Children?And Adolescents (3)

Utilizes a comprehensive problem-solving and ecological model of assessment for children and adolescents. Geared toward the child clinical and school mental health provider, this course focuses on the integration of psychological, behavioral, and family assessment information. Emphasis on the critical link between assessment and effective intervention. Normally offered in Spring semester only.

PSYC 585 - Family-School Interventions (3)

Exploration of the legal, ethical, and pragmatic issues associated with family-school collaboration. Various family intervention techniques will be discussed, with a specific focus on multicultural and nontraditional families. Students will participate in a laboratory exercise where they will develop skills in parent training. Normally offered in Summer session only.

PSYC 587 - Practicum II (3)

This is an elective experience for students in Clinical Services tracks. Operating in sequence with, and as an extension of, Practicum 577, this course allows students to continue doing clinical work under supervision for a second semester. Course obligations and expectations are the same as PSY 577.

PSYC 587A - Practicum II (individual) (0)

This is an elective experience for students in Clinical Service tracks. Operating in sequence with, and as an extension of, Practicum 577, this course allows students to continue doing clinical work under supervision for a

second semester. Course obligations and expectations are the same as PSYC 577. (Prerequisite: PSYC 577 or PSYC 564)

Prerequisite: take psyc 564 or psyc 577.

PSYC 587B - Practicum II (0)

This is an elective experience for students in Clinical Service tracks. Operating in sequence with and as an extension of Practicum 577, this course allows students to continue doing clinical work under supervision for a summer session. (Prerequisite: PSYC 587).

Prerequisite: take psyc 587.

PSYC 590 - Introduction to Autism Spectrum Disorder (3)

This introductory course examines the characteristics and learning traits of students with autism spectrum disorder (ASD). The etiology, assessment, identification, and diagnosis related to students with ASD are explored. Evidence based practices, interventions and strategies for students with ASD are surveyed in this course. This course requires a field experience in a setting serving students with ASD. This course emphasizes Content Area 1 of Pennsylvania Department of Education's Autism Endorsement Program.

PSYC 591 - Applied Behavior Analysis Bsc Principles (3)

This course introduces students to the concepts and principles of Behavior Analysis, as applied to students with Autism Spectrum Disorder. A 20 hour field based experience is included. This course emphasizes Content Areas 2 3 of Pennsylvania Department of Education's Autism Endorsement Program.

PSYC 592 - Intrvntn/Instrctn for Stdnts w/ autism (3)

This course provides an overview of effective instructional strategies and interventions for students with Autism Spectrum Disorder (ASD). The focus will be on learning and applying evidence-based interventions and instruction to promote communication and verbal behavior, social competence, and academic success in students with ASD. A 20 hour field based experience is included. This course

emphasizes Content Areas 2 3 of Pennsylvania Department of Education's Autism Endorsement Program.

PSYC 593 - Fmly Sch Intrvnt Stu w/ Autsm (3)

This course will provide an in-depth examination of family-systems theory and brief family interventions for school related problems of children with Autism. The process and content of evidence based intervention design and implementation will be highlighted. A 20-hour field based experience is included. This course emphasizes Content Areas 3 4 of Pennsylvania Department of Education's Autism Endorsement Program.

PSYC 598 - Special Topics (3)

Explores current trends, innovatove techniques, special populations, and best practices in the field of psychology.

PSYC 598A - ST: Religious Diversity in Counseling? And Psychotherapy (3)

This course addresses religious diversity as it affects individuals across the lifespan. Beliefs, practices, and clinical issues related to various religious traditions will be discussed as well as the interaction among religiosity and other aspects of diversity. This course will review the empirical literature on religiosity in counseling and psychotherapy and promote self-examination to develop competency.

PSYC 598B - ST: Health Psychology (1.5)

This seminar will cover the professional specialty of Health Psychology. Information covered will include the variety of activities of Health Psychologists, and the areas of knowledge of a Health Psychologist, including: the important reciprocal connection between the mind and body, the psychology and physiology of stress, the biological systems of the body and the impact of stress/psychological functioning on these, predominant health risk behaviors in society today, approaches to promoting health behaviors and behavioral change, promoting utilization of healthcare services and adhering to treatment regimens, and managing of physical issues such as chronic pain and chronic/terminal health disorders. Teaching methods may include lecture, discussion, video, and case review.

PSYC 599 - Independent Study (3)

Individual concentration on a special area of interest under the direction of a faculty member.

PSYC 599A - Independent Study (3)

Individual concentration on a specific area of interest under the direction of a faculty member.

PSYC 599B - Independent Study (3)

Individual concentration on a specific area of interest under the direction of a faculty member.

PSYC 599C - Independent Study (3)

Individual concentration on a special area of interest under the direction of a faculty member.

PSYC 611 - Advanced Statistical Analysis I (3)

This course is part of a two-semester sequence designed to introduce students to a variety of statistical analyses with emphasis on application of statistics appropriate to complex research designs. In the first course of the sequence, topics pertaining to the fundamental issues related to ANOVA, ANCOVA, MANOVA and MANCOVA are covered. The majority of the statistical work will be covered with the use of SPSS. Versatility with the use of this statistical program and interpretation of the output relevant to the various advanced statistics covered in the course constitute the primary focus of the course. Normally offered in Fall semester only.

PSYC 613 - Advanced Statistical Analysis II (3)

The course is part of a two-semester sequence designed to introduce students to a variety of statistical analyses with emphasis on application of statistics appropriate to complex research designs. In this second course of the sequence, topics pertaining to the fundamental issues related to correlational techniques are covered. Topics include reliability, logistic regression, factor analysis, path analysis, and meta-analysis. The majority of the statistical work will be covered with the use of SPSS. Versatility

with the use of this statistical program and interpretation of the output relevant to the various advanced statistics covered in the course constitute the primary focus of the course.

PSYC 660A - Special Topics Seminar (1.5)

This is seminar style course which focuses on both theory and application. Instructional methods will include, but are not necessarily limited to: lecture, case analysis, group projects, and role-play. The following topics will be addressed: drugs of abuse, with an emphasis on the current opioid crisis; legal and ethical issues; etiological theories; best-practice assessments; different treatment modalities and levels of care; evidence-based and evidence-informed treatments; and, best practices in working with special populations and diverse cultures.

PSYC 660B - Special Topics Seminar:Teaching (1.5)

This is a seminar-style course which focuses on the skills and insights necessary for graduate students who are teaching or expect to teach in higher education. Topics addressed in the seminar will include preparing to teach a class; creating a syllabus; the importance of the first day of class; motivating students; developing grading, plagiarism/cheating and attendance philosophies; staying motivated yourself; and many other relevant topics.

PSYC 660C - ST Seminar: Forensics (1.5)

This is a seminar style course which focuses on both theory and application. Instructional methods will include, but are not necessarily limited to: lecture, case analysis, group projects, and role-play. The following topics will be addressed: forensic testimony; legal and ethical issues; risk assessment; best-practice in forensic treatment and assessments; and exposure to specialized forensic assessment including sex offense risk assessment, violence risk assessment, child custody evaluation and legal competency.

PSYC 660D - ST Seminar: Trnsth to Prof Pr (1.5)

In this seminar style course (1.5 credits), students will begin to consider their transition from student to early career psychologist. We will read about, explore, and discuss post doctoral work, specialization and selecting a practice setting, earning licensure and board certification,

and establishing a private practice.

PSYC 660E - ST: Health Psychology (1.5)

This seminar will cover the professional specialty of Health Psychology. Information covered will include the variety of activities of Health Psychologists, and the areas of knowledge of a Health Psychologist, including: the important reciprocal connection between the mind and body, the psychology and physiology of stress, the biological systems of the body and the impact of stress/psychological functioning on these, predominant health risk behaviors in society today, approaches to promoting health behaviors and behavioral change, promoting utilization of healthcare services and adhering to treatment regimens, and managing of physical issues such as chronic pain and chronic/terminal health disorders. Teaching methods may include lecture, discussion, video, and case review.

PSYC 660F - ST Seminar: Motivational Interviewing (1.5)

This 1.5 credit course will focus on the evidence based counseling approach of Motivational Interviewing (MI). MI's practical application can be used for a variety of clientele, with a focus on identifying their readiness for change and utilizing techniques to engage client in the process. Theory, skills, and application of MI will be reviewed and practiced. Readings, lectures, discussions, videos, and activities may be utilized as learning tools. Restricted: PsyD only.

PSYC 700 - Professional Ethics (3)

This course is designed to examine the moral implications of professional clinical practice and to familiarize students with the history and development of professional ethics and standards and their legal implications in the areas of counseling and psychotherapy. Students will be introduced to moral, legal and ethical issues and current debates on such topics as: privileged communication, confidentiality, rights of clients, civil commitment, licensure and mental health laws. Students will become familiar with ethical standards for counselors as formulated by state and national professional associations. Normally offered in Summer session only.

PSYC 700A - Professional Ethics Part 1 (1.5)

In addition to its infusion across the Psy.D. curriculum, professional ethics are specifically addressed in a two-semester sequence. Psyc 700A, Professional Ethics Part I, introduces students to the moral foundations of the APA Ethics Code and to the application of the Ethics Code to practice areas, including: Competence, psychotherapy, human diversity, confidentiality, and multiple role relationships. Psy.D. students only.

PSYC 700B - Professional Ethics (1.5)

In addition to its infusion across the Psy.D. curriculum, professional ethics are specifically addressed in a two-semester course sequence. Psyc 700B, Professional Ethics Part 2, continues training in ethical conduct begun in Psy 700A Professional Ethics Part 1. Topics covered during this course include: Assessment, relationships with colleagues, the business of psychology, diverse work settings, and legal issues, with specific focus on Pennsylvania Law. Psy.D. students only.

PSYC 704 - Multicultural Issues in Psychology (3)

This course explores the issues of mental health service delivery to culturally distinct clients. Focus will be on ethnicity, gender, and other salient personal characteristics, and the effects of these elements on the psychotherapy process and outcome. Skill development will include a more flexible frame of reference for relating to and dealing with diverse clients and their cultural traditions, values, and styles. Normally offered in Spring semester only.

PSYC 706 - Supervision and Consultation Seminar (1.5)

Seminar taken in the third year designed to prepare the student for the role of psychotherapy supervisor. Relevant literature will be reviewed and supervision techniques will be modeled and role-played. Various consultation settings will be considered. Normally offered in Spring semester only.

PSYC 707 - Seminar in Adjustment and Psychopathology (3)

Seminar course that will examine advanced current topics in psychopathology and adjustment and current status of research in defining psychopathology and adjustment. Review of current literature and methods of study in areas of stress and coping, anxiety, affective disorders, personality disorders, and schizophrenia. Course will cover selected areas based in part on student areas of interest. Development of student expertise in particular area of adjustment and psychopathology.

PSYC 701 - Introduction to Psychotherapy Practice (1.5)

This course examines professional issues in psychotherapy, including licensure and credentialing, limits of expertise, ethics, managed care, legal concerns, documentation, practice considerations, and risk management.

PSYC 801 - Advanced Psychopharmacology (3)

This course provides an introduction to medications used to treat psychological disorders. The course covers issues pertaining to drug safety and effectiveness, their mechanism of action, and their clinical application to the most commonly occurring disorders. The course also addresses topics specific to doctoral level psychologists including consultation with physicians and issues associated with gaining prescription privileges in states where they are granted.

PSYC 802 - Marital and Family Therapy (3)

This course provides an overview of the history and contemporary application of behavioral and systems based marital and family therapy. Particular focus will be placed on the empirical support for using psychotherapeutic approaches to treat a variety of DSM-IV disorders, ethical, legal, and professional issues in marital and family psychotherapy. Learning methods will include reading, didactic presentation, discussion, role play, and case review. Normally offered in Spring semester only.

PSYC 805 - Interpersonal Intervention Strategies (3)

Provides an overview of the theory and technique associated with interpersonal psychotherapy. Object relations and interpersonal theory are reviewed to illustrate the development of psychopathology, followed by a focused review of applied intervention strategies.

Emphasis is placed on mastering techniques which address the development of a therapeutic alliance, transference, counter-transference, interpretation and termination. Normally offered in Fall semester only.

PSYC 808 - Behavior Change and Outcome Assessment (3)

Focus will be on psychotherapy interventions which are empirically-supported, with particular emphasis on techniques for commonly encountered client problems. Integration of assessment in psychotherapy and strategies for both single case outcome and program evaluation will be covered.

PSYC 811 - Behavioral Med & Health Psych (3)

Application of clinical psychology interventions in the context of medical problems and health maintenance. Focus on stress-related medical problems and the promotion of client behaviors that enhance physical well-being. Consideration of specific topic areas depending on student interest, including coping with medical procedures, compliance with medical advice, stress management in a medical setting, psychological factors related to response to medical problems and recovery. Development of student expertise in specific areas of research and practice.

PSYC 812 - Loss and Bereavement (3)

This course will provide an overview of theories, current research, and clinical implications pertinent to the understanding, assessment, and management of loss. In addition, the course will address the implications and application of appropriate clinical interventions intended to facilitate a healthy grieving process and to assist the clients in moving ahead with their lives with a stronger sense of self.

PSYC 815 - Child Psychotherapy (3)

Examines research-informed, time-limited therapy interventions for children and adolescents. The focus will be on those conditions that are most frequently seen in outpatient settings: disorders of non-compliance (e.g., Oppositional Defiant Disorder and Conduct Disorder), AD/HD, Anxiety and Depressive Disorders. Most of the course will focus on behavioral and cognitive behavioral interventions. Some consideration will also be given to

psychodynamically oriented play therapy. Various modalities will be considered including parent group training, family, and individual therapy. Issues regarding ethical concerns and managed care will also be addressed. Normally offered in Spring semester only.

PSYC 840 - Elective Community Practicum (3)

This is an off-campus applied clinical experience. Students will provide clinical services to clients under the supervision of a site supervisor. The site and supervisor must be approved by the Associate Director of Clinical Training. A faculty member on campus will meet with students weekly to process their practicum experiences. This course may be repeated for each elective community practicum experience. Prerequisite: Psy 587 or equivalent. Psy.D. students only.

PSYC 840A - Elective Practicum (1.5)

This is an on-campus applied clinical experience which is a continuation of Psyc 564 Introductory Practicum. Students will continue clinical work in the PSC from the Spring semester and will meet weekly with an on-campus faculty supervisor. This course runs during Summer I. Psy.D. students only.

PSYC 840B - Elective Practicum (1.5)

This is an on-campus applied clinical experience which is a continuation of Psyc 840A Elective Practicum. Students will meet weekly with an on-campus faculty supervisor. This course runs during Summer II. Psy.D. students only.

PSYC 840C - Elective Practicum (0)

For Doctoral Students. This is an off-campus applied clinical experience that is designed to extend for one regular semester or two summer periods. Students will provide clinical services to clients under the supervision of a site supervisor, who must be a licensed psychologist. The site must provide weekly training experiences, and a faculty member will provide bi-weekly group case consultation on campus. The site must be approved by the Director of Practica and Internships for the Psy.D. Program.

PSYC 840D - Elective Practicum (3)

For Doctoral Students. This is an off-campus applied clinical experience that is designed to extend for one regular semester or two summer periods. Students will provide clinical services to clients under the supervision of a site supervisor, who must be a licensed psychologist. The site must provide weekly training experiences, and a faculty member will provide bi-weekly group case consultation on campus. The site must be approved by the Director of Practica and Internships for the Psy.D. Program.

PSYC 840E - Elective Practicum (0)

For Doctoral Students. This course is available as an elective for zero credits. This is an off-campus applied clinical experience that is designed to extend for one regular semester or two summer periods. Students will provide clinical services to clients under the supervision of a site supervisor, who must be a licensed psychologist. The site must provide weekly training experiences, and a faculty member will provide bi-weekly group case consultation on campus. The site must be approved by the Director of Practica and Internships for the Psy.D. Program.

PSYC 840F - Elective Practicum (0)

Course Description: For Doctoral Students. This is an off-campus applied clinical experience that is designed to extend for one regular semester or two summer periods. Students will provide clinical services to clients under the supervision of a site supervisor, who must be a licensed psychologist. The site must provide weekly training experiences, and a faculty member will provide bi-weekly group case consultation on campus. The site must be approved by the Director of Practica and Internships for the Psy.D. Program.

PSYC 840G - Elective Practicum (0)

For Doctoral Students. This is an off-campus applied clinical experience that is designed to extend for one regular semester or two summer periods. Students will provide clinical services to clients under the supervision of a site supervisor, who must be a licensed psychologist. The site must provide weekly training experiences, and a

faculty member will provide bi-weekly group case consultation on campus. The site must be approved by the Director of Practica and Internships for the Psy.D. Program.

PSYC 841 - Elective PSC Practicum (0)

This is an on-campus applied clinical experience. Students will provide clinical services in the Psychological Services Center and meet weekly for group supervision practicum with a licensed psychologist faculty member, with individual supervision as needed. This course may be repeated for each elective PSC practicum experience. Prerequisite: Psy 587 or equivalent. Psy.D. students only.

PSYC 841A - Elective Practicum (1.5)

This is an on-campus applied clinical experience which is a continuation of Psyc 587 Practicum II. Students will continue clinical work in the PSC from the Spring semester and will meet weekly with an on-campus faculty supervisor. This course runs during Summer I. Psy.D. students only.

Prerequisite: Take PSYC 587.

PSYC 841B - Elective Practicum (1.5)

This is an on-campus applied clinical experience which is a continuation of Psyc 840A Elective Practicum. Students will meet weekly with an on-campus faculty supervisor. This course runs during Summer II. Psy.D. students only.

PSYC 841D - Elective Practicum (1.5)

This is an off-campus applied clinical experience that is designed to extend for one semester or two summer sessions. Students will provide clinical services to clients under the supervision of a site supervisor. The site and supervisor must be approved by the Associate Director of Clinical Training. A faculty member on campus will meet with students biweekly to process their practicum experiences. This course runs during Summer II. Psy.D. students only.

PSYC 842A - Elective Practicum (1.5)

This is an on-campus applied clinical experience which is

a continuation of Psyc 861 Practicum IV. Students will continue clinical work in the PSC from the Spring semester and will meet weekly with an on-campus faculty supervisor. This course runs during Summer I. Psy.D. students only.

Prerequisite: Take PSYC 861.

PSYC 842B - Elective Practicum (1.5)

This is an on-campus applied clinical experience which is a continuation of Psyc 840A Elective Practicum. Students will meet weekly with an on-campus faculty supervisor. This course runs during Summer II. Psy.D. students only.

Prerequisite: Take PSYC 841A.

PSYC 842C - Elective Practicum (1.5)

This is an off-campus applied clinical experience that is designed to extend for one semester or two summer sessions. Students will provide clinical services to clients under the supervision of a site supervisor. The site and supervisor must be approved by the Associate Director of Clinical Training. A faculty member on campus will meet with students biweekly to process their practicum experiences. This course runs during Summer II. Psy.D. students only.

PSYC 842D - Elective Practicum (1.5)

This is an off-campus applied clinical experience that is designed to extend for one semester or two summer sessions. Students will provide clinical services to clients under the supervision of a site supervisor. The site and supervisor must be approved by the Associate Director of Clinical Training. A faculty member on campus will meet with students biweekly to process their practicum experiences. This course runs during Summer II. Psy.D. students only.

PSYC 842E - Elective Practicum (0)

This is an on-campus applied clinical experience which is a continuation of PSY 842B Elective Practicum. Students will meet weekly with an on-campus faculty supervisor. This course runs during the Fall semester. Psy.D. students only.

PSYC 842F - Elective Practicum (0)

This is an on-campus applied clinical experience which is a continuation of Psyc 842E Elective Practicum. Students will meet weekly with an on-campus faculty supervisor. Psy.D. students only.

PSYC 850 - Educational Assessment Practicum (1.5)

This is an on-campus, applied clinical experience that is designed to extend for the entire semester. Students will conduct educational assessments focused on learning disability determination and career counseling on clients in the Psychological Services Center.

PSYC 851 - Geriatric Assessment Practicum (1.5)

This is an on-campus applied clinical experience that is designed to extend for the entire semester. Essentially it is a continuation of Practicum I. It is expected that students will carry on with clinical work that was started in the previous semester. This course carries the same structure, expectations and opportunities as Practicum I.

PSYC 860 - Practicum III (3)

This is an on-campus applied clinical experience that is designed to extend for the entire semester. Students will schedule at least five hours of activity per week. At least two hours a week will be spent doing assessments and psychotherapy with clients in the Psychological Services Center (PSC). Three hours a week will be spent in group supervision with the course instructor. Additional individual supervision will be scheduled on an as needed basis. Students will be expected to complete 30 clinical contact hours. Other opportunities for learning may be added at the discretion of the course instructor.

PSYC 860A - Practicum III (Individual Supervision) (0)**PSYC 861 - Practicum IV (0)**

This is an on campus applied clinical experience that is designed to extend for the entire semester. Essentially it is a continuation of Practicum III. It is expected that students

will carry on with clinical work that was started in the previous semester. This course carries the same expectations and opportunities as Practicum III.

PSYC 861A - Practicum IV (Individual Supervision) (0)**PSYC 861B - Practicum IV (Individual Supervision) (0)****PSYC 870 - Practicum V (3)**

This is an on-campus applied clinical experience that is designed to extend for the entire semester. The focus of this practicum is to train the student in clinical supervision. Each student will be assigned one or more supervisees. The supervisees will be students enrolled in Practicum I. Students will schedule at least five hours of activity per week. One hour a week will be spent in individual supervision with each of the assigned supervisees. Three hours per week will be in group supervision. The student will be expected to complete at least 15 hours of individual supervision and 15 hours of observation of the supervisees' clinical work. Other opportunities for learning may be added at the discretion of the course instructor. Normally offered in Fall semester only.

PSYC 871 - Practicum VI (3)

This is an on-campus applied clinical experience that is designed to extend for the entire semester. Essentially it is a continuation of Practicum V. It is expected that students will carry on with supervision work that was started in the previous semester. This course carries the same expectations and opportunities as Practicum V. Normally offered in Spring semester only.

PSYC 880 - Community Practicum I (2)

This is an off-campus applied clinical experience that is designed to extend for the entire year. Students will be expected to complete 120 hours at the site each semester. At least 30 of these hours must be spent doing face-to-face clinical work. Other required experiences will include weekly individual supervision with the primary site supervisor, multi-disciplinary consultation, didactic training at the site, and bi-weekly group case consultation with a faculty member on campus.

PSYC 880A - Community Practicum I (3)

This is an off-campus applied clinical experience that is designed to extend for the entire year. Students will be expected to complete 120 hours at the site each semester. At least 30 of these hours must be spent doing face-to-face clinical work. Other required experiences will include weekly individual supervision with the primary site supervisor, multi-disciplinary consultation, didactic training at the site, and bi-weekly group case consultation with a faculty member on campus. Normally offered in Fall semester only.

PSYC 880B - Community Practicum I (1.5)

This is an off-campus applied clinical experience that is designed to extend for the entire year. Students will be expected to complete 120 hours at the site each semester. At least 30 of these hours must be spent doing face-to-face clinical work. Other required experiences will include weekly individual supervision with the primary site supervisor, multi-disciplinary consultation, didactic training at the site, and bi-weekly group case consultation with a faculty member on campus.

PSYC 880C - Community Practicum (0)

This is an off-campus applied clinical experience that is designed to extend for the entire year. Students will be expected to complete 120 hours at the site each semester. At least 30 of these hours must be spent doing face-to-face clinical work. Other required experiences will include weekly individual supervision with the primary site supervisor, multi-disciplinary consultation, didactic training at the site, and bi-weekly group case consultation with a faculty member on campus.

PSYC 880D - Community Practicum (0)

This is an off-campus applied clinical experience that is designed to extend for the entire year. Students will be expected to complete 120 hours at the site each semester. At least 30 of these hours must be spent doing face-to-face clinical work. Other required experiences will include weekly individual supervision with the primary site supervisor, multi-disciplinary consultation, didactic training at the site, and bi-weekly group case consultation with a faculty member on campus.

PSYC 881 - Community Practicum II (2)

This is an off-campus applied clinical experience that is designed to extend for the entire year. Students will be expected to complete 180 hours at the site each semester. At least 45 of these hours must be spent doing face-to-face clinical work. Other required experiences will include weekly individual supervision with the primary site supervisor, multi-disciplinary consultation and didactic training at the site.

PSYC 881A - Community Practicum II (2)

This is an off-campus applied clinical experience that is designed to extend for the entire year. Students will be expected to complete 180 hours at the site each semester. At least 45 of these hours must be spent doing face-to-face clinical work. Other required experiences will include weekly individual supervision with the primary site supervisor, multi-disciplinary consultation and didactic training at the site. Normally offered in Fall semester only.

PSYC 881B - Community Practicum II (1.5)

This is an off-campus applied clinical experience that is designed to extend for the entire year. Students will be expected to complete 180 hours at the site each semester. At least 45 of these hours must be spent doing face-to-face clinical work. Other required experiences will include weekly individual supervision with the primary site supervisor, multi-disciplinary consultation and didactic training at the site. Normally offered in Spring semester only.

PSYC 881C - Community Practicum II (3)

Course Description: This is an off-campus applied clinical experience that is designed to extend for the entire year. Students will be expected to complete 180 hours at the site each semester. At least 45 of these hours must be spent doing face-to-face clinical work. Other required experiences will include weekly individual supervision with the primary site supervisor, multi-disciplinary consultation and didactic training at the site. Normally offered in Fall semester only. Restricted: PsyD students only.

PSYC 895 - Dissertation (3)

The dissertation may involve: quantitative surveys; empirical analyses of archival data (e.g., meta-analysis); outcome research; a collection of ten or more empirical case studies (e.g., ABAB or multiple baseline designs); or, group-based nomothetic investigations. Topics appropriate for this project must be related to theory and practice in clinical psychology.

PSYC 895A - Doctoral Project (3)

Following the guidelines set forth by the National Council of Schools and programs for Professional Psychology, the doctoral project may involve: theoretical analyses, surveys, analyses of archival data, outcome research, systematic qualitative investigations, public policy issues, case studies or group-based, nomothetic investigations. Students should consult the Psy.D. program handbook for additional information and requirements. Normally offered in Fall semester only.

PSYC 895B - Doctoral Project (3)

The doctoral project may involve: quantitative surveys; empirical analyses of archival data (e.g., ABAB or multiple baseline designs); or group-based nomothetic investigations. Topics appropriate for this project must be related to theory and practice in clinical psychology.

PSYC 895C - Doctoral Project (1)

Following successful completion of PSY 895 A B, students are required to register for Doctoral Project Continuation for each subsequent academic semester until completion of the doctoral project, as determined by the research mentor.

PSYC 895D - Doctoral Project (1)

The doctoral project may involve: quantitative surveys; empirical analyses of archival data (e.g., ABAB or multiple baseline designs); or group-based nomothetic investigations. Topics appropriate for this project must be related to theory and practice in clinical psychology."

PSYC 897A - Internship (predoctoral) (1)

One year full-time internship in an approved setting. Normally offered in Fall semester only.

PSYC 897B - Internship (predoctoral) (1)

One year full-time internship in an approved setting. Normally offered in Spring semester only.

PSYC 897C - Internship (predoctoral) (0.5)

Two year half-time internship in an approved setting.

PSYC 897D - Internship (predoctoral) (0.5)

Two year half-time internship in an approved setting.

PSYC 897E - Internship (predoctoral) (0.5)

Two year half-time internship in an approved setting.

PSYC 897F - Internship (predoctoral) (0.5)

Two year half-time internship in an approved setting.

PUB-Public Administration PUB**PUB 501 - Dimensions of Public Administration (3)**

Provides an overview of the field of public administration in its economic, political, and social dimensions and an orientation to public administration as a profession.

PUB 502 - Problem Solving Methods for Modern Management (3)

Defines and develops managerial concepts, analytical techniques and basic skills required of an administrator. Utilizes the dynamics of group problem-solving.

PUB 503 - Statistical and Social Science Applications to Management (3)

Application of social science concepts and methods to the investigation and analysis of administrative problems. The course also includes computer exercises which focus on how data can be analyzed and interpreted to answer several types of research.

PUB 505 - Financial Management in Public and Nonprofit Organizations (3)

Study of financial management tools and budgeting techniques applicable to the public sector and to the private, nonprofit sector. Students deal with cases and other coursework materials regarding various forms of output budgeting and financial decision-making with regard to revenue policies, resource allocation, cash flow, borrowing and other fiscal management concerns.

PUB 506 - Research Theory (3)

Introduction to the methodology of research-historical, descriptive-survey, experimental design, critical interpretation, and case study techniques, with attention to specialized data-gathering procedures, such as the questionnaire, the interview, observation, etc. Introduction to statistical concepts. Directed toward the writing of a thesis or a professional contribution (PC) as a degree requirement.

PUB 507 - Organizational Dynamics (3)

What a supervisor needs to know about human behavior in a work setting. Stressed are the subjects of work motivation, power and control, communication, impact of work/organization design, and management-by-objectives using a case analysis/ discussion format.

PUB 508 - Human Resources Administration and Personnel Systems (3)

Survey course of personnel practices used in the public sector. Discusses all human resources phases, from recruitment to retirement. Special emphasis on unionization, personnel problems and leadership styles.

PUB 509 - Planning and Community Development (3)

Addresses planning as a management function as well as the alternative processes utilized in its performance.

Application of planning theories, processes, activities, and problems of planning.

PUB 510 - Organizational Communication (3)

Stresses the behavioral aspects of organizational communication, such as impact of power, persuasion, values, status, and role of the communication process; barriers to communication; conflict management, and group communication.

PUB 511 - Ethics in Management (3)

Provides an introduction to the field of ethics and an opportunity to increase understanding, knowledge and competence in dealing with the ethical challenges and dilemmas that are found in the public, private, and nonprofit employment sectors. Course materials will focus on individual as well as corporate systems of responsibility and accountability and the ethical dimensions of public as well as private life.

PUB 512 - The Grantsmanship Process (3)

Practical introduction to the process of securing grants from foundations, corporations and government agencies. Emphasis is given to developing a comprehensive needs assessment, researching sources, planning, and proposal writing.

PUB 513 - Strategic Planning (3)

Theory and practice of strategic planning applied in the private, nonprofit sector. Students study several planning models, including strategic planning models, and apply specific elements of the strategic planning process to an actual case. The components of study will include environmental scanning, problem identification, SWOT analyses, strategy formulation, implementation planning, and various subelements of the process such as the construction of scenarios. The course will provide students with the opportunity to apply the strategic planning model as a tool for sustaining and strengthening organizational achievement.

PUB 514 - Research Methods and Statistics I (3)

Introduction to major research methods and statistics in

health science research. Primary emphasis on correlational and experimental research with some coverage of quasi-experimental and descriptive methods. Examination of probability theory, hypothesis testing, sampling and measurement issues as the basis of descriptive and inferential statistics. Covers computer applications in descriptive statistics and data acquisition, primarily using personal computers.

PUB 517 - Health Care Program Planning and Management (3)

Examines the tools used in systematic health care programming and management. Designed to expose students to new conceptual and administrative methods of problem solving and to promote management and policies of local, state, or national significance.

PUB 518 - Policy and Program Analysis (3)

Explores the policy-making processes important to an administrator. Develops skills necessary for formulation and analysis of policy problems and the implementation of public policies.

PUB 519 - Administrative Law (3)

Deals with the processes and problems of law as they affect the administrator, including important cases, precedents and future implications.

PUB 520 - Introduction to Health Services Administration (3)

Provides a background on the United States health care system in areas of administration, history and philosophy of public health, politics, health policy and strategic planning, finance and evaluation and assessment of medical care in the context of the social, legal, and regulatory environment of the delivery of personal health services.

PUB 522 - State and Local Administration (3)

A background and orientation course designed to acquaint students with governmental responsibilities and functions; intergovernmental relations; problems, issues and alternatives in the performance of state and local

governmental functions.

PUB 523 - Public Sector Labor Relations (3)

Emphasizes unions, collective bargaining, negotiations, grievances, arbitration, and contract administration. Numerous practical experiences are an integral part of this course.

PUB 524 - Health Care Systems Analysis (3)

A comparative analysis of health care delivery systems and the application of systems analysis and design concepts for designing and evaluating health care delivery systems. A study of the elements of personal health services systems which encompass the various ways of delivering personal health services with regard for their evolution, governance, financial structure, organization function and structure, changing characteristics and relationships, and mechanisms for quality assessment and social accountability. A study of individual social and environmental determinants of health, disease, and disability including the field of medical sociology.

PUB 525 - Health Care Economics (3)

Deals with the macroeconomics and microeconomics context of health care finance; the basics of health care accounting and of demand and utilization of health care services; pricing of health care services.

PUB 527 - Gerontological Services Administration (3)

Emphasizes administration of health care services for the aged, along with the issues that affect these services. Examines the structure and functions of publicly and privately funded programs and organizations providing health services to the aged.

PUB 528 - Administration of Long-Term Care (3)

Evaluation of long-term care institutions as a health care delivery subsystem; comparative evaluation of types of long-term care institutions; government regulations, long-term care facility organization and management

PUB 529 - Planning Health Care Services for the Elderly (3)

Acquaints students with the planning process and resources available for meeting the needs of the elderly. Provides broad knowledge of health care services for the aged and their implementation.

PUB 532 - Legal Aspects of Clinical and Health Care Organizations (3)

The course covers topics which include the role and liabilities of the hospital administrators, the governing board and the medical staff. Nursing services and hospital liabilities encountered by health care delivery are discussed. Disclosure of patient information and the legal consideration related to this disclosure are covered. Labor law and the complex issues among management, labor, and the community are part of this course.

PUB 537 - Managerial Decision Making in Health Care Organizations (3)

Examines operational concerns in the area of institutional administration. Included are project planning and constraints, work-load forecasting, patient scheduling, facility staffing, quality assurance, utilization review, control mechanism, applications of institutional resources. Includes application of management and administrative skills for the hospital administrator.

PUB 538 - Institutional Budgeting and Planning (3)

Course will address the unique aspects of managing the financial resources of health care institutions. Focus will be on topics such as capital budgeting, sources of revenue, the impact of reimbursement on financial decisions, and the evaluation of fund sources. Analytical tools to aid in financial decision-making within health institutions will be examined.

PUB 539 - Overview of Managed Care (3)

Provides an overview of health care insurance and finance by addressing the issues surrounding conventional delivery. The background and development of managed care, contracting, and legal issues in managed care and the

general management requirements in managed care organizations are covered in three modules.

PUB 550 - Directed Reading (0)

See program director.

PUB 552 - Computer Applications of Social Science Data (3)

A course employing a systems analysis of correctional processes in determining their explicit and implicit goals and the extent to which these goals are met. Reviews techniques of program evaluation and considers methods of developing effectiveness and efficiency measures for correctional programs, in light of the conflicting tasks of reform, rehabilitation, control and punishment, and societal long range needs.

PUB 555 - Professional Contribution (0)

This is the last program requirement to be fulfilled by the candidate before graduation. This is not a structured classroom course, but rather a semi-independent experience, such as a thesis, and similar to the comprehensive examination requirement. Participants should consult with their mentors early in the program to develop an acceptable Professional Contribution agenda.

Prerequisite: Restricted: Proposal required/approval by Director of Administrative Studies.

PUB 579 - Introduction to the Nonprofit Sector (3)

Provides an overview of the issues and trends within the nonprofit and voluntary sector in order to lay a strong foundation of knowledge and comprehension for those who are pursuing careers in the voluntary sector and/or working in fields that intersect with nonprofit organizations. The course will consider the historical and philosophical roots of voluntarism, the structure of the sector, operational dynamics, and current and future trends and issues.

PUB 580 - The Management of Nonprofit Organizations (3)

Studies the field of epidemiology including concepts,

principles, and models. Descriptive epidemiology relative to person, place, and time will be analyzed and interpreted. Human health and the environment, some research needs, and planning in environmental health science is reviewed.

PUB 581 - Issues of Governance in Nonprofit Organizations (3)

Explores the roles and functions of all the groups which compose nonprofit organizations: boards of directors, staff, volunteers, funders, clients/consumers. The dynamics and dilemmas of these relationships and their impact on the management and governance of NPOs are explored in depth.

PUB 582 - Fundraising in Nonprofit Organizations (3)

Examines the principles and techniques of fundraising and development for different types of NPOs, including foundation, corporate, government, and individual solicitation. Topics include (but are not limited to) special events, capital campaigns, membership, profit-making ventures, and deferred giving programs.

PUB 583 - Strategic Marketing (3)

The science of marketing centers and the creation of a marketing strategy in order to achieve corporate goals and deliver the product to the ultimate consumer are discussed. The course explores market segmentation, strategic marketing and the role advertising, pricing and packaging play in market planning. Harvard Business Cases and other cases are utilized to illustrate the theory covered.

PUB 585 - Program Assessment and Evaluations (3)

This course will present the concepts, techniques, and applications of program assessment and evaluation in public and nonprofit organizations. The course will include topics such as the role of program assessment and evaluation, methodologies, operational and ethical issues of program assessment and evaluation as practiced in public and nonprofit organizations.

PUB 595 - Independent Study (0)

Student interest and self-directed learning. See program director.

PUB 596 - Public Administration Internship (3)

After completion of class coursework, a candidate must take the Practitioner's Seminar. Any candidate who cannot demonstrate a clear record of administrative responsibility must pursue a three-credit-hour field internship in addition to and in conjunction with the Practitioner's Seminar. A field internship must be arranged six months prior to its intended commencement. Internships in public, human, and health service agencies each consist of twelve weeks of full-time employment or their equivalency on an extended, part-time basis.

PUB 597 - Management Project (3)

A Management Project/Internship is required to increase knowledge and skills in theoretical application. The student, upon completion of coursework, must do either a research oriented management project or an internship. Students must consult their mentors early in the program to determine the administrative project or internship to pursue. The objective is to develop research skills, skills in improving organizational effectiveness and in the development of leadership potential, including stimulating creativity, and interpersonal and communication skill development.

PUB 598 - Special Topics (1)

PUB 598D - Global Terr & U.S. Security (3)

PUB 598E - Environmental Policy (3)

PUB 599 - Practitioner's Seminar in Administration (3)

Seminar format designed to develop management skills, including work programming and time management; also covers experiential application of public administration theories and principles with emphasis on observation, analysis, reporting, and communication skills. Career development component directs participants in the process of self-analysis to formulate career goals and strategies.

PUB 651 - Directed Field Experience (0)

In partial fulfillment of the requirements for the M.S. in community health service, the student is required to develop a major administration program, project, or study in conjunction with his or her internship or directed field project. This would reflect the cumulative, multidisciplinary, administrative, health services, and management course background of the student. A directed field project can be specially arranged to meet the needs of the individual, i.e., a school nurse may wish to practice assessment skills with the school doctor. Number of hours may vary with skills desired.

PUB 988 - Glbl Prsp Soc & Prct (3)

RED-Reading Education

RED 524A - Creative Teaching of Language Arts (4)

The reading process is approached from a cognitive, linguistic, and social perspective. Students explore their own philosophy of reading and relate it to theories and models of reading derived from research studies. The main purpose of the course is to enable students to connect theory with practice, in order to be able to make enlightened instructional decisions in the classroom.

RED 526 - Teaching Content Area Reading (3)

This course acquaints students with the recent theories regarding the reading process and extends their knowledge on how children read to learn. Emphasis is placed upon the psycholinguistic theory of reading, the place of metacognition in the reading act, and the relationship that exists between teacher, student, and text. Instructional strategies are presented to enable the teacher to make a practical application of the theories and models presented.

RED 530 - Reading Disabilities and Diagnosis (3)

The course focuses on the correlates of reading disabilities and the types of informal and formal assessments that can be employed to determine the extent of a reading problem. Students have the opportunity to test and diagnose children and/or adults under the supervision of an experienced clinician. Case studies analyzing the testing information are a requirement of the course.

Prerequisite: Required: All Clearances.

RED 533 - Remedial Techniques (3)

Emphasis in this course is on the different methods and materials which can be used to correct the various types of reading problems. More detailed testing procedures are also introduced and administered to clients under supervision. Case studies analyzing testing results also include instructional programs designed to correct specific reading problems.

Prerequisite: Required: All Clearances.

RED 540 - Practicum (3)

Students have the opportunity to test, diagnose, and implement a reading program for clients. Actual teaching of clients takes place under supervision. Practical experience includes: a. audiotaping, videotaping, and critiquing of testing and teaching; b. writing of case reports; c. interviewing of parents, including interpretation of test results and recommendations for continued improvement of clients; d. exchanging of ideas with instructor and peers.

Prerequisite: Required: All Clearances.

RED 542 - Organization of School Reading Programs (3)

This course explores current organizational patterns of reading instruction and the organization and administration of school reading programs. It includes "working sessions" in the development of a philosophy, goals, behavioral objectives, resources, program planning, selection procedures, in-service education, budgets, and evaluation of school reading programs.

RED 546 - Reading Specialist Internship (3)

Provides the Reading Specialist candidate who possesses an Instructional certificate with the opportunity to demonstrate performance competence in a school setting in the following areas: managing the instructional environment; planning instruction in collaboration with other professionals at a variety of instructional levels; selecting, implementing and adapting effective instructional strategies, curriculum resources and technologies in collaboration with other educators to meet the needs of diverse learners; selecting, developing, and administering assessments that involve multiple indicators

of student progress and maintaining records of information.

RED 555 - Professional Contribution (0)

Required of all students seeking the M.S. in Reading Education, this closure activity involves the completion of a thesis or project related to the teaching/learning of reading.

RED 593 - Reading Supervisor Internship (3)

This course provides an opportunity for the integration of theory and practice in the field of reading. It is an individualized program, designed by the candidate and a mentor. It may include experiences with curriculum development, community relations, policy determination, management, staff development, instructional design and personal professional development. The internship can be accomplished under supervision at the candidate's school.

RED 598A - St: Advanced Topics in Reading?Education (3)

Allows student to work with a faculty mentor to gain an in-depth understanding of a relevant topic in literacy. Student must prepare a proposal of intended study for approval by Reading faculty. Research paper and public presentation required.

SNES-Sports NutritionExercise Sci

SNES 502 - Exercise Testing and Nutritional?Assessment (3)

A review of techniques/procedures used during exercise testing and nutritional assessments. The course will include lectures in the classroom and demonstrations in the Human Physiology Lab, where students will correctly calibrate and use the lab equipment to assess the physical and nutritional status of clients. Normally offered in Spring semester only.

SNES 503 - Endocrine Disorders, Nutrition and Exerc (3)

Study of recent developments in the dietary department of endocrine disorders, including mechanisms of action,

interpretation of lab tests, pathophysiology of organ systems, and appropriate therapies with their application to nutrition and exercise.

SNES 504 - Nutrition and Gerontology (3)

A study of physiological and biochemical changes of aging persons, nutrition requirements and dietary management of the geriatric patient with special emphasis on nutrition management of individuals in a long-term care setting.

SNES 505 - Maternal and Child Nutrition (3)

Nutritional needs during pregnancy and lactation for the normal growth and development of the fetus and infant. Dietary requirements postnatally for growth and development from infancy through the adolescent years.

SNES 506 - Nutrition and Human Behavior (3)

SNES 507 - International Nutrition (1)

An examination of the world food situation: analysis of current problems with presentation of possible solutions for both developed and developing nations.

SNES 509 - Principles of Strength & Conditioning (3)

This course will provide an introduction to basic concepts of strength and conditioning, including the physiological adaptations to strength training, the design of appropriate strength and conditioning programs, and proper lifting and sporting techniques. Classroom lectures will focus on the current body of knowledge within the field and will be complemented by experiences in the human physiology lab and weight room.

SNES 510 - Biomechanics (3)

This course provides the application of mechanical concepts to movement problems in sport, rehabilitation, and fitness. Anatomical and mechanical principles that effect human movement will be addressed. Normally offered in Fall semester only.

SNES 513 - Exercise and Aging (3)

An analysis of the role of exercise and nutrition in the aging process. Course will include specific recommendations for healthy aging and the role of exercise in relations to various health conditions.

SNES 520 - Trends in Normal Nutrition (3)

SNES 520A - Trends in Normal Nutrition (3)

A review of the medical literature and research pertaining to normal nutrition throughout the life cycle. Exploration of the relationship between food and health.

SNES 520B - Trends in Normal Nutrition (3)

A review of the medical literature and research pertaining to normal nutrition throughout the life cycle. Exploration of the relationship between food and health.

SNES 523 - Immunology, Exercise & Nutrition (3)

Examination of the interrelationships between diet, exercise, and immune function. Review of current scientific literature as it applies to nutritional and physical activity impact on the immune system.

SNES 524 - Nutrition Support (3)

SNES 525 - Clinical Nutrition: Pharmacology and Fluid-Electrolyte Balance (3)

Basic concepts of pharmacology with special emphasis on drug and nutrient interactions. Maintenance of cell homeostasis through the interaction of water and electrolytes

SNES 530 - Health Promotion (3)

An overview of current health promotion/wellness techniques and programs designed to facilitate behavioral change. Emphasis on review of current scientific literature concerning the development, implementation, and

evaluation of health promotion programming.

SNES 534 - Prv. Pract. in Nut, Ex Sci, & Hlth Prm (3)

SNES 536 - Communication Techniques in Nutrition & Exercise (3)

Importance of modern and effective communication skills in management, teaching, and directing of students, clients, and employees. Special focus on the needs of the adult learner.

SNES 541 - Nutrition and Women's Health (3)

SNES 549 - Sports Nutrition (3)

The interrelationships between physical fitness, athletic performance, nutrient intake, and nutritional status. Dietary recommendations for enhancement of human performance. Normally offered in Fall semester only.

SNES 560 - Biochemistry of Nutrition and Exercise (3)

Biochemical and physiological basis of nutrition at the cellular and organelle levels. Chemistry of carbohydrates, fats, proteins, nucleic acids and enzymes with special focus on metabolic interrelationships and their effects on exercise.

SNES 574 - Exercise Physiology (3)

Examination of physiological concepts related to exercise. An in-depth critical analysis of the scientific basis underlying the relationship of metabolism, environmental stress, and body composition to optimal human performance. Complemented by experiences in the human physiology laboratory. Normally offered in Fall semester only.

SNES 575 - Nutrition & Exercise for Weight Management (3)

Analysis of theories of eating behavior and weight control. Evaluation of various weight reduction and maintenance modalities. Special focus on the development and use of

scientifically-based diet/weight control programs.

SNES 578 - Sports Supplements (3)

An in-depth examination of dietary supplements used by athletes to enhance performance. Course will focus on evaluating current scientific literature, bridging the gap between laboratory findings and real-world athletics, and establishing recommendations for sport. Normally offered in Fall semester only.

SNES 579 - Pulmonary Physiology (3)

A description of pulmonary physiology, how it is assessed and its contribution to performance.

SNES 581 - The Energy Nutrients and Alcohol (3)

Review of literature on carbohydrates, proteins, lipids and alcohol chemistry, digestion, absorption, and utilization. Examination of current issues involving energy nutrients and alcohol. Normally offered in Fall semester only.

SNES 582 - Advanced Nutrition Vitamins and Minerals (3)

Physiological basis of the utilization of vitamins and minerals. Review of current scientific literature. Normally offered in Spring semester only.

SNES 590 - Research Methodology (3)

Introduction to methodology, design and statistical applications in health science research. This course is intended to make the student a more informed consumer of the nutrition/dietetics and exercise physiology research literature and to provide sufficient information for the design of a theoretically and methodologically sound study. Normally offered in Spring semester only.

SNES 591 - Statistical Analysis (3)

Application of statistics to data analysis and use of SPSS. Normally offered in Fall semester only.

SNES 595A - Research Thesis (1)

The practical application of research design and statistical analysis related to the field of foods and nutrition. An individually-directed, in-depth research project. (Prerequisite or co-requisite: approved research course and prior topic approval by department faculty.)

SNES 595B - Research Thesis (1)

The practical application of research design and statistical analysis related to the field of foods and nutrition. An individually-directed, in-depth research project. (Prerequisite or co-requisite: approved research course and prior topic approval by department faculty.)

SNES 595C - Research Thesis (1)

The practical application of research design and statistical analysis related to the field of foods and nutrition. An individually-directed, in-depth research project. (Prerequisite or co-requisite: approved research course and prior topic approval by department faculty.)

SNES 596 - Capstone Experience (3)

Latest research on specific topics of present interest is synthesized, presented, and discussed. Course required independent work and active participation in class discussions.

SNES 599 - Independent Study (3)

A course or project designed to meet an individual student's interests and needs through primarily self-directed learning. Permission of chairperson is necessary prior to enrollment.

SPED-Special Education

SPED 500 - The Law and Special Education and?Service Delivery (3)

The purpose of this course is to provide an overview of the legal rights of students and their families in the field of special education. Students of the course will explore the

source, history, and current status of Special Education Law. Examination and study of the pertinent federal and state legislation, as well as case law, will be emphasized.

SPED 507 - Characteristics of Students with Disabilities (3)

Designed for general educators, special educators, counselors, supervisors, and administrators, this course examines characteristics of students with special needs and differentiated instruction in general education schools and classrooms. Participants review the legal foundations and requirements of special education and the collaborative role of general and special educators in the implementation of individualized instructional programs.

Prerequisite: Required: Service Learning Clearance.

SPED 511 - Curriculum Adaptations for the Special-Needs Learner (3)

The purpose of this course is to acquaint the educator/school psychologist with curriculum strategies, specialized methods and current materials that are appropriate for the diverse learners. The graduate student will demonstrate the ability to utilize "best practice" in modifying and adapting general education curriculum for the special needs learner in an inclusive setting. It is assumed that students have a basic understanding of diverse learners needs and curriculum design since the course focuses on adapting curriculum for diverse learners. This course requires registration in a student teaching or internship placement or a course with a service-learning project. Current clearances are required to work with students.

SPED 518 - Special Topics (3)

From time to time, offered to give in-depth consideration to a topic of importance. (Prerequisite: two courses in Special Education.)

SPED 518L - Educational Accommodations for Learning Disabled Adolescents (1)

The use of accommodative programming is compared and contrasted with remedial and developmental approaches. Accommodation strategies are identified and suggestions for implementation will be discussed.

SPED 519 - Practicum in Special Education (3)

Classroom experience relating theory and practice with disabled individuals in school settings. Required of all students seeking a second certification. A professional portfolio will be required of all students. Registration is by permission of the chairperson.

SPED 522 - Career Education for Students With Disabilities (3)

An in-depth study of methods and techniques to develop career education programs for adolescents and young adults with disabilities. Designed to aid teachers, vocational counselors, administrators, and other concerned personnel in establishing and operating work-study programs and sheltered workshop experiences.

SPED 523 - Programming for the At-Risk Infant/Preschool Child (3)

Explores the strategies developed for identification of the target population from birth to five years, as well as evaluation techniques and early intervention. Investigates the success and problems of established procedures.

SPED 536 - Cognitive Assessment and Remediation (3)

The purpose of this course is to familiarize students with informal and formal assessment types and procedures, progress monitoring, best practice instructional design and lesson planning, with accommodations to facilitate learning and inclusion. Students will complete hands-on projects designed to facilitate an applied knowledge of the content being learned.

SPED 539 - Behavior Management Approaches (3)

This course provides instruction in research-based proactive behavior management strategies for whole school, classroom and individual students. The development, implementation and evaluation of behavior change programs for applied settings are emphasized, focusing on building student centered educational communities and positive behavioral support interventions. A combination of personal reflection and application-based projects will be the evaluation tools for the course.

SPED 540 - Administration and Supervision of Special Education Programs (3)

Administrative Theory for School Leaders will explore the nature of administrative and leadership theory within the current context of school administration in the 21st Century. This course is a graduate level Principal Leadership Academy component course for students studying to receive state certification and become educational leaders in both public and/or private organizations. The course identifies the administrative responsibilities of a school principal in the 21st Century and studies an array classical and modern leadership, ethical and change theories and the application of these different theoretical approaches in the students own development as a school leader.

SPED 544 - Practicum in Special Education Supervision (3)

The purpose of this course is to give the student practical experience in supervision. A minimum of 150 clock hours in one semester must be spent on this assignment. This is accomplished under the supervision of a certified supervisor, according to a definite schedule, mutually approved by the instructor and cooperating supervisor. A professional portfolio will be required of all students.

Prerequisite: Clearances required.

SPED 545A - Individual Research in Applied Settings A (0)

The practical application of statistical analysis and research design related to the field of special education and exceptional individuals. An individually-directed, in-depth investigation of scientific methodology is necessary in the development of a research project. Presentation of the completed investigation is required.

Prerequisite: Permission of the Department Chairperson required.

SPED 545B - Individual Research in Applied Settings B (0)

The practical application of statistical analysis and research design related to the field of special education and exceptional individuals. An individually-directed, in-depth

investigation of scientific methodology is necessary in the development of a research project. Presentation of the completed investigation is required.

Prerequisite: Permission of the Department Chairperson required.

SPED 545C - Individual Research in Applied Settings C (0)

The practical application of statistical analysis and research design related to the field of special education and exceptional individuals. An individually-directed, in-depth investigation of scientific methodology is necessary in the development of a research project. Presentation of the completed investigation is required.

Prerequisite: Permission of the Department Chairperson required.

SPED 555 - Professional Contribution (0)

Thesis, project, series of demonstrations, or professional performance. Requires prior topic approval by department faculty.

Prerequisite: EDUC 501.

SPED 566 - Independent Study (3)

Material geared to the needs of the individual student and under the direction of a member of the graduate faculty, the independent study option allows the student to pursue further opportunities to enhance skills in an area of the student's choice.

SPED 590 - Introduction to Autism Spectrum Disorder Impaired (3)

This introductory course examines the characteristics and learning traits of students with autism spectrum disorder (ASD). The etiology, assessment, identification, and diagnosis related to students with ASD are explored. Evidence based practices, interventions and strategies for students with ASD are surveyed in this course. This course requires a field experience in a setting serving students with ASD. This course emphasizes Content Area 1 of Pennsylvania Department of Education's Autism Endorsement Program.

SPED 591 - Applied Behavior Analysis Bsc Principles (3)

This course introduces students to the concepts and principles of Behavior Analysis, as applied to students with Autism Spectrum Disorder. A 20 hour field based experience is included. This course emphasizes Content Areas 2-3 of Pennsylvania Department of Education's Autism Endorsement Program.

SPED 592 - Intrvntn/Instrctn for Students w/ Autsm (3)

This course provides an overview of effective instructional strategies and interventions for students with Autism Spectrum Disorder (ASD). The focus will be on learning and applying evidence-based interventions and instruction to promote communication and verbal behavior, social competence, and academic success in students with ASD. A 20 hour field based experience is included. This course emphasizes Content Areas 2-3 of Pennsylvania Department of Education's Autism Endorsement Program.

SPED 593 - Fmly Schl Intrvntn for Stdnts w/ Autsm (3)

This course will provide an in-depth examination of family-systems theory and brief family interventions for school related problems of children with Autism. The process and content of evidence based intervention design and implementation will be highlighted. A 20-hour field based experience is included. This course emphasizes Content Areas 3-4 of Pennsylvania Department of Education's Autism Endorsement Program.

SPED 598 - Special Topics (3)

Special Topics in Education

SPED 598A - Special Topics (3)

Designed for general educators, special educators, counselors, supervisors, administrators, and related professionals this course examines characteristics of individuals with special needs and differentiated instruction in general education schools and classrooms. Participants review the legal foundations and requirements of special education in the US compared to other countries as well as the collaborative role of professionals in the

implementation of individualized instructional/treatment programs. The course is online and accelerated 8-week format. This course requires service learning and is equivalent to SPED 507.

SW-Social Work**SW 500 - Professional Foundations: Educ Tmr Prct (3)**

This course will employ community agency-based case studies as vehicles to explore connections between foundation practice behaviors and the practice behaviors characteristic of the Advanced Concentration curriculum of the MSW Program. Additionally, the course itself will be a learning experience as class sessions will be conducted as a task-centered learning group with the discussions, presentations, and projects serving as material for reflection and demonstration of group process. Course-pack materials, journal articles, media content, instructor/student presentations, team interactions, and class projects will be utilized to illuminate how ethics, a policy advocacy role, and foundation practice skills inform the assessment, engagement and evaluation practice behaviors characteristic of the Advanced Concentration curriculum of the MSW Program. (For new Advanced Standing Students only)

SW 501 - Theory and Practice of Social Work I (3)

This course introduces the student to conceptual frameworks that encompass practice with all levels of client systems. Students use critical thinking skills to assess client systems, develop intervention strategies, and evaluate practice using a scientific mode of inquiry. Professional relationship, ethical practice, diversity, social and economic justice, professional use of self, problem-solving process, and organizational context for practice are stressed. Focus is on work with individuals and families. This course is taken concurrently with SW 591 and integrates practice experience and course learning. Normally offered in Fall semester only.

Corequisite: Take SW 601, SW 801, and SW 591.

SW 502 - Practice II: SW Practice With Groups (3)

SW 502 Practice II is the second course in Practice Core Content Area. Following the foundation knowledge presented in SW 501 Practice I, this course continues to focus on the utilization of conceptual frameworks,

including the ecological perspectives (i.e. Life Model), interactional approach, and strengths perspective to assess support, therapy and task groups. This course is taken concurrently with SW Field 592 and integrates practice experience and course learning. (Prerequisites: SW 501 and SW 591.) (Co-requisite: SW 592)

Prerequisite: SW 501 and SW 591. Corequisite: Take SW 592.

SW 503 - Practice III: SW Pract. W/ Communities (3)

SW 503 Practice III focuses on the theories relevant to understanding the macro functions of communities, organizations and institutions from a generalist perspective. This course enables students to: 1) understand and apply theories, 2) analyze social organizations and communities needs, and 3) apply phases and skills of developing strategies of the change process in community practice in collaboration with communities and organizations. In addition, students will be encouraged to examine how their own learning and values impact their understanding of and practice at the mezo, exo and macro levels. Prerequisite: SW 601

Prerequisite: Take SW 601;.

SW 504 - Pract IV: Adv Scl Wrk Pract Ind/Fml (3)

This course presents theories and techniques applicable to social work practice with individuals and families, including those from diverse and at-risk populations. Field education experiences serve as basis for integration and application of theories, assessment of the cultural competence of their interventions with specific populations, examination of strengths and limitations of evidence-based practice, and articulate a personal practice stance. This course is taken concurrently with SW 595.

Prerequisite: SW 501, SW 502, SW 503, SW 591, SW 592; OR SW 501, SW 502, SW 591, SW 592, SW 602;.
Corequisite: Take SW 595.

SW 505 - Pract V: Adm in SW (3)

Focus on social work practice from an administrative perspective, including theories and principles of culturally competent management and organization issues in administration, within the context of professional social work. Includes consideration of social and economic

justice and ethical imperatives and influences of funding patterns, legislation, organizational culture, and structure on program planning and implementation.

Prerequisite: SW 501, SW 502, SW 503, SW 591, SW 592; OR SW 501, SW 502, SW 591, SW 592, SW 602.

SW 506 - Practice VI: Culmination Integrative Se (3)

This course builds on foundation content and theoretical perspectives explored in SW 504. It offers advanced skills in differential interventions with a variety of systems and focuses on post-modern and trauma-informed practice, in addition to theories of loss and grief, as theoretical bases for assessment, intervention, and evaluation. As well, it promotes self-reflective practice and a knowledge of supervision. The course examines discrimination and oppression and the complex interface between individual, family, and group needs within an organizational context.

Prerequisite: Take 1 Group SW 501, SW 591, SW 502, SW 592, SW 503; OR SW 504, SW 505, SW 595, SW 601, SW 701, SW 801, SW 971;.

SW 532 - Adv Admin in SW Prct: Pgm Dvl & Eval (3)

This course develops additional management competencies with emphasis on the role of middle management and its relationship to social and economic justice, especially internal and external resource development. The course examines issues of cultural and social diversity as they affect the constituency served by the agency in relation to its mission. Students apply research and evaluation principles in examining access to service, quality of service and cost/benefit of services. Includes a review of nonprofit fiscal management, budgeting and social marketing and resource development as a component of program development and evaluation. Prerequisites: SW 505 Practice V Administration in Social Work Practice

SW 535 - Child Welfare Services (3)

This elective course provides an historical and theoretical framework for understanding the ecological context of child welfare practice. The societal values which shape current policy and legislation are discussed. The concepts of strength and resilience are considered as underlying philosophies of effective, family focused interventions. Evaluative research in child welfare informs a discussion of differential intervention for culturally competent child

welfare practice. Competence in child welfare practice derives from an understanding of both culture and the impact of oppression and an understanding of societal contexts.

SW 536 - Social Work Practice With Children (3)

This course builds upon the basic skills, values and knowledge introduced in other areas of the curriculum and, particularly, in the human behavior and practice foundation courses. The course focuses on the application of theories, concepts and research to guide empirically based social work practice with children. The course is designed for students who have an interest in working directly with children, their caregivers and their families. Case materials illustrate the ethical and practice challenges in working with a variety of children including those who live in out-of-home placements, in substance-disordered families, in families affected by illness and death, in nontraditional families, and who are victims and witnesses of family violence. The special circumstances surrounding children at risk as well as those with special needs and social/emotional issues are also addressed. A range of therapeutic approaches and modalities is presented, including individual, family, and group interventions, developmental and cognitive/behavioral play therapy as well as interdisciplinary collaborative and psycho-educational approaches. A strengths perspective is highlighted as an approach to intervention and attention is given to development of student self awareness around children's issues. SW-501 and SW-591

Prerequisite: SW 501 and SW 591.

SW 545 - ST: Social work perspectives on crisis? Intervention (3)

The purpose of this course is to prepare students to provide appropriate, effective assessment and intervention in crisis contexts. Topics covered will include foundations in crisis and trauma, elements of assessment, strategies for intervention, and worker self-care. A range of crisis situations and effects will be explored, with application to cases that considers varying cultural backgrounds and settings. Crisis intervention will be addressed as an area of practice, as well as an approach that can inform, and be integrated within, other practice settings. The potential for crises to inform and shape subsequent practice in crisis prevention, where possible, will also be considered. Prerequisites: SW-501, SW-502, SW-591, SW-592, and SW-601

Prerequisite: Take SW 501, SW 502, SW 591, SW 592, SW 601;.

SW 561 - Family Focused Social Work Practice (3)

Social work theory stresses the importance of interpersonal and societal transactions as equally vital areas of both assessment and intervention. The family is the basic unit of social analysis in this approach. This course builds on the history and traditions of family therapy in the basic social services and examines practice issues, family therapy concepts, and approaches used in contemporary social work intervention. Prerequisites: SW-501 and SW-591

Prerequisite: SW 501, SW 591.

SW 571 - Supervision in Social Work Practice (3)

This course is designed to provide the students with the requisite knowledge for assuming the basic responsibilities of supervision. The course examines the purpose, principles, and methods of supervision applicable to many settings in social work. It deals with the role demands upon the supervisor and supervisee. Emphasis is placed upon the educational and administrative elements of supervision. The course is taught in the context of the School's emphasis on an eco-system approach. The commitment of the school to women and minorities will be explicitly addressed. Prerequisites. SW-501, SW-502, SW-591, and SW-592

Prerequisite: SW 501, SW 502, SW 591, SW 592.

SW 581 - Field Education: Home and School Visitor (3)

Enables the student to integrate and apply knowledge and theory gained in the classroom and to develop social skills. The student provides direct social work services in a community social agency under supervision of trained and experienced practitioners.

Prerequisite: Post MSW Home School Visitors only.

SW 582 - Field Education: Home and School Visitor (1)

Enables the student to integrate and apply knowledge and theory gained in the classroom and to develop social skills. The student provides direct social work services in a

community social agency under supervision of trained and experienced practitioners.

SW 591 - Field Education Experience I (3)

Corequisite: Take SW 501, SW 601, and SW 801.

SW 591I - Field Education Experience I (3)

SW 591IA - International Field Education Experience (1)

SW 591IB - International Field Education Experience (1)

SW 592 - Field Education Experience II (4)

Students must complete a total of 440 clock hours in the foundation year. The goal is to foster understanding of the organizational context and social, economic, environmental, and cultural factors with which client systems interact. Students learn the fundamental role of social work values and ethics, identify issues of social and economic justice for oppressed and at-risk persons, and develop a professional identity as they engage in social work practice. SW 591 is taken concurrently with SW 501 and SW 592 with SW 502.

Prerequisite: SW 501 and SW 591. Corequisite: Take SW 502.

SW 592I - Field Education Experience II (4)

SW 595 - Fld Ed Exp III: Advanced Prac?Client Systems Concentn (4)

The emphasis of this courses is on enhancing the knowledge and skills learned in the foundation practica and developing advanced competence in work with individuals, families, small groups, communities and organizations. Students work within the political, social, and cultural context of the placement setting, utilizing strengths of these systems for affecting change. Based upon ecological assessment, students differentially select practice theories and intervene in a culturally competent,

ethical manner with systems of various sizes. Issues of social economic justice are placed in both organizational and community contexts and addressed through policy or program development and evaluation. This is accomplished through sixteen hours per week of practicum experience under the supervision of an MSW practicum instructor.

Corequisite: Take SW 504, SW 592, and SW 502.

SW 595I - Fld Ed Exp Iii: Advanced Practice W/?Client Systems Concentn (4)

SW 595IA - International Field Education Experience (2)

SW 595IB - International Field Education Experience (2)

SW 596 - Fld Ed Exp IV: Advanced Practice W/?Client Systems Concentn (4)

The emphasis of these courses is on enhancing the knowledge and skills learned in the foundation practice and developing advanced competence in work with individuals, families, small groups, communities and organizations. Students work within the political, social, and cultural context of the placement setting, utilizing strengths of these systems for affecting change. Based upon ecological assessment, students differentially select practice theories and intervene in a culturally competent, ethical manner with systems of various sizes. Issues of social economic justice are placed in both organizational and community contexts and addressed through policy or program development and evaluation. This is accomplished through sixteen hours per week of practicum experience under the supervision of an MSW practicum instructor.

Prerequisite: SW 504 and SW 595. Corequisite: Take SW 506.

SW 596I - Field Education Experience IV (4)

SW 597I - Fld Ed Exp Iii: Administration in Social?Work Concentration (4)

SW 598I - Fld Ed Exp Iv: Administration in Social Work Concentration (4)

SW 601 - Human Behavior I: Psychosocial Analysis of Human Behavior (3)

This is an introduction to biopsychosocial-spiritual factors important to understanding and assessing human growth, personal development, and behavior over the life span. Focus is on interactions among individuals, families, groups, and the social system, and diverse, vulnerable, and oppressed populations. Normally offered in Fall semester only.

SW 621 - Social Work Perspectives on Psychopathology (3)

This course allows students to identify and develop an understanding of the issues inherent in the study and assessment of individual behavior. As the primary providers of mental health services in the United States, it is imperative that social workers develop knowledge of and skill in using the primary model for assessing and diagnosing mental health disorders, the Diagnostic and Statistical Manual of Mental Disorders 5. The individual diagnostic groupings are addressed within the framework of the DSM 5 classification system. The inclusion of the strengths perspective counters an obvious shortcoming, from the social work perspective, of DSM 5.

Prerequisite: Take SW 601.

SW 625 - Critical Issues in Chemical Dependency (3)

The course provides an overview of the major psychoactive drugs of abuse, the role of drugs in today's society, theories of causation, actions on the central nervous system, and the pharmacology of individual substances. Using systems and strengths perspectives and bio-psychosocial understandings, examines the roles of the individual and society with respect to development of chemical dependence. Addresses intervention with individuals, families and groups; policy issues; prevention efforts, and the relationship to HIV/AIDS.

SW 701 - Social Work Research: Design & Methodology (3)

This course introduces principles and methods of conducting and evaluating social research, the importance of ethical issues related to research, and qualitative and quantitative methodologies. It includes examination of selected literature relevant to issues of social and economic justice, diversity, and systems of various sizes.

SW 702 - Social Work Research: Implement & Analysis (3)

Overview of the role and function of qualitative analyses in addressing research questions and testing hypotheses. Examines approaches to qualitative analysis and the logic behind the application of descriptive and inferential statistical analyses. Examines analytical techniques and the unbiased interpretation of results as they relate to issues of diversity, oppression, and populations at risk. Students learn to use statistical software for processing data and apply theoretical and methodological materials in a required research report. Prerequisite: SW 701.) Students must take both courses with the same professor.

Corequisite: SW 701.

SW 705 - Social Work Thesis (3)

Prerequisite: SW 702.

SW 801 - Introduction to Social Welfare (3)

This first required course in the Social Policy Sequence examines the present social services delivery system, including the profession of social work, and analyzes its historical development in the relevant political and economic contexts. Emphasis is placed on the dynamic relationship between social welfare as an institution and modern industrial/postindustrial society. Included is an introduction to some basic analytical concepts, such as universality and selectivity, institutional and residual, and public and voluntary.

SW 802 - Social Policy Advocacy (3)

This course teaches policy practice skills that enable students to use evidence-based data to frame for intervention social issues that affect the lives of marginalized groups of people and populations-at-risk. Using professional values and ethics and the employment of critical thinking skills as a base, students will

demonstrate their ability to evaluate the effectiveness of culturally competent policy practice interventions.

(Prerequisites: SW 502, SW 503, SW 504, SW 505, SW 591, SW 592, SW 595, SW 601, SW 801, SW 701, SW 702, SW 971.)

Prerequisite: Take SW 801.

SW 901 - P/P Trauma Informed Care (3)

This course will provide a general overview of trauma informed care and approaches to treatment. Biological, psychological, cultural, spiritual, developmental and social components will be discussed. Treatment of both primary and secondary trauma will be explored. Psychiatric diagnoses related to trauma, considerations related to medication use, institutional trauma, interdisciplinary collaboration, and trauma informed research are addressed. Supervision and self-care to prevent vicarious trauma will be highlighted. Prerequisite: SW 900.

Prerequisite: Take SW 900.

SW 908 - Women's Issues and the Practice of Social Work (3)

Women's Issues is an elective course that examines how we as social workers and other direct service professionals can develop a practice perspective that is most suited to building on the strengths and meeting the particular needs of clients who are women. Practical issues and the unique experiences of girls and women of all ages, races, classes, and other diversities will be discussed. Topics specific to women or with distinctive nuances for women such as reproductive rights, sexual assault and domestic violence, addiction for women, mental illness, physical health, wellness, illness, and aging will be examined in relation to social work practice. Students can expect to finish the class with a strong theoretical understanding of gender, women's development, and sexism, as well as having a foundation in the values, ethics, and skills needed to be effective practitioners with girls and women. The class will be hands-on, using interactive methodologies based on real case examples from a variety of social work and other practice settings. Guest speakers with direct practice experience working with women and a variety of teaching approaches will make this a very informative class.

SW 920 - Spiritual and Religious Dimensions of Social Work Practice (3)

This course allows for an in-depth, comprehensive concentration on spirituality and religion in social work services to individuals, families, groups and communities. Reviewing major religious as well as non-religious spiritual practices in the United States and the world, students gain an understanding of the diversity of religious and spiritual traditions that frame clients' lives. Students learn to incorporate an examination of religion and spirituality as part of social work assessment, intervention, and evaluation. Prerequisites: SW-501, SW-591 and SW-601; or SW-500

Prerequisite: SW 501, SW 591, SW 601 or SW 500.

SW 925 - Critical Issues in Racial and Ethnic Experience (3)

SW 933 - Social Work in Healthcare Settings (3)

The objective of this course is to introduce students to the practice of social work in integrated healthcare and to the policies/laws, and organizations, which impact the delivery of social work services in healthcare settings. Students will develop healthcare setting specific skills in engagement, assessment, intervention planning/implementation, and practice evaluation with diverse client systems. Social work practice will be explored in the context of interprofessional team membership, collaboration, case management, advocacy and leadership. Ethical dilemmas will be discussed, emphasizing the role of social work values in healthcare settings such as self-determination, informed consent, confidentiality and social justice for oppressed populations.

SW 940 - Developmental/Physical Disabilities for Social Work (3)

This course examines the life course issues among people with developmental and physical disabilities, including the collaboration of families and community, and the role of social workers and other professionals. It also presents general issues related to service delivery systems, advocacy movements and social policy. The role and responsibility of social work professionals in shaping, delivering and evaluating support services will be considered. The impact of both the physical and social environment on the lives of people with physical disabilities, both lifelong and acquired through trauma, will be addressed. Additional Course Information: Specific areas of discussion will include: early intervention, education and transition services, vocational opportunities,

supports for living in the community, and supports for aging with lifelong/trauma acquired disabilities, while considering the values and assumptions that underlie these interventions. Other topics will include: Medicaid, managed care, entitlements, special education provisions, and specific state and local resources available to people with disabilities and their families.

SW 941 - Concepts and Issues in Gerontology (3)

SW 950 - Independent Study (3)

Prerequisite: QPA of 3.5 is required.

SW 950I - Independent Study - International Study (3)

Prerequisite: QPA of 3.5 required.

SW 965 - Human Sexuality: Issues for Social Work (3)

An overview of the theoretical perspectives on the development process of human sexuality. The course covers the biological, psychological, and sociological aspect of sexual development across the life span including contemporary issues and their implications for social work practice, policy, and research. Particular attention is given to the wide range of beliefs and behaviors related to sexuality. Issues of discrimination and oppression are addressed as they apply to various groups (e.g, gays, lesbians, bisexuals, women, elderly, disabled, etc.) Social work and related literature is examined to assess the ways in which we develop knowledge of human sexuality and the limitations of research regarding sexual issues. Ethical dilemmas related to human sexuality are considered throughout the course.

SW 971 - Ethical Issues in Social Work Practice (3)

This course has been designed to foster sensitivity to ethical concerns and to provide knowledge and experience in ethical decision-making. Students will become familiar with the philosophical base of Social Work ethics and the professional Code of Ethics. Ethical principles and models of ethical decision-making grounded by critical thinking will be presented in relation to case materials reflecting a variety of issues, levels of practice, a diversity of populations, and social justice concerns.

SW 900 - SW Perspective on Trauma: Theory & Prac (3)

Contemporary knowledge about psychological trauma will be analyzed in terms of its relevance for social work. This will include the examination of human responses to stress on a continuum of adaptation and ways in which trauma can impact human development and social functioning. Forces within individuals, families, communities, and institutions that influence clients' abilities to cope with critical events will be explored. Specific populations studied will include crime victims, refugees, veterans of war, and survivors of natural disaster; however the focus will be on the commonality of these groups in their responses to unmanageable stress. Typical diagnoses accompanying trauma (such as PTSD) will be described and the role of psychopharmacology will be touched on. The impact of social attitudes toward victims of trauma will be examined in relation to victims' healing processes; in addition, students will be encouraged to explore their own acceptance of stigmatizing cultural myths. Approaches to treatment, related to general social work practice principles and ethical stances, will be explored. These will include client self-determination, strengths, advocacy, and cultural competency. In addition, the impact of vicarious traumatization on social workers and the development of effective coping strategies will be explored. (Prerequisites: SW 501, SW 591, SW 601, SW 502, SW 592.)

Prerequisite: Take SW 501, SW 502, and SW 591, SW 592, and SW 601.

SW 989 - Intl Prsp Soc & Adm Prct (3)

This course will examine the need for international social work, given the global context and concerns. The course will also examine four perspectives, namely: global perspective, human rights perspective, ecological perspective, and social development perspective, which are crucial for international social work practice. An important requirement of this course will be a study abroad program during spring/summer break, intended to enhance students' understanding of human rights, social, and economic justice issues and social problems, and also the strategies followed in the host country in dealing with such issues. (Prerequisite: SW 601.)

Prerequisite: Take SW 601;

Site Map

Index

