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# 2020-2021 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:

Dr. Yerodin Lucas  
 Interim Director of Equity & Inclusion  
 Title IX Coordinator | 504 Coordinator  
 ylucas@marywood.edu  
 570-340-6042  
 Liberal Arts Center, Room 218

Mr. Ross Novak

Dean of Students Deputy Title IX Coordinator – for Complaints against Students  
rnovak@marywood.edu  
570-348-6246  
Liberal Arts Center, Room 101

Molly Baron  
Director of Human Resources  
Deputy Title IX Director - Human Resources  
mbaron@marywood.edu  
570-340-6053  
Liberal Arts Center, Room 86

Nicole Malloy  
Assistant Director Athletics  
Deputy Title IX Coordinator - Athletic Complaints  
malloy@marywood.edu  
570-340-2489  
Marywood Center for Athletics and Wellness, Room 207

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.

# Accreditations/Approvals

## Accreditations and Approvals

### Regional Accreditations

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

The MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Education Accreditation (CHEA).

The Commission on Higher Education is an independent corporation maintaining a relationship with Middle States Association that 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 U.S. Virgin Islands, and other geographic areas in which accrediting activities are conducted.

### Professional Accreditations

Business and Managerial Science Programs granting the B.B.A. Degrees at the Undergraduate Level and the M.B.A. and M.S. in Management Information System 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, Internship, and Distance Internship Programs in the Nutrition and Dietetics department are accredited by the **Accreditation Council for Education in Nutrition and Dietetics (ACEND)**, 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 Commission on Education for the Physician Assistant**, 12000 Findley Road, Suite 275, Johns Creek, GA 30097. Phone: 1-770-476-1224. Fax: 1-770-476-1738.

The Graduate Art Therapy Program of the Art Department is accredited by the **American Art Therapy Association**, 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**, 8455 Colesville Road, Suite 1000, Silver Spring, MD 20910. Phone: 1-301-589-3300. Fax: 301.589.5175

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: 1-800-498-2071.

The Athletic Training Program is accredited by the **Commission on Accreditation of Athletic Training Education**, 6850 Austin Center Blvd. Suite 100, Austin, TX 78731-3184. Phone: 1-512-733-9700 or 1-844-462-2283.

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. Fax: (202) 887-8476.

Counseling Programs in Elementary Counseling, Secondary School Counseling and Mental Health Counseling are accredited by the **Council for Accreditation of Counseling and Related Educational Programs**, 500 Montgomery Street, Suite 350, Alexandria, VA 22314. Phone: 1-703-535-5990.

Programs for the preparation of elementary, secondary, K-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 Street, NW, Suite 400, Washington, DC 20036. Phone: 1-202-223-0077.

The Master and Baccalaureate 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. Fax: 1-703-683-8099.

The Bachelor of Architecture (B.ARCH.) degree program is accredited by the **National Architectural Accrediting Board**, 1401 H Street NW, Suite 500, Washington, DC 20005. Phone: 1-202-783-2007.

Programs in Art and Design of the Art Department are 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. Fax: 1-703-437-6312.

Programs in Music are accredited by the **National Association of Schools of Music**, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248. Phone: 1-703-437-0700. Fax: 1-703-437-6312.

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.

# 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
<b>Marywood University web address</b>	<a href="http://www.marywood.edu">www.marywood.edu</a>
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
Athletic Training & Exercise Science	570-348-6211 ext.2692
Communication Sciences and Disorders	570-348-6299
MPA Program	570-348-6211, ext. 2932
Nutrition and Dietetics	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 2,800 students; enrollment at the graduate level is approximately 900 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](http://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, 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, IELTS, or the Pearson Test of English (PTE Academic), 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 for International Affairs (OIA) 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 School Official (DSO) 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), the International English Language Testing System, or the Pearson Test of English (PTE Academic). Normally TOEFL scores above 79 on the internet-based test, a band of 6.0 on the IELTS, or a score of 53 on the PTE Academic will be accepted as evidence of mastery. International students must submit TOEFL, IELTS, or PTE Academic 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, 81 on the TOEFL, or 54 on the PTE Academic 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. For most programs, two letters of reference from persons familiar with the student's educational background and work. Doctoral applicants and some additional programs 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.

Students who wish to apply credits from one Marywood University graduate degree program to another may only do so up to one-third of the total credits for the second degree program.

### 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](http://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](http://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](http://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 for 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](http://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 15<sup>th</sup> 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](http://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 March 15<sup>th</sup> 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 and Assistantships**

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-March 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.

**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 Alperin Family Scholarship** was established in 1985 to provide scholarship support to undergraduate and graduate students on the basis of financial need and scholastic achievement. Preference is given to employees or children of employees of the Alperin Companies, Lackawanna County residents, and Northeastern Pennsylvania residents.

**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 undergraduate and graduate students with preference given 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 given to those who maintain employment in an agency that involves work with families in distress.

**The Deceased Members Class of the 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 Endowed Scholarship** was established by members and friends of the class to provide scholarship support for students pursuing their education in undergraduate and graduate study.

**The Marywood University Class of 1959 Endowed 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 Endowed 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 to support graduate students with preference 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 Angela & Pio Ferrario Memorial Endowed Scholarship** was established by Pia Ferrario in memory of her parents. Preference is given to undergraduate and graduate students with financial need.

**Dr. James R. Golden Memorial Scholarship** was established in 1990 by family, friends, and former students of the late Dr. Golden to provide scholarship support to

graduate students with a preference given to students 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 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 graduate 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 undergraduate or graduate 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 or music education 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 L.F. Brands 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 to support 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 given 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 to provide scholarship assistance 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 to graduate and undergraduate students with preference given to students from the Lehigh Valley and/or students majoring in English or Communications.

**The James F. Melody Memorial Scholarship** was established in 2002 to provide assistance to students in the

M.S.W. Degree Program with preference 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 in 2009 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 PA. Her career in the House of Representatives spanned 20 years (including being elected Secretary by her fellow members) until she retired in 1967. Preference is given to worthy graduate or undergraduate 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 Halligan O'Hora, Jr. Endowed Scholarship** was established in 2012 from the estate of the late Thomas and Rosemary Halligan O'Hora '52 to support needy undergraduate and graduate students.

**The Sister M. Johnine O'Neill, IHM Endowed Scholarship** was established by friends and family in 1993. Preference is given to undergraduate or graduate students who are currently employed and wish to further their education.

**The Pearson Scholarship** was established through the Estate of Marie E. Pearson to provide scholarship support 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 to support undergraduate or graduate students with preference given 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 Endowed Scholarship** was established in 2001 to provide scholarship support for undergraduate and graduate students with financial need.

**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 provides scholarship support to graduate students with preference given to those in the M.S.W. Degree Program.

**The Helen M. 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 to graduate students with preference given 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 the School of Business and Global Innovation.

### **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](http://www.fafsa.ed.gov) each year. Students must also complete an electronic Master Promissory Note (eMPN) at [www.studentaid.gov](http://www.studentaid.gov). This information is also available in the financial aid section of the Marywood University website at [www.marywood.edu/fin\\_aid](http://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](http://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**

In compliance with federal laws, financial aid recipients must make satisfactory academic progress each academic year according to standards established by the federal/state governments. Marywood University's Satisfactory Academic Progress Policy is available on the Financial Aid Office website at [http://www.marywood.edu/fin\\_aid/eligibility/academic-progress/](http://www.marywood.edu/fin_aid/eligibility/academic-progress/). Print copies are available in the Financial Aid Office.

**The financial aid information listed in this catalog is current as of 2020. The University reserves the right, based upon changes in federal/state regulations and/or University policy, to revise such information when required or deemed appropriate.**

## **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 50 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](http://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 G-Suite account (Gmail, 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 drop-in lab located in the Learning Commons. Labs are regularly upgraded to provide the latest in computing technology.

Computer lab software includes, but is not limited to:

- Microsoft Office - Word, Excel, PowerPoint (Windows version also includes Access and Publisher)
- Adobe Acrobat Pro
- SPSS statistical software
- Specialized art, business, education, music, and science software

Each lab is supported for printing needs by laser printers or multifunction copiers (there is a small fee to print) that provide high-quality printing for class assignments. All labs are networked via fiber optic cabling to both on-campus services and the Internet. E-mail, web browsing, online library catalogs, bulletin board services, and access to worldwide computer network resources are available to

all regularly enrolled students.

For students who cannot access the computer labs in person, a variety of applications found in the labs can also be used off-campus via an app-virtualization program.

### Services

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

- 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.
- 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](http://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.

## Educational Technology Services

Educational Technology Services 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, Educational Technology Services:

- 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 and best practices regarding online pedagogy.

- Assesses learning management system support and use to maximize effectiveness within the existing resources
- Provides training on campus wide software solutions and processes (GSuite products, Microsoft Office products, the Registration Process, etc.)
- Provides front line technology support through the Marywood Help Desk

### Educational Technology Services features include:

- **Learning Management System (LMS):** Allows faculty to post course content and engage students in the online space. 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. During the 2020-2021 academic year courses will be provided via Moodle OR Brightspace by D2L. Beginning in the 2021-2022 academic year, all courses will be provided via Brightspace by D2L. Educational Technology Services also recommends the Brightspace Pulse mobile app to supplement the Brightspace LMS for on-the-go usage.
- **Bongo (Virtual Classroom/Video Assignments):** A video platform that provides a virtual meeting space for faculty and students to converse live and includes features like screenshare, whiteboard, multi-user whiteboard, polls, chats, and uploaded presentations. The virtual meeting space can also be recorded and shared. Video assignments can be made to provide unique and engaging opportunities. It is compatible with various browsers and devices, including mobile devices.
- **Media/Recording Rooms:** Educational Technology Services has webcams and several different types of microphones available for students and faculty to use in one of our Recording/Production rooms located in the Learning Commons for creation of class assignments.
- **CD/DVD duplication:** We can make copies of non-copyrighted materials for class projects for a small fee.
- **Large-format color poster printing:** Various sizes are 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](mailto: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
  - Educational Technology Services reserves the right to edit the copy

## Fricchione Day Care Center

The Fricchione Early Learning Center, an early learning facility, opened in September 1991 as an integral part of Marywood University. The mission of the Fricchione Early Learning 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 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 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 referral 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 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](http://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.

### Compliance with Title 38 Code of Federal Regulations

Marywood University ("the University") complies with the requirements of Title 38 of the Code of Federal Regulations section 3679(e) in the administration of educational benefits to *covered individuals*. A covered individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill benefits.

The University permits any covered individual to attend or participate in a course of education during the period beginning on the date on which the individual provides to the University a Certificate of Eligibility for entitlement to educational assistance under chapter 31 or 33 and ending on either:

1. The date on which payment from the Department of Veterans' Affairs (VA) is made to the University.
2. 90 days after the date the University certified tuition and fees following the receipt of the Certificate of Eligibility.

A Certificate of Eligibility can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website via e-Benefits, or a VAF 28-1905 form for chapter 31 authorization purposes.

The University will not impose any penalty, including the assessment of late fees, the denial of access to classes, the Learning Commons (Library), or other institutional facilities, and will not require that a covered individual borrow additional funds to meet his or her financial obligations to the University due to the delayed disbursement of funding from the VA under chapter 31 or 33.

## 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](mailto: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 Atlantic East Conference (CSAC), the Landmark Conference and 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, indoor track and field, and volleyball), and ten sports for men (baseball, basketball, cross-country, golf, lacrosse, rugby, soccer, swimming/diving, tennis, and indoor 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, a dance studio, a sand volleyball court, tennis courts, and intercollegiate/intramural athletics fields.

## Counseling/Student Development Center

The Counseling/Student Development Center assists students with many challenges, changes and choices. The Center's professional staff and supervised graduate student interns respond to a spectrum of student needs, from routine information to academic support services to assistance with serious psychological issues. The Center offers confidential individual personal counseling, personal growth groups, psychiatric consultation, and crisis intervention to help students deal effectively with important issues related to their academic and personal growth. The staff is committed to a comprehensive wellness philosophy. Outreach educational sessions to enhance social, emotional, spiritual, intellectual, and vocational health are provided.

## 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 Student Engagement 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 and pertinent submission dates are available on the department website.

### **Student Activities Engagement**

The Student Engagement 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.

## **Campus Ministry**

### **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.

## **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

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

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

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

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

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

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**

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**

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: Jeffrey Johnson, D.M.A.**

## 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: Christine Medley, 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 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 in Florence, Italy 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 Google Drive, Dropbox, 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, jpeg, or PDF file format on Google Drive, Dropbox, CD or original work). 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 campus 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 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	Art Based Research and Assessment	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)**

#### Core Courses (15 semester hours)

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.

#### **“Get Your Master’s with the Masters” M.F.A. low-residency 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](http://www.marywood.edu/art/graduate-programs/mfa/aboutus.html) and contact the Art Department for specific information.

One-third (20 credits) are delivered through independent creative problem-solving experiences and individual strategies for marketing their art. Two-thirds (40 credits) are conducted through lectures, classes, and tutorials.

## 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		
BIOL 598	Special Topics in Biotechnology	1
PSYC 501	Research Methodology	3
PUB 511	Ethics in Management	3
BUS 500+		3
BUS 500+		3
BUS 500+		3
<b>Subtotal:</b>		<b>18</b>

*BUS 500+:* Graduate Business (M.B.A.) courses required  
*BIOL 598:* Science Communication

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
BIOL 540L	Molecular and Cellular Biology?Laboratory	1
BIOL 583	Emerging Medicines and Technologies	3
<b>Subtotal: 15</b>		

#### Science Electives (Choose 2 electives)

BIOL 521	Biochemistry And	3
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
<b>Subtotal: 4-6</b>		

## Criminal Justice

### Department of Social Sciences

**Director: Pat Seffrin, 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;
- 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.

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.

Financial aid, including the opportunity to work closely with program faculty as a graduate assistant, is available.

### Criminal Justice Program

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. No GRE scores are required.

A completed application must include:

- 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.

**Total Credit Hours: 30**

## 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 597	Or Management Project/Internship	3

#### Electives

##### 18 semester hours (choose six courses)

CJ 505	Financial Management	3
CJ 524	Sex, Drugs, and Crime	3
CJ 526	Race, Ethnicity and Criminal Justice	3
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 Life	3
CJ 540	The Constitution & Criminal Justice?Policy	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

*The electives selected must be approved by the Director of Criminal Justice Programs.*

## Professional Writing

### Department of Communication, Language, and Literature

**Graduate Program Director: Lauren Esposito, Ph.D.**

**Program Coordinator of English: Erin Sadlack, Ph.D.**

### About the Program

This Master of Arts program features hands-on learning in professional situations, classroom discussions, and writer workshops that hone students' writing to an advanced level and give graduates a thorough understanding of techniques of writing and persuasion across a variety of media

appropriate to a range of professional settings.

After earning a Master of Arts in Professional Writing, students will be able to:

- Think critically, analyze language thoughtfully, and communicate effectively,
- Create responsibly researched and innovative content,
- Write for a variety of professional situations, from business offices to courtrooms to political rallies to online media, and
- Use their skills ethically as global citizens and understand how writing can be a force in society.

### Degrees/Certificates Offered:

#### Master of Arts in Professional Writing (30 credits)

This degree is offered through two pathways:

- Stand-alone Graduate program
- 4+1 Undergraduate to Graduate 5-year degree

#### Certificate in Professional Writing (12 credits)

### Professional Writing, Master of Arts

#### (30 credits)

This program is comprised of twenty-four credits of coursework and a six-credit capstone achieved either through an internship and portfolio or a Masters thesis. Undergraduates in English or Multimedia Communication or related field may apply for the 4+1 degree option in their third year and begin taking graduate work in the fourth year. Students who have already earned a Bachelors degree who attend the program full-time can complete the Master of Arts degree in one calendar year; students may opt for part-time attendance if continuing to work full-time.

#### Requirements

These classes must be taken at the 500- or 600-level. At least one of them must be taken from courses categorized as “Workplace” and one from those categorized as “Social Justice.”

#### Capstone Experience

Students may choose 1 of 2 capstone experiences:

Substitutions may be granted with permission of the Graduate Director and Program Coordinator/Department Chair.

### 4+1 Program

Students interested in this program should consult the Director for appropriate advising about which courses to take at the undergraduate level and which to reserve for graduate study. Applications for the Master of Arts will be done in the student’s third year. It is recommended that students accepted to the 5-year program complete their undergraduate capstone (ENGL 495) in spring of the third year. Note: if students take ENGL 420, 425, or 440 as part of their undergraduate coursework, they may opt to substitute 500- or 600-level elective courses in place of 520, 525, or 540 to complete the required 24 credits. They must receive approval of the Graduate Director and Program Coordinator/Department Chair.

#### Year 4:

In the fourth year, students will take 12 credits of 500-level work towards the Master of Arts degree. We encourage students to take at least two to three of the required courses (520, 525, or 540) and one to two electives.

#### Sample Year 5:

##### Summer II

ENGL 698A: Internship (if doing Capstone Option 1) (3)

##### Fall

ENGL 600: Professional Writing Theory and Praxis

ENGL 540: Research Methods for Content Creators

One 500-level elective (9)

##### Spring

One 500-level elective

ENGL 698B: Portfolio (Capstone Option 1)

OR

ENGL 699A: Thesis (Capstone Option 2) (6)

##### Summer I

ENGL 699B: Thesis (Capstone Option 2) (3)



## Certificate in Professional Writing

**Students completing the certificate must take:**

Requirements

# 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

### Athletic Training and Exercise Science

The Athletic Training and Exercise Science department fosters learning and growth through exceptional hands-on coursework, laboratory experiences, internships and faculty-led research. The integration of these experiences provides our students with the confidence and skills necessary to being rewarding careers in the allied-health fields or to pursue graduate studies.

### Nutrition and Dietetics

The Department of Nutrition and Dietetics includes several accredited programs, including a Master of Science degree in Nutrition as well as a Master of Science degree in Sports Nutrition and Exercise Science. The overall goal of our graduate nutrition programs is to develop proficient professionals who will be proactive in scholarship and leadership in their respective fields.

### 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.

## Athletic Training

### Master of Science in Athletic Training

#### Overview of the Program

The two-year MSAT program is designed for students who

have completed a baccalaureate degree and wish to earn a Master of Science in Athletic Training. If you have not completed your bachelor's degree or all pre-requisite coursework at the time you apply, you will be able to submit final verification later. Students must have an earned bachelor's degree and complete all pre-requisite coursework by the end of the first summer session or they will not be able to continue in the program.

Applications are accepted through the Athletic Training Centralized Application Service (ATCAS). Review of applications and admissions decisions are made on a rolling basis until the cohort is full.

### Admissions Requirements

1. Bachelor's degree in any discipline.
2. Completed application through [Athletic Training Centralized Application Service \(ATCAS\)](#).
3. Official transcript verification the following undergraduate coursework was completed with a grade of "C" or better:
  - a. Human Anatomy & Physiology (8 credits)
  - b. Biology (4 credits)
  - c. Chemistry (4 credits)
  - d. Physics (4 credits)
  - e. Exercise Physiology (4 credits)
  - f. Kinesiology or Biomechanics (3 credits)
  - g. Nutrition (3 credits)
  - h. Statistics (3 credits)
  - i. General Psychology (3 credits)
4. Personal statement about why you want to be an athletic trainer.
5. 2 letters of recommendation
  - a. 1 must be from an academic advisor or instructor who can speak on your ability to succeed at graduate work.
6. Current certification in Emergency Cardiac Care (ECC) from the list below:

Provider Name	Course Title
American Heart Association	ACLS
American Heart Association	BLS Healthcare Provider
American Red Cross	CPR/AED for the Professional Rescuer
American Safety and Health Institute	BLS
Emergency Care and Safety Institute	Health care Provider CPR
National Safety Council	BLS for Health Care and Professional rescuers

1. 50 hours of clinical observation with a Certified Athletic Trainer- OPTIONAL
2. [Signed Technical Standards Form](#)
3. Interview with program admissions committee

### Curriculum Two Year Program

#### Year One

#### Summer

ATES 510	Concepts in Athletic Training
ATES 520	Emergency Care in Athletic Training
ATES 560	Clinical Education I

#### Fall

ATES 570	Evaluation and Assessment I
ATES 580	Therapeutic Interventions I
ATES 561	Clinical Education II

**Spring**

ATES 571	Evaluation and Assessment II
ATES 581	Therapeutic Interventions II
ATES 530	Research Experience in Athletic Training
ATES 562	Clinical Education III

**Year Two****Summer**

ATES 572	Evaluation and Assessment III
ATES 540	General Medicine and Pharmacology in AT
ATES 563	Clinical Education IV

**Fall**

ATES 550	Clinical Analysis and Prescription
ATES 585	Organization and Administration in AT
ATES 564	Clinical Education V

**Spring**

ATES 590	Capstone in Athletic Training
ATES 565	Clinical Education VI

turn, the consumers benefit from effective and efficient health care services.

The MHSA provides graduate education in health care administration for persons seeking careers in the management and administration of health care facilities/ organizations and other healthcare settings. This degree also provides opportunities for individuals in health services to seek career improvement and development.

The MHSA provides health care managers with a framework for decision-making in the constantly changing health care environment. At the same time the degree provides a background of operational resources for managers in the field.

This program course will enhance the administrative training of students concerned with the provision of health care and the current health care reform. Students' needs and goals are met, bringing the application of management skills from a theoretical model. This degree will be a step in meeting the needs of those professionals currently practicing and also will prepare the health service administrators of tomorrow.

**(36 semester hours)****Core Courses 24 semester hours**

BUS 590	Research Methodology	3
HSA 518	Policy and Program Analysis	3
HSA 520	Introduction to Health Services Administration	3
HSA 532	Legal Aspects Clinical & Health Care Org?Care Organizations	3
HSA 537	Managerial Decision Making in Health?Care Organizations	3
HSA 538	Institutional Budget and Planning	3
HSA 556	Capstone Contribution	3
HSA 597	Management Project	3

**Health Services Administration****Master of Health Services Administration, MHSA****Master of Health Services Administration (MHSA) Program Overview**

A management career in Health Services Administration allows students to gain proficiency in management skills and can improve the delivery of health services in a community. This proficiency contributes to highly successful health care delivery committed to quality. In

**Electives (12 semester hours)**

HSA 511	Ethics in Management	3
HSA 524	Health Care Systems Analysis	3
HSA 525	Health Care Economics	3
HSA 527	Gerontological Services Administration	3
HSA 528	Administration of Long-Term Care	3
HSA 529	Planning Health Care Services for the?Elderly	3
HSA 539	Overview of Managed Care	3

HSA 580	Epidemiology/Environmental Health	3
BUS 570	Marketing and Strategic Planning	3
BUS 541	Organizational Behavior and Development	3
SW 941	Concepts and Issues in Gerontology	3

## Health Services Administration Five-year Degree Option

Advanced standing in Marywood University's graduate Health Services Administration Program is available to qualified majors for a five-year degree option.

The undergraduate Health Services Administration major prepares students for entry-level positions in the health services field. The program provides the knowledge and skills necessary for administrative positions in nursing homes, hospitals, rehabilitation facilities, managed care, and the many other organizations providing health care in American society. A special track focuses upon health care delivery to the elderly. This major integrates courses in the social sciences (36 credits) as well as the liberal arts (43-46 credits). An important program component is an internship in a nursing home, hospital, managed care, public health agency, or other organization during the senior year. Advanced standing is available to qualified majors. Contact the Program Director for more information.

This program will enhance the administrative training of students concerned with the provision of health care and the current health care reform. Students' needs and goals are met, bringing the application of management skills from a theoretical model. This degree will be a step in meeting the needs of those professionals currently practicing and also will prepare the health service administrators of tomorrow.

Students must meet undergraduate core curriculum requirements. See undergraduate catalog or curriculum guides available from the Program Director.

## Physician Assistant

**Director: Abigail Davis**

### Mission

- The Physician Assistant 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 biomedical and clinical knowledge necessary to diagnose, treat, educate, and empower patients in a variety of settings across the lifespan.

- The Program is committed to preparing the student to deal with the changing healthcare environment while promoting the PA profession.
- The Program emphasizes the importance of creating a knowledge community for future PA students to succeed while providing leadership to promote the PA profession within the community.
- The Program acknowledges that patients are more than his or her physical body; therefore, the Program is dedicated to teaching our students to appreciate the patient's spirit in addition to caring for his or her body.
- The Program has an awareness of the need for quality healthcare, both regionally and globally, and the Program prepares each student to undertake the challenges of an ever-changing healthcare environment.

### 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 utilize service opportunities to gain professional experience, enhance their classroom learning, and strengthen their community.
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 family practice, internal medicine, pediatrics, surgery, obstetrics and gynecology, psychiatry, emergency room medicine, and an elective. 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, Addiction Medicine, 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
  - 1 semester of Immunology with lab (if Immunology is unavailable, another 300/400 level science course may be substituted at the discretion of the Program Director)
  - 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, with one letter from a PA-C
- A minimum of 500 documented direct patient care hours
- A minimum of 50 hours shadowing a PA is required
- 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 October 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 Biology/Pre-Physician Assistant Studies upon successful completion of the PA curriculum through Summer & Fall semesters of 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 Physician Assistant Education Association (PAEA) 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 540	Medical Microbiology	1
PA 503	Culturally Competent Medicine and Underserved Populations	2
PA 542	Laboratory Medicine I	1
PA 530	Clinical Medicine I	3
PA 554	Medical Nutrition	1
PA 506	Human Gross Anatomy	2
PA 507	Human Physiology	1

##### Fall

PA 501	Clinical Correlations I	2
PA 511	Clinical Assessment & Diagnosis II	2
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
PA 504	Medical Procedures I	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 563	Professional Practice	2
PA 512	Clinical Assessment and Diagnosis III	2
PA 573	Pediatrics II	1
PA 505	Medical Procedures II	1

#### Year 5 – PA Clinical Phase

##### Summer

PA 600	Clinical Rotation 1	4
PA 601	Clinical Rotation 2	4
PA 602	Clinical Rotation 3	4

##### Fall

PA 603	Clinical Rotation 4	4
PA 604	Clinical Rotation 5	4
PA 605	Clinical Rotation 6	4

##### Spring

PA 606	Clinical Rotation 7	4
PA 607	Clinical Rotation 8	4
PA 608	Clinical Rotation 9	4
PA 609	Clinical Rotation 10	4

## Nutrition and Dietetics

### Nutrition, Athletic Training, and Exercise Science Department

**Chairperson: Jessica Bodzio, M.S., R.D.N., L.D.N.**

#### Mission

The mission of the Department of Nutrition and Dietetics Department 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 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 and sports nutrition/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 and sports nutrition/exercise science.
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 bachelor's degree and have either completed at least 3 credits in chemistry and 6 credits in anatomy and physiology or plan to complete these prerequisites once admitted to the program.. If applicants wish to meet the academic requirements to earn their Registered Dietitian Nutritionist (RDN) credential other prerequisites will be necessary. These vary depending on what the applicant has taken as an undergraduate. The Master of Science (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 and 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
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#### 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 509	Principles of Strength and Conditioning	3
ND 510	Biomechanics	3
ND 513	Exercise and Aging	3
ND 515	Nutrition Assessment	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 574	Exercise Physiology	3
ND 575	Nutrition & Exercise for Weight Management	3
ND 578	Sports Supplement	3
ND 599	Independent Study	3



ND 502, 510 and 574 include a lab component

ND 596: replaces 595A, B, C

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.

Because ND courses are cross listed with Sports Nutrition Exercise Science (SNES) courses, additional courses from the core or electives in the M.S. in SNES 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 (SNES) is where the programs within the department bridge most. Although it is not required, applicants to the program leading to a degree in Sports Nutrition and Exercise Science typically 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 to complete at least 6 credits in of anatomy and physiology, 3 credits in chemistry, and 3 credits in exercise physiology course) either prior or concurrent to beginning the degree. The M.S. in Sports Nutrition and Exercise Science is a 36-credit program requiring 21 credits in core nutrition and exercise science courses, 9 credits in the research sequence, and 6 credits of electives. In addition to the required courses, the candidate must successfully complete and defend an original research project or complete the SNES 596 Capstone Experience. If students decide to do a thesis, they will select a member of the Nutrition and Dietetics or the 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..

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

#### Core Courses (21 semester hours)

SNES 502	Exercise Testing and Nutritional Assessment	3
SNES 510	Biomechanics	3
SNES 549	Sports Nutrition	3
SNES 574	Exercise Physiology	3
SNES 578	Sports Supplements	3

SNES 581	The Energy Nutrients and Alcohol	3
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SNES 582	Advanced Nutrition Vitamins and Minerals	3
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SNES 502, 510 and 574 include a lab component

#### Research Sequence (9 semester hours)

SNES 590	Research Methodology	3
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SNES 591	Statistical Analysis	3
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SNES 595A	Research Thesis	1
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SNES 595B	Research Thesis	1
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SNES 595C	Research Thesis	1
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#### Non-Thesis

SNES 596	Capstone Experience	3
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SNES 596: replaces 595A, B, C

#### Electives (6 semester hours)

SNES 503	Endocrine Disorders, Nutrition and Exerc	3
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SNES 509	Principles of Strength & Conditioning	3
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SNES 513	Exercise and Aging	3
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SNES 523	Immunology, Exercise & Nutrition	3
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SNES 525	Clinical Nutrition: Pharmacology and Fluid-Electrolyte Balance	3
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SNES 575	Nutrition & Exercise for Weight Management	3
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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.

Because SNES courses are cross listed with ND courses, additional courses from the core or electives in the M.S. in ND 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.

## 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% of program students complete program/degree requirements within 33 months (150% of the program length).

#### One-year post completion

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

**1c.** Of graduates who seek employment 70% are employed in nutrition and dietetics or related fields within 12 months of graduation.

#### Over a three-year period

**1d.** The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%.

**1e.** On the three-year post program survey, at least 80% 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.

**1f.** On the three-year post program survey, at least 40% of program graduates who respond will indicate they have become a preceptor or mentor dietetic students or interns.

### 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% 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.** 85% of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.

**One-year post completion**

**2c.** On the one-year post completion survey, at least 80% 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% 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.

**Admission to the Dietetic Internship**

Students who have completed a Didactic Program in Dietetics (DPD) 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.

**Pre-selection Options**

Marywood offers pre-selection options for those who qualify. This pre-select application process allows current

Marywood DPD students to seamlessly complete their DPD requirements and then transition into the MUDDI program. Undergraduate Marywood students accepted through this pre-select option complete their a Bachelors in Science and Masters in Science degrees as well as their DPD and DI Verification Statements in an accelerated way allowing them to take the RDN exam in 5 years. Graduate Marywood students accepted through this pre-select option complete their Masters in Science degree as well as their DPD and DI Verification Statements allowing them to take the RDN exam in 4 years. Students accepted through this pre-select entry would also have the option of completing their MUDDI program requirements through either the distance or the onsite track.

Qualified students who apply to the MUDDI program from a DPD program other than Marywood's, apply through the Dietetic Internship Centralized Application System (DICAS). The MUDDI participates in DICAS during the spring computer matching process only, which takes place in April.

Students must register for this online at: [www.dnndigital.com](http://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](http://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](mailto: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](http://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 administrated 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 560	Biochemistry of Nutrition & Exercise	3
ND 582	Advanced Nutrition Vitamins and Minerals	3

#### Spring Semester Year 1 – 6 credits

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

#### Summer Sessions – 7.5 credits

ND 515	Nutrition Assessment	3
	Or	
ND 530	Health Promotion	3
ND 565	Supervised Practice: Community Nutrition	4
ND 537	Entrepreneurship in N & D	3

#### Fall Semester Year 2 – 7.5 credits

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

#### Spring Semester Year 2 – 9 credits

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

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

## 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 (NAMP) 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 506	Stdnt Acdmc Crer Dvlpmt Schl Coun	3
COUN 518	Foundational Counseling Techniques	3
COUN 525	Theories of Counseling	3
COUN 530	Ethics/Professional Conduct for Counselors	3
COUN 532	Multicultural Issues for Prof Coun?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 Theory	3
EDUC 561	Methods Materials and Assessment in ESL?Teaching Esl	3
COUN 514	Human Development	3

*COUN 518, COUN 530 and COUN 544: "B" grade required*

##### 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 584	Marriage, Couples, and Family Counseling	3
COUN 598	Special Topics	3	COUN 582	Addictions Counseling?Alcohol	3
Fieldwork Courses (6 semester hours)			Fieldwork Courses (6 semester hours)		
COUN 500	Field Placement Prep	0	COUN 500	Field Placement Prep	0
COUN 522	Pract: PK-12 Sch Coun (Group Supervisn)	3	COUN 545	Pract: Clin Ment Hlth Coun (Grp Superv)?Counseling/Mental Health	3
COUN 522A	Pract: PK-12 Sch Coun (Indiv Supervisn)	0	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
COUN 522B	Pract: PK-12 Sch Coun (Indiv Supervisn)	0		Or	
	Or		COUN 545C	Pract: Clin Ment Hlth Coun (Ind Superv)?Supervision	3
COUN 522C	Pract: PK-12 Sch Coun (Indiv Supervisn)	0		Or	
	Or		COUN 545D	Applied Practice II - Secondary School?Counseling	3
COUN 522D		0	COUN 553	Internship in Clinical Mental Health?Counseling	0
COUN 560	Internship PreK-12 School Counsel	3	<i>COUN 545, COUN 545A, COUN 545B, COUN 545C and COUN 545D: "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 Conduct for Counselors	3
COUN 532	Multicultural Issues for Prof Coun?Professionals	3
COUN 543	Group Process in Counseling	3
COUN 544	Advanced Counseling Techniques	3
COUN 561	Assessment and Testing for Counseling	3
COUN 531		3

*COUN 518, COUN 530 and COUN 544: "B" grade required*

#### Specialization Courses (12 semester hours)

COUN 507	Prin & Pract/Clinical Ment Health Coun?Mental Health Counseling	3
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### 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)	3

	Or		
COUN 545	Pract: Clin Ment Hlth Coun (Grp Superv)?Counseling/Mental Health	3	
COUN 553	Internship in Clinical Mental Health?Counseling	0	
	Or		
COUN 560	Internship PreK-12 School Counsel	3	

*Certain courses (i.e., Practicum) are not available during summer sessions. Some courses (i.e., COUN 533) 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 and the Fieldwork Coordinator.*

## 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.

<b>Core Courses (21 semester hours)</b>			
PSYC 503	Research Methods and Statistics I		3
PSYC 504			3
PSYC 508	Biological Bases of Behavior		3
PSYC 514	Human Development		3
	Or		
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		3
	Or		
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		3
	Or		
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
	Or		
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*.

## School Psychology Educational Specialist (Ed.S.) Degree Program (75 credits)

The Marywood University Educational Specialist (Ed.S.) Program in School Psychology is interdisciplinary in nature and is intended for students who seek state certification as a Pre-K-12, school psychologist. The Ed.S. degree program is designed as a 75-credit graduate program for students who wish to work in schools or related agencies.

The program is competency-based and aims to train professionals who can provide the wide range of services expected of school psychologists. Emphasis throughout the program is on realistic integration of didactic instruction and experiential learning, with the candidate expected to demonstrate continual progress toward independent professional functioning. Students may enter the program post-baccalaureate or post-master's degree.

Students will follow an integrated and sequential course of study, beginning post-baccalaureate, earn a Master of Arts degree in psychology, complete the Educational Specialist degree, and then are recommended for state certification. The Ed.S. degree program is fully approved by the Pennsylvania Department of Education, and follows guidelines for School Psychology training as set forth by the National Association of School Psychologists (NASP) and Pennsylvania Department of Education (PDE) standards.

Those seeking entrance post-baccalaureate, earn a Master of Arts degree in Psychology upon completion of 45 credit hours and other degree requirements for the General Theoretical concentration. Applicants seeking admission post-master's degree should expect to complete a minimum of 30 graduate credits. The applicability of prior graduate coursework will be evaluated in writing by the

director of the program, including a 1,200-hour internship, within three academic years. Part-time students, entering post-baccalaureate, are expected to complete the program and internship hours within five years.

**Educational Specialist in School Psychology Program Admission Requirements**

1. A bachelor’s or master’s degree in a related area.
2. All undergraduate and graduate transcripts (minimum cumulative GPA of 3.25).
3. GRE (within the past five years).
4. A personal statement citing the applicant’s reasons for entering the profession of school psychology and giving an estimate of potential for success in the field. Include a resume of the applicant’s professional experience (if any).
5. A personal interview with the school psychology program committee.
6. All application material must be received by the application deadline (January 15th).

Those admitted to the program are expected to demonstrate continued professional growth. The progress of each candidate is reviewed yearly.

Each School Psychology student is required to complete the following course of studies. To be recommended for certification, a student must also pass the Praxis II (School Psychology) standardized examinations. Note: Program requirements and curricula are subject to change, pending Pennsylvania Department of Education and NASP Training Standards.

**I.**

**HUMAN BEHAVIOR AND DEVELOPMENT (15 semester hours)**

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 523	Contemporary Learning Theories	3

**II.**

**NATURE AND PSYCHOLOGY OF EXCEPTIONALITY (9 semester hours)**

PSYC 532	Child Psychopathology	3
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SPED 507	Characteristics of Students with Disabilities	3
SPED 511	Curriculum Adaptations for the Special-Needs Learner	3

**III.**

**ASSESSMENT PRINCIPLES AND TECHNIQUES (15 semester hours)**

PSYC 561	Introduction to Psychological Testing	3
PSYC 562	Cognitive Assessment	3
PSYC 563	Assessment of Learning	3
PSYC 581	Socio-Emotional Assessment of Children and Adolescents	3
EDUC 561	Methods Materials and Assessment in ESL Teaching	3

**IV.**

**INTERVENTION PRINCIPLES AND TECHNIQUES (12 semester hours)**

COUN 518	Foundational Counseling Techniques	3
COUN 532	Multicultural Issues for Prof Coun Professionals	3
PSYC 585	Family-School Interventions	3
PSYC 539	Behavior Management Approaches	3
SPED 539	Behavior Management Approaches	3

**V.**

**SCHOOL PSYCHOLOGY PROFESSIONAL PRACTICE (15 semester hours)**

PSYC 551A	School Psychology Law & Ethics (seminar I)	3
PSYC 552A	School-Based Consultation Methods (seminar II)	3
PSYC 549A	School Psychology Practicum	1
PSYC 549B	School Psychology Internship	1
PSYC 549C	School Psychology Internship	1

**VI.**

**CURRICULUM AND ORGANIZATION IN EDUCATION (3 semester hours)**

PSYC 547A	Introduction to School Psychology	3
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**VII.****RESEARCH AND STATISTICS (6 semester hours)**

PSYC 503	Research Methods and Statistics I	3
PSYC 504	Research Methods and Statistics II	3
PSYC 555	Professional Contribution Or	0
PSYC 554A	Master's Thesis Preparation	3
PSYC 554B	Master's Thesis Preparation And	0
PSYC 556	Master's Thesis	3

**Transfer Credits**

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 within the preceding five years. The Director of School Psychology must approve all transfer credits. The following criteria must also be met:

- The student has attained Full Acceptance Status in the program.
- The student has provided a syllabus of the proposed transfer course.
- The student has provided an official transcript showing an earned grade of “B” level or above in the course(s) to be transferred. Grades lower than “B” are not transferable.
- The student completed the transfer courses in the past five years prior to making this request.
- The student met with his/her academic advisor who will make a recommendation of approval of transfer.

Transfer students applying at the master’s level must complete 75 percent of the required coursework for the master’s degree through Marywood University.

Transfer students applying at the Ed.S. level can transfer a maximum of nine graduate credits of the required coursework for the Ed.S. degree through Marywood University. Transfer credits will not be applied to the following courses:

- PSYC 549A Practicum
- PSYC 549B Internship
- PSYC 549C Internship

PSYC 551 School Psychology Law and Ethics

PSYC 562 Cognitive Assessment

PSYC 563 Assessment of Learning

PSYC 581 Socio-Emotional Assessment of Children and Adolescents

Final written approval is made by the Director of School Psychology with copies of the final determination placed in the student's file and emailed to the student.

**Course Sequence**

Upon entering the Educational Specialist Program post-baccalaureate, students work to complete the requirements of the Master of Arts Degree in General Theoretical Psychology and gradually enroll in courses specific to the school psychology certification. The M.A. degree is earned after completion of 48 core-credits and a professional contribution or Thesis (see General Theoretical Concentration). Afterwards, students continue to enroll in courses, university-based practica, and internship specific to satisfying requirements for an Educational Specialist degree.

**Internship Guidelines**

PSYC 549A Practicum is completed the semester immediately prior to the field-based internship experience (PSYC 549B, PSYC 549C). Students who do not enroll in PSYC 549B the semester immediately following PSYC 549A are required to retake PSYC 549A during the regular schedule in the upcoming academic year. Students earning a grade C+ or lower in PSYC 549A are ineligible to begin the 1,200 hour field-based internship the following semester and a Corrective Action Plan will be automatically developed.

The Director of the School Psychology program provides guidance in students’ selection of field-based internship sites (PSYC 549B, PSYC 549C). Field-based internships sites must be approved by the Director of the School Psychology Program prior to mailing of the memorandum of understanding to the site. To be eligible for the internship experience, the student must have successfully completed all coursework requirements (including PC/Thesis) and been awarded a master’s degree. The 1,200 hour internship is completed on a full-time basis over the course of one academic year. The internship experience begins only in the fall semester. Students are not permitted to complete the internship experience at a site where they attended school, are/were employed, and/or are a relative or friend to a site stakeholder.

## Doctoral Program in Clinical Psychology, Psy.D.

### **(117 total credits)**

Marywood University's APA-accredited\* doctoral program in clinical psychology prepares students to provide evidence-based and culturally-sensitive clinical services to diverse populations.

\*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 help students advance from novice to the early stages of competent clinician status in research ethical and legal standards; individual and cultural diversity; professional values and attitudes; communication and interpersonal skills; assessment; intervention supervision; and, consultation and interprofessional/interdisciplinary skills.
3. 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.

### **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.

The program is full-time, with required coursework during the first two traditional academic semesters and required first summer PSC practica. We generally admit 10-12 students annually at the post-bachelor's level. These students are in residence for 4 years prior to internship and are also awarded a master's degree (M.A. in Psychology, Clinical Services) upon degree requirement completion, typically after their second year.

### **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, a current curriculum vitae, 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 5 years) is required.

### **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 50<sup>th</sup> 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 5 years. The Director of Clinical Training must approve all transfer credits.

### **Admission Post-Master's**

Typically, two students are accepted annually for post-master's admission to the Psy.D. program, to join the third-year cohort. Students must have completed their degrees no more than 5 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 Degree Comprehensive Exam, 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 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	3
	Or	
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	3
	Or	
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.

The Psy.D. program is full-time, with required coursework scheduled during daytime and evening hours within the traditional two academic semesters (fall, spring). In addition, 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 two-semester community-based practica in their third and fourth years 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](http://www.nationalregister.org).

### Comprehensive Examination

Upon completion of the master’s foundational core courses (21 credits), students are required to pass the Comprehensive Examination in the Summer of their second year. This exam consists of questions from each of the seven core courses. Successful completion of the Comprehensive Examination is required 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 564A	Summer PSC Practicum	0
PSYC 564B	Summer PSC 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	3



	Personality and Psychopathology Practicum II	3
YEAR 3		
Fall Semester (14.5 credits)		
PSYC 611	Advanced Statistical Analysis I	3
PSYC 660		1.5
PSYC 706	Supervision and Consultation Seminar	1.5
PSYC 805		3
PSYC 851	Geriatric Assessment Practicum	1.5
PSYC 880A	Community Practicum I	3
PSYC 895	Dissertation	3
Spring Semester (10 credits)		
PSYC 802	Marital and Family Therapy	3
PSYC 880B	Community Practicum I	1.5
PSYC 801	Advanced Psychopharmacology	3
PSYC 895	Dissertation	3
YEAR 4		
Fall Semester (11 credits)		
PSYC 660		1.5
PSYC 870	Supervision Training Practm I	3
PSYC 881A	Community Practicum II	2
PSYC 895	Dissertation	3
Spring Semester (11 credits)		
PSYC 871	Supervision Training Practem II	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: TBD

## 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 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	Soc Work Rsrch: Implementation/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 Concentn	4
SW 596	Fld Ed Exp IV: Advanced Practice W/?Client Systems Concentn	4

SW 802	Social Policy Advocacy	3
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**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 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 Master of Science education program in Speech-Language Pathology at Marywood University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 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 (5 semesters); 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 (7 semesters).

#### **Program Admission and Matriculation Requirements**

1. A minimum SAT score of 1120 (M & V) is required for admission to the program (Pre-Professional Phase). An ACT score of a minimum of 23 will also be acceptable in lieu of the SAT. Enrollment is limited in any given academic year due to ASHA accreditation guidelines.

2. 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.

3. 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.

4. 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-.

5. 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. 17) for a CSD Transition Application to the Professional Phase and the due date for completion.

6. 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.

7. 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.

8. 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
<b>Subtotal: 29</b>	

*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)
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: (33 UG credits)

Fall 1	
CSD 163	2
CSD 164	3



BIOL 130	3
PHIL 113	3
ENGL 160	3
PSYC 211	3
<b>Subtotal: 17</b>	

**5 UG CSD & 12 LA**

Spring 1	
CSD 166	4
CSD 261	3
PSYC 251	3
RST 112	3
ENGL 180	3
<b>Subtotal: 16</b>	

**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 Foreign Language	3
PHYS OR CHEM Or ASTR Or ENVS Physical Science	3
<b>Subtotal: 17</b>	

**11 UG CSD & 6 LA***PHYS OR CHEM: Required for ASHA*

Spring 2	
CSD 270	2
CSD 271	3
CSD 266	3
CSD 242	3
Or	
LA General Elective	3
PHIL 315	3
Or	
PHIL 404	3
FL Foreign Language	3
<b>Subtotal: 17</b>	

**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**LA General Elective: Educ PSYC required for Teacher**Certification*

## Summer 1 (Session I)

ENGL	Upper Level English	3
LA	General Elective	3
<b>Subtotal: 6</b>		

**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
<b>Subtotal: 18</b>	

**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
<b>Subtotal: 16</b>	

**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 Sp-Lang Path	2
CSD 505	Augmentative and Alternative?Communication Systems	3
<b>Subtotal: 5</b>		

**5 GRAD CSD**

Summer 2 (Session II)	
CSD 468A	2
	<b>Subtotal: 2</b>

## 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 114 credits have been earned. The undergraduate degree can be granted with 120 credits, provided that a student completes an additional semester of six 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, six 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: (44 CSD graduate credits for five-year students; 49 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 504	Lang Learn Disorders Schl Aged Chld/Adol?Disabilities in Child & Adol	4
CSD 506P	Diag Tests/Meas & Scient Clinical Writ	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
CSD 510	Communication Disorders in High-Risk?Infants, Toddlers, Preschool	4
CSD 508	Fluency Disorders	2
	<b>Subtotal: 15-16</b>	

***CSD graduate credits for students completing five-year program 15***

***CSD graduate credits for two-year graduate students\* 16 CSD 518P***

## 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 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
CSD 515	Dysphagia	3
	<b>Subtotal: 15-17</b>	

## ***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
EDUC 523	Seminar: Psychology of Education	3
EDUC 561	Methods Materials and Assessment in ESL?Teaching Esl	3
	<b>Subtotal: 2-7</b>	

***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)\* 7*

*EDUC credits if pursuing Teacher Certification and not already completed 3-9*

*EDUC 502, 523, 561: 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
<b>Subtotal: 10-12</b>		

*CSD graduate credits depending on semester where CSD 521 and 522 are taken 10-12*

*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 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 513	Comm Dis/TBI, Right Hem, Neuro Cog?Hemisphere Dysfunction, and Neuro?Cognitive Disorders	3
CSD 519I	Clinical Internship in Speech-Language?Pathology	3
<b>Subtotal: 8</b>		

*CSD graduate credits*

Spring V Graduate

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

**Subtotal: 3-12**

**CSD graduate credit 3**

**OR**

**EDUC graduate credits 12**

*EDUC 597: Required for Teacher Certification*

*EDUC 597: EDUC 597 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 60 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 (60 graduate credits)**

In addition to completing a minimum of 60 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.

EDUC 561	Methods Materials and Assessment in ESL?Teaching Esl	3
EDUC 597	CSD Student Teaching Clinical Internshp	12

**Required Clinical Practicum**

**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**

**The Teacher Certification track is undertaken in addition to earning the master’s degree in Speech-Language Pathology (approximately 24 credits)**

Only matriculated CSD graduate students are eligible for this post-baccalaureate 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

# College of Professional Studies

**Dean: Jim Sullivan, AIA**

## Mission Statement

The mission of the College of Professional Studies is to educate undergraduate, graduate, and doctoral students in the disciplines and associated practices of the College's programs through intellectually and creatively challenging educational experiences, an inclusive and respectful learning environment, and the promotion of service and scholarship by students and faculty. This mission aspires to engender professionals who pursue their careers with a commitment to expertise, ethics, and empathy in an interconnected world.

## Areas of Study

### School of Architecture

The School, comprised of architecture and interior architecture programs, teaches ways of making and thinking that enable students to do good in the world through design work. The School offers the Master of Interior Architecture (M.I.A.). This post-professional degree focuses on the advanced study of design strategies, history, theories, and technologies for the adaptive reuse of existing buildings and their interiors. Current trends in architectural design practice ensure that the imaginative reuse of existing buildings is, and will continue to be, the primary focus of our discipline for the foreseeable future.

### School of Business and Global Innovation

The School is committed to improving the world by inspiring and equipping students to acquire and develop leadership competencies to meet the dynamic challenges of a knowledge-based global society, and by nurturing values conducive to ethical and socially responsible behavior and business practices. The School offers programs in Master of Business Administration (MBA), Master of Science in Management Information Systems (MS-MIS), and Master of Science in Financial Information Systems (MS-FIS). All programs in the School of Business and Global Innovation are fully accredited by the Accreditation Council for Business Schools and Programs.

### School of Education

The School prepares teachers to make a significant, positive, and educational impact on the lives of PK-12 learners. Our programs offer diverse field placement opportunities in various educational settings, so graduates

can apply theory to practice. The School offers a Master of Arts in Teaching and numerous Master of Science degrees and Certification programs. All programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP), having met the NCATE (National Council for the Accreditation of Teacher Education) standards.

### Ph.D. in Administration and Leadership

With a strong emphasis on research, the Ph.D. program challenges students to develop their administrative and leadership roles in public, non-profit, or corporate organizations. Students develop a mastery of the administrative and leadership competencies necessary to advance the careers of professionals working in business, education, health care, and social services organizations. Through a cross-disciplinary approach, students are prepared to meet the challenges of the 21st century by applying their knowledge of ethical administrative and leadership skills to an increasingly interdependent world.

# School of Architecture

**Director: James Eckler**

## Mission Statement

The mission of the School of Architecture is to educate a new generation of architects and interior architects who engage the world passionately and intelligently. As a professional school in a liberal arts university, we endeavor to contextualize a rigorous studio-based curriculum within an educational environment that encourages critical thinking, collaboration, and speculation.

From interior objects to urban environments, we value architecture as a disciplined practice, which we define as a medium through which the world is engaged at a range of scales with conceptual and formal clarity, disciplinary awareness, social agency, and material speculation. We believe that architecture offers ways of making and thinking that enable architects and interior architects to do good in the world through their design work. Our shared values enable differences between and among our programs to become opportunities for productive exchange, collaboration, and growth.

## Architecture Degree

### Master of Interior Architecture, M.I.A.

The School of Architecture offers the Master of Interior Architecture (M.I.A.). This post-professional degree focuses on the advanced study of design strategies, history, theories, and technologies for the adaptive reuse of buildings and their interiors. Current trends in architectural design practice ensure that the imaginative reuse of existing buildings is, and will continue to be, the primary focus of our discipline for the foreseeable future.

The M.I.A. program at Marywood University is one of a limited number of graduate Interior Architecture programs in the United States that is fully integrated into a School of Architecture and its associate architecture program. Consequently, students are exposed to experimental pedagogies and techniques for creative project explorations.

This 60-credit degree is available to students who have completed a four-year baccalaureate degree in Architecture, Interior Architecture, or Interior Design from an accredited NASAD, CIDA, or NAAB program. The

degree is intended for those who wish to pursue advanced post-professional studies in Interior Architecture. A specialized track for students who have completed a four- or five-year baccalaureate degree from another discipline may be developed on a case-by-case basis.

Students applying with a Bachelor's of Interior Architecture from the Marywood University School of Architecture will receive advanced standing of 6 credits corresponding to one studio. Students from other programs may be considered for advanced standing on a case-by-case basis.

The M.I.A. program is a full-time program consisting of a sequential four-semester, 60-credit course of study (Fall-1: 15 credits; Spring-1: 15 credits; Fall-2: 15 credits; Spring-2: 15 credits).

### Accreditation

Marywood University is accredited by the National Association of Schools of Art and Design (NASAD).

## Master of Interior Architecture, M.I.A.

### Course of Study with Advanced Standing (54 credits)

#### Year 1

##### Fall (15 credits)

ARCH 453	History & Theories of Urban Form	3
IARC 511	Principles of Adaptive Reuse	3
IARC 515	Representation in Adap Reuse of Interior	3
IARC 611	Grad Studio I: Frml & Sptl Attds of Adap	6

##### Spring (15 credits)

IARC 517	Strategies/Theories of Adaptive Reuse	3
IARC 522A	Materials and Methods	3
IARC 621	Grad Studio Ii: Urbn/Cmmnty Cntxts Adptv	6
IARC 5XX	Program Elective	3

#### Year 2

##### Fall (15 credits)

IARC 513	Thesis Research	3
IARC 518	Advanced Hybrid Craft	3
IARC 521	Advanced Lighting Design	3

Spring (15 credits)		
IARC 525	Thesis Documentation	3
IARC 631	Master's Research Project Grad Studio	6
IARC 5XX	Program Elective	3
IARC 5XX	Program Elective	3

### Typical Course of Study (60 credits)

#### Year 1

Fall (15 credits)		
IARC 410A	Interior Architecture Studio VII	6
ARCH 453	History & Theories of Urban Form	3
IARC 511	Principles of Adaptive Reuse	3
IARC 515	Representation in Adap Reuse of Interior	3

Spring (15 credits)		
IARC 517	Strategies/Theories of Adaptive Reuse	3
IARC 522A	Materials and Methods	3
IARC 621	Grad Studio Ii: Urbn/Cmmnty Cntxts Adptv	6
IARC 5XX	Program Elective	3

#### Year 2

Fall (15 credits)		
IARC 513	Thesis Research	3
IARC 518	Advanced Hybrid Craft	3
IARC 521	Advanced Lighting Design	3
IARC 611	Grad Studio I: Frml & Sptl Attds of Adap	6

Spring (15 credits)		
IARC 525	Thesis Documentation	3
IARC 631	Master's Research Project Grad Studio	6
IARC 5XX	Program Elective	3
IARC 5XX	Program Elective	3

### Application Requirements

Applicants for graduate study in Interior Architecture must meet the general requirements for admission to the University.

In addition, applicants must submit and/or satisfy the following:

1. A Statement of Purpose, 150-200 words in length.
2. Three letters of recommendation (only one of which

may be from a Marywood University faculty member).

3. If requested, a personal interview with the School's Graduate Admissions Committee.
  4. A portfolio of design projects, with narrative descriptions, submitted no later than one month before the last official registration date. The School's Graduate Admissions Committee will evaluate the portfolio for its diversity of project types, the complexity of programs resolved, and the quality of visual and written presentation and communication. The purpose of this review is to determine if the student is suitably prepared to meet the rigors of advanced professional study.
  5. Any applicant who, in the judgment of the School's Graduate Admissions Committee, lacks adequate undergraduate preparation to pursue this degree program, will be required to take additional coursework, thereby extending the program completion period beyond one year. The extent and nature of this coursework will be determined by the Graduate Admissions Committee after reviewing all required application materials.
  6. For students holding a Marywood undergraduate degree in the discipline, a minimum QPA of 3.0 (or "B") is required for admission to the program. For those holding undergraduate degrees from other institutions, a minimum overall QPA of 3.0 (or "B") is expected. Individuals who do not meet this minimum QPA requirement (or other requirements) but demonstrate outstanding or unusual qualifications that promise significant contributions to the program may request special consideration through the Director of the School of Architecture.
1. A Statement of Purpose, 150-200 words in length.
  2. Three letters of recommendation (only one of which may be from a Marywood University faculty member).
  3. If requested, a personal interview with the School's Graduate Admissions Committee.
  4. A portfolio of design projects, with narrative descriptions, submitted no later than one month before the last official registration date. The School's Graduate Admissions Committee will evaluate the portfolio for its diversity of project types, the complexity of programs resolved, and the quality of visual and written presentation and communication.

The purpose of this review is to determine if the student is suitably prepared to meet the rigors of advanced professional study.

5. Any applicant who, in the judgment of the School's Graduate Admissions Committee, lacks adequate undergraduate preparation to pursue this degree program, will be required to take additional coursework, thereby extending the program completion period beyond one year. The extent and nature of this coursework will be determined by the Graduate Admissions Committee after reviewing all required application materials.
6. For students holding a Marywood undergraduate degree in the discipline, a minimum QPA of 3.0 (or "B") is required for admission to the program. For those holding undergraduate degrees from other institutions, a minimum overall QPA of 3.0 (or "B") is expected. Individuals who do not meet this minimum QPA requirement (or other requirements) but demonstrate outstanding or unusual qualifications that promise significant contributions to the program may request special consideration through the Director of the School of Architecture.



# School of Business and Global Innovation

**Executive Director: Christopher Speicher, Ph.D.**

## Mission Statement

The School of Business and Global Innovation at Marywood University is committed to improving the world by inspiring and equipping students with leadership competencies to meet the dynamic challenges of a knowledge-based global society and by nurturing values conducive to ethical and socially responsible behavior. Our educational programs promote academic excellence and scholarship through applied, experiential learning that emphasizes entrepreneurial solutions to business problems and that fosters strong leadership qualities of integrity, accountability, and a disciplined work ethic in service to others.

## Accreditation

The School of Business and Global Innovation (SBGI) is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

## School of Business and Global Innovation Graduate Programs

### Master of Business Administration (MBA)

### Master of Science in Management Information Systems (MS-MIS)

### Master of Science in Financial Information Systems (MS-FIS)

The Master of Business Administration degree provides the student with a common body of knowledge in business administration via the required core courses and undergraduate prerequisites for the degree. Students must take 36 credit hours of graduate level courses. Prerequisites include: Accounting Concepts, Business Economics, Computer Technologies for Management, Financial Tools, Managerial Concepts, Marketing and Sales Concepts, Legal Environment of Business, and Business Statistics. Those who do not have the needed undergraduate credits may be able to fulfill the requirements through equivalency exams (DSST and/or CLEP) or through one-credit modules offered by the Business faculty. For further information, contact the School's Executive Director. In addition, if a student is pursuing the MBA degree in Management Information Systems, prerequisites also include two programming languages.

The Master of Science degree programs are designed to

prepare candidates for career advancement by providing the graduate student with an area of specialization in Management Information Systems or Financial Information Systems. Students seeking the M.S. degree in Management Information Systems or Financial Information Systems will have to satisfy the Common Professional Component (CPC) through the one-credit modules offered in the MBA program, or take the DSST and/or CLEP exams and achieve a satisfactory score. In addition, prerequisites for Management Information Systems also include two programming languages.

## General Requirements

Scores on the Graduate Management Admission Test (GMAT) are encouraged to be submitted as part of the application for admission, but they are not required.

Students are required to file an application for degree candidacy after completing twelve graduate business credits in addition to the undergraduate prerequisites specified on their letters of admission. A final comprehensive examination must be passed prior to conferral of degree.

## Areas of Concentration

### Finance and Investment

The area of concentration in Finance and Investment is designed to (1) provide a working understanding of the financial decision-making process in profit and nonprofit organizations and (2) introduce the candidates to the functions of the financial market. This concentration is for career-oriented students in commercial and investment banking, corporate planning and treasury functions, and short-range and long-range domestic and international financial planning. Financial tools and techniques in acquisitions, divestments, and investment analysis for domestic and overseas operations are some of the skills provided by this area of concentration.

### General Management

The area of concentration in General Management is designed to provide professional preparation for careers in middle- and upper-level management. In addition, it further develops the abilities of those currently employed in these positions by providing them with current trends in the field of management. Case studies are utilized to develop analytical and problem solving competencies in the various functional areas of business and in their

interdependencies. Courses in this area may cover Human Resources Management, Production Management: Quality Approaches, Labor Relations and Collective Bargaining, Management of International Business Organizations, etc.

**Management Information Systems**

The area of Management Information Systems promotes the development of vital competencies appropriate to professional management in the field of information science. It prepares the candidate for the evaluation, development, and deployment of information systems within and across organizations. The student develops skills in evaluating existing systems and in designing and implementing strategies to harness the power of information technologies and information systems to bring about improvement in business situations. Students are asked to select four courses in this area of concentration. Possible course selections include: Systems Analysis and Design; Database Management Systems, Accounting Information Systems, Managing an Organization in the Marketplace, Business Intelligence, Data Mining and Warehousing, etc.

**Business Degrees**

**Master of Business Administration, MBA**

**(36 semester hours)**

Each candidate for the Master of Business Administration degree must select an area of concentration. Twelve credits are required in the concentration. Students taking additional concentrations in the MBA program can cross-reference one course or three credits. The available areas and core requirements are as follows:

**Core Courses 24 semester hours**

BUS 531	Adv Topics/Management Information Syst?Information Systems	3
BUS 541	Organizational Behavior and Development	3
BUS 542	Financial Planning and Management	3
BUS 548	Operation Analysis and Management?(quantitative Methods)	3
BUS 568	Legal Aspects of the Management Process	3
BUS 570	Marketing and Strategic Planning	3
BUS 590	Research Methodology	3
BUS 554	Policy Formulation and	3

**Strategy?Management**

*BUS 548: Quantitative Methods*

*BUS 554: Capstone course: to be taken after completion of at least 24 graduate credits.*

*Core courses that are prerequisite to concentration courses must be completed prior to taking the concentration.*

**Concentrations (Select one) 12 semester hours**

**Finance and Investments (Select four courses)**

BUS 556	Business Venture and the Entrepreneur	3
BUS 564	Accounting Information Systems	3
BUS 581	Acquisition and Divestment	3
BUS 582	Business Taxation	3
BUS 583	Retirement and Estate Planning	3
BUS 584	Managerial Economics	3
BUS 585	Risk Management and Insurance	3
BUS 586	SEC and the Financial Markets	3
BUS 587	International Trade and Investment	3
BUS 588	Portfolio Theory and Capital Markets	3
BUS 589	Adv. Topics Real Estate Mgmt	3
BUS 598	Special Topics	3
BUS 599	Independent Research	3

**General Management (Select four courses)**

BUS 509	Leadership	3
BUS 510	Management Role of the Information?Professional	3
BUS 513	Web-Based Marketing	3
BUS 534	Business Intelligence	3
BUS 543	Human Resources in Management	3
BUS 546	Managing the Organization in Marketplace?Marketplace	3
BUS 549	Labor Relations - Manpower and?Collective Bargaining	3
BUS 550	Production Management: Total Quality?Management (tqm)	3
BUS 551	Management of International Business?Organizations	3
BUS 553	International Marketing	3
BUS 556	Business Venture and the Entrepreneur	3
BUS 569	Management of Technology	3

BUS 581	Acquisition and Divestment	3
BUS 584	Managerial Economics	3
BUS 598	Special Topics	3
BUS 599	Independent Research	3
<b>Management Information Systems (Select four courses)</b>		
BUS 509	Leadership	3
BUS 510	Management Role of the Information?Professional	3
BUS 513	Web-Based Marketing	3
BUS 514	Web-Based Systems Development	3
BUS 534	Business Intelligence	3
BUS 535	Data Mining and Warehousing	3
BUS 546	Managing the Organization in Marketspace?Marketspace	3
BUS 556	Business Venture and the Entrepreneur	3
BUS 562	Systems Analysis and Design: Industrial?Problem Solving	3
BUS 563	Information Systems - Database?Management	3
BUS 564	Accounting Information Systems	3
BUS 566	Telecom and Networking for Business Syst	3
BUS 569	Management of Technology	3
BUS 592	Web Application Design/Dvlp	3
BUS 593	Business Info Security/Continuity	3
BUS 594	ERP Systems	3
BUS 598	Special Topics	3
BUS 599	Independent Research	3

*This track requires proficiency and satisfactory completion of courses in two programming languages.*

## Management Information Systems, Master of Science

### (36 semester hours, plus the required prerequisites)

The Master of Science degree program in Management Information Systems (MIS) provides maximum flexibility in the education of the professional information systems person. In this program, the student has the opportunity to select three courses, in addition to the required courses. These courses may be advanced work in the Management Information Systems concentration, or they may be courses that complement the Management Information Systems concentration. The electives must be approved by the Executive Director or the graduate student's advisor.

The MS-MIS degree prerequisites include satisfaction of the CPC through the one- credit modules offered to graduate students, through undergraduate courses, or

through successful completion of the DSST and/or CLEP exams. Prerequisites will also include two programming languages. For further information, contact the Executive Director.

<b>Core</b>		
BUS 531	Adv Topics/Management Information Syst?Information Systems	3
BUS 541	Organizational Behavior and Development	3
BUS 548	Operation Analysis and Management?(quantitative Methods)	3
BUS 590	Research Methodology	3
BUS 554	Policy Formulation and Strategy?Management	3

*BUS 554: taken after completion of at least 24 graduate credits*

### Area of Concentration (Select four courses)

BUS 509	Leadership	3
BUS 510	Management Role of the Information?Professional	3
BUS 513	Web-Based Marketing	3
BUS 514	Web-Based Systems Development	3
BUS 534	Business Intelligence	3
BUS 535	Data Mining and Warehousing	3
BUS 546	Managing the Organization in Marketspace?Marketspace	3
BUS 562	Systems Analysis and Design: Industrial?Problem Solving	3
BUS 563	Information Systems - Database?Management	3
BUS 564	Accounting Information Systems	3
BUS 566	Telecom and Networking for Business Syst	3
BUS 569	Management of Technology	3
BUS 592	Web Application Design/Dvlp	3
BUS 593	Business Info Security/Continuity	3
BUS 594	ERP Systems	3

### Electives

Selection of any three graduate Business courses, including E-Business courses, for which the candidate is qualified to enroll and has approval of the Executive Director or advisor.

## Financial Information Systems (FIS), Master of Science

**(36 semester hours)**

The stand-alone MS-FIS graduate degree program consists of 36 credits—18 credits from the required core, nine credits consisting of Financial electives, and nine credits consisting of Information Systems electives. The prerequisites for this degree include satisfaction of the CPC through the core one-credit modules offered to graduate students. The structure of this program is as follows:

### A. Required Core

BUS 531	Adv Topics/Management Information Syst?Information Systems	3
BUS 534	Business Intelligence	3
BUS 535	Data Mining and Warehousing	3
BUS 554	Policy Formulation and Strategy?Management	3
BUS 588	Portfolio Theory and Capital Markets	3
BUS 599	Independent Research	3

*BUS 554: taken after completion of at least 24 graduate credits*

### B. Financial Electives

(Select 3 courses)

BUS 542	Financial Planning and Management	3
BUS 582	Business Taxation	3
BUS 583	Retirement and Estate Planning	3
BUS 584	Managerial Economics	3
BUS 585	Risk Management and Insurance	3
BUS 586	SEC and the Financial Markets	3
BUS 587	International Trade and Investment	3
BUS 589	Adv. Topics Real Estate Mgmt	3

### C. Information Systems Electives

(Select 3 courses)

BUS 562	Systems Analysis and Design: Industrial?Problem Solving	3
BUS 563	Information Systems - Database?Management	3
BUS 564	Accounting Information	3

BUS 566	Systems Telecom and Networking for Business Syst	3
BUS 592	Web Application Design/Dvlp	3
BUS 593	Business Info Security/Continuity	3
BUS 594	ERP Systems	3

## Master of Business Administration, MBA, Five-year Degree Option

Advanced standing in Marywood University's graduate Master of Business Administration Program is available to qualified majors for a five-year degree option. Undergraduate students enrolled within any Bachelor in Business Administration (BBA) degree program at Marywood University may apply during the first semester of their senior year to enter the program and have the opportunity to complete the MBA degree during a fifth year. Interested students should contact their advisor or the Executive Director for more information.

# School of Education

**Chair: Christine L. Fryer, Ed.D.**

The diverse graduate programs of the School of Education incorporate the latest research-based theories on teaching and learning to challenge candidates to be leaders in the educational community, thoughtful consumers and producers of scholarship and research, and innovative and reflective practitioners committed to the development of student potential. Candidates learn to be proactive instruments of change as they integrate knowledge and action and communicate and collaborate effectively in contexts of ambiguity and diversity and within a technological, and global community. Emphasis, therefore, in all courses is placed on strategies that teachers and leaders can employ in the classroom to bring about active involvement on the part of all learners.

## Education Program Overview

The graduate programs in the School of Education hold the distinction of meeting the rigorous professional standards of the Teacher Education Accreditation Council (TEAC)/Council for the Accreditation of Educator Preparation (CAEP). CAEP accredits educator preparation programs that lead to certification/licensure, bachelor's, master's, post-baccalaureate and doctoral degrees in the United States and internationally. In so doing, the School of Education's programs demonstrate state-of-the-art facilities for library research, curriculum development, and technology. The utilization of these resources is woven into a carefully planned sequence of courses. The graduate programs also enjoy strong relationships with area schools and private centers and have participated in joint research projects. The graduate experience is further strengthened by area educational personnel and model teaching sites.

## Education Degrees and Certifications

M.A.T. with PK-4 Certification  
 M.A.T. with Secondary/PK-12 Education Certification  
 M.S. in Higher Education Administration  
 M.S. in Reading Education  
 M.S. in School Leadership with Principal Certification  
 M.S. in Special Education  
 M.S. in Administration and Supervision of Special Education

**The School of Education offers educator**

**certification in the following disciplines:**

Biology 7-12  
 Communication (Theatre) 7-12  
 Curriculum and Instruction Supervisor PK-12  
 Early Childhood and Elementary Education PK-4  
 Endorsement-Autism Spectrum Disorders PK-12  
 English 7-12  
 Home and School Visitor PK-12  
 Mathematics 7-12  
 Music PK-12  
 Principal PK-12  
 Program Specialist – English as a Second Language (ESL) PK-12  
 Reading Specialist PK-12  
 Social Studies 7-12  
 Spanish PK-12  
 Special Education PK-8/PK-4 (dual)  
 Special Education 7-12/Mathematics (dual)  
 Special Education 7-12/English (dual)  
 Special Education PK-8 or 7-12 (second certification)  
 Special Education Supervisor PK-12  
 Superintendent Letter of Eligibility PK-12

## Pennsylvania Department of Education Requirements

The Pennsylvania Department of Education requires that certain criteria be met prior to acceptance into certification or degree programs.

**NOTE: Requirements discussed in this catalog regarding admission to a program, prerequisite and requisite courses, student teaching approval, and recommendation for certification and graduation are subject to change.**

All applicants interested in pursuing a graduate program in education must complete an application to the University.

All applicants must meet with the chair of the School of Education or designated faculty member prior to admission. Teacher certification candidates will also meet with the Director of Professional Field Experience.

**All applicants seeking certification must meet the following requirements:**

	Applicati on	Letters of Recommendat ion	Baccalaure ate Q.P.A
Initial Certificati on Program*	x	x	3.00
Advanced Certificati on Program*	x	x	3.00

\*A minimum of one-half of a student’s coursework must be taken at Marywood in order to receive a recommendation for certification.

Pennsylvania considers the education of its children to be among the highest priorities of state government and has dedicated many resources toward that end. Educators prepare for their responsibilities in the schools of the Commonwealth through the completion of: (1) A state-approved education program with a minimum 3.00 GPA that includes a student teaching (for instructional certificates) or field experience/internship (for administrative certificates). (2) Pennsylvania required tests. (3) Application materials (with fee) documenting that all certification requirements have been met. Program completers must be of good moral character and apply for a certificate using the Teacher Information Management System (TIMS) online system on the commonwealth’s web site [www.education.pa.gov](http://www.education.pa.gov).

**Professional Contribution**

Most degree programs in education include a closure experience. This experience is referred to as a Professional Contribution (PC). Depending on the program, the PC may be a professional project, thesis, exhibit, portfolio, internship, applied research, or action research. Degree candidates work under the guidance of a faculty mentor and give a public presentation of their Professional Contribution. The Professional Contribution for programs leading to initial instructional certification is the student teaching experience.

**The School Leadership Academy**

The School Leadership Academy provides current and aspiring school leaders with a distinctive approach to ensuring school success. The overall goal of the program is to develop building level and district level administrators (District Superintendent, Principal, Special Education Supervisor, Curriculum and Instruction Supervisor) who

are motivated to serve children, families, teachers, and communities by applying solid research and best practices of the discipline to their role.

A dynamic part of the Marywood program is that each semester we offer a careful hybrid program that incorporates Powerful Learning Experiences (PLE) that brings together all School Leadership Academy once per term for a timely topical discussion that addresses the standards and is led by a prominent scholar or practitioners in the field with a panel made up of local principals and program alumni.

**School Leadership, Master of Science, with Principal Certification**

**(30 semester hours)**

The program in School Leadership consists of 30 semester hours of low-residency graduate work and 24 clock hours of participation in the Principal Leadership Academy. The Academy provides an orientation to the Marywood campus, four on-campus Powerful Learning Experiences (PLEs) and a concluding networking experience. The courses are divided into three categories: nine semester hours in core courses, which are intended to give the student an understanding of research, organizational dynamics, and multicultural issues in schools; 18 semester hours in concentration courses, which provide an understanding of administration, current issues in education, curriculum planning, supervision and evaluation of instruction, law, finances, and an internship in a school setting, and three semester hours in elective courses.

The overall goal of the program is to develop school principals who are motivated to serve children, families, teachers, and communities by applying solid research and best practices of the discipline to their role as principal. Vital program components are the establishment and maintenance of long-term relationships among school districts, school leaders, and mentors, as well as a focus on the candidate’s personal growth using an ethical, authentic, and standards-based approach. Internships are individualized, based on needs and interests of school districts and candidates. The Educational Leadership Constituent Council (ELCC) building level standards support the courses and internship.

In addition to an initial interview with the chair of the School of Education or a designated faculty member and the successful completion of coursework, the degree candidate is required to complete a Professional Contribution under the guidance of a faculty mentor and

give a public presentation of the Professional Contribution. To be eligible for Pennsylvania certification, the candidate must complete state testing requirements and provide a chief school administrator’s verification of the completion of three (3) years of relevant professional experience defined as “professional experience in an educational setting that is related to the instructional process.”

Professional Education and Core Courses (9 semester hours)		
EDUC 501	Research Theory	3
COUN 532	Multicultural Issues for Prof Coun?Professionals	3
EDUC 605	Communication Theory and Organizational?Dynamics	3
EDUC 555	Professional Contribution	0
Concentration (18 semester hours)		
EDUC 545	Administrative Theory for School Leaders	3
EDUC 547	Curriculum Planning for Schools	3
EDUC 548	Supervision and Evaluation of?Instruction	3
EDUC 549	Law and the School	3
EDUC 551	School Finances	3
EDUC 593	Administrative Internship	3

Electives (3 semester hours)

This program has been approved by the Pennsylvania Department of Education for awarding certification as a PK-12 principal.

*EDUC 545, EDUC 547, EDUC 548, EDUC 549, EDUC 551 and EDUC 593: Certification Program in School Leadership — Persons seeking a PK-12 principal certificate in the Commonwealth of Pennsylvania, who do not wish to receive the Master of Science degree, may do so by taking only courses marked with an asterisk listed under the degree program. An initial interview is also required.*

The Pennsylvania Department of Education requires that certain criteria be met prior to acceptance into certification or degree programs. Upon completion of the program, to be eligible to apply for certification, candidates must pass the *School Leaders Licensure Assessment* test (use Praxis SLS Bulletin to register) and have three years of certificated experience in a school setting.

NOTE: The Program requirements discussed in this section are subject to change based on guidelines established by the Pennsylvania Department of Education.

## Superintendent’s Letter of Eligibility

### (21 semester hours)

The Superintendent’s Letter of Eligibility will endorse an individual for appointment as a district superintendent.

### Candidates for this post-master’s certification shall:

Follow normal application procedures for admission to the graduate program, indicating a desire to seek this certification. Candidates must possess a 3.00 average in all prior graduate work.

Successfully complete an interview after six credits prior to formal admission.

Successfully complete a minimum of 21 semester hours in the following areas:

EDUC 604	School and Community Relations	3
EDUC 605	Communication Theory and Organizational?Dynamics	3
EDUC 606	Labor Relations and Negotiations	3
EDUC 607	Business and Facilities Management	3
EDUC 608	Superintendent Internship - Part I	3
EDUC 609	Administrative Internship - Part II	3
EDUC 617	School Ldrshp & Sp Educ	3

At the point of admission/acceptance, the chair of the School of Education will determine if the candidate has met all competencies as outlined by the State Department of Education. If it is determined that a candidate is lacking in an area typically part of the first administrative endorsement (principalship), more than 18 hours may be required.

Likewise, if a candidate has fulfilled some of the courses required for the Letter of Eligibility certification, the courses will not be repeated.

Provide evidence of six years of instructional, educational specialist, and supervisory and administrative service, of which at least three of the six years must have been in a supervisory or administrative capacity.

Pass the School Superintendent Assessment (use Praxis SLS Bulletin to register).

**NOTE: The requirements discussed in this section are**

**subject to change based on guidelines established by the Pennsylvania Department of Education.**

## Supervisor of Curriculum and Instruction

**(18 semester hours, plus internship and prerequisites)**

The Supervisor of Curriculum and Instruction Certification will endorse an individual as a general instructional supervisor in a school district.

**An educator holding a valid PA certificate as a Supervisor of Curriculum and Instruction is qualified to perform the following:**

- Supervision, instruction, and evaluation of staff as designated by the school superintendent,
- Designation and development of curriculum, learning materials, and innovative educational programs,
- Conduct experimental instructional programs,
- Direct and conduct basic or applied educational research,
- Supervision of the integration of technology into curricular planning and instructional design,
- Supervision of educational technology specialist, whenever employed.

**Candidates for district-wide master’s or post-master’s certification shall:**

Follow normal application procedures for admission to the graduate program, indicating a desire to seek this certification. Candidates must possess a 3.00 average in all prior graduate work.

Successfully complete an interview prior to formal admission to the program.

Successfully complete a minimum of 18 semester hours in the following areas plus an internship:

EDUC 545	Administrative Theory for School Leaders	3
EDUC 547	Curriculum Planning for Schools	3
EDUC 548	Supervision and Evaluation of Instruction	3
EDUC 549	Law and the School	3
EDUC 551	School Finances	3
EDUC 594	Internship-Supervisor Curriculum & Instruction	3

Post-Master’s — Supervisor of Curriculum and Instruction

(At this level, a master’s level course in School Law is a prerequisite.)

EDUC 605	Communication Theory and Organizational Dynamics	3
EDUC 610	Models of Teaching	3
EDUC 611	Instructional Design: Theory and Application	3
EDUC 613	Dynamics of Leadership and Change	3
EDUC 614	Practicum in Human & Materials Resource Utilization: Part I	3
EDUC 615	Practicum in Human & Materials Resource Utilization: Part II	3

Provide a chief school administrator’s verification of the completion of five years of satisfactory professional school experience, at the time of application for certification.

Pass the Educational Leadership: Administration and Supervision (5412) Praxis test.

**NOTE: The requirements discussed in this section are subject to change based on guidelines established by the Pennsylvania Department of Education.**

## Administration and Supervision of Special Education, Master of Science

**(30 semester hours)**

As paradigm shifts occur in the educational system and as generic skills for all personnel are being valued, this program envisions training administrators who possess broad leadership competencies, familiarity, and experience with the full array of special education services, and who can reflect upon change in all its facets. The program curriculum is closely aligned with Marywood University’s School Leadership program requirements, and the shared courses are intended to integrate the knowledge base of school leadership with the administrative challenges of specialized programming. This program is committed to the training of individuals in administrative and interpersonal skills in order to ensure the development of effective education programs for all, in a variety of settings. Additionally the program is directed at reflective practice and the development of leaders as agents and facilitators of change.

In addition to an initial interview with the chair of the School of Education or designated faculty member and the successful completion of coursework, the degree candidate



is required to complete a Professional Contribution under the guidance of a faculty mentor and give a public presentation of the Professional Contribution. To be eligible for Pennsylvania certification, the candidate must complete state testing requirements and provide a chief school administrator's verification of the completion of five years of professional experience as a special education teacher.

Professional Education and Core Courses		
EDUC 501	Research Theory	3
EDUC 554	Contemporary Learning Theories	3
Concentration		
SPED 500	The Law and Special Education and Service Delivery	3
SPED 507	Characteristics of Students with Disabilities	3
SPED 511	Curriculum Adaptations for the Special-Needs Learner	3
SPED 539	Behavior Management Approaches	3
SPED 540	Administration and Supervision of Special Education Programs	3
SPED 544	Practicum in Special Education Supervision	3
EDUC 545	Administrative Theory for School Leaders	3
EDUC 547	Curriculum Planning for Schools	3
EDUC 548	Supervision and Evaluation of Instruction	3

*SPED 500: Prerequisite*

*SPED 500, SPED 507, SPED 511, SPED 539, SPED 540, SPED 544, EDUC 545, EDUC 547, EDUC 548:*

**Certification Program in Special Education Supervisor** — Persons seeking a PK-12 special education supervisor certificate in the Commonwealth of Pennsylvania, who do not wish to receive the Master of Science degree, may do so by taking only courses marked with an asterisk listed under the degree program. An initial interview is also required.

The Pennsylvania Department of Education requires that certain criteria be met prior to acceptance into certification or degree programs. Upon completion of the program, to be eligible to apply for certification, candidates must pass the Praxis Educational Leadership: Administration and Supervision test and have five years of professional school experience in the area of special education.

**NOTE: The Program requirements discussed in this**

**section are subject to change based on guidelines established by the Pennsylvania Department of Education.**

## Higher Education Administration, Master of Science

**(36 semester hours)**

The Master of Science degree in Higher Education Administration prepares individuals for a variety of mid-level careers in public and private two-year colleges, four-year institutions, and universities. Examples of career opportunities include, but are not limited to, leadership positions in student services, enrollment management, institutional advancement, alumni affairs, and institutional research. The program of study is designed to include required core courses (12 credits) as well as a concentration (electives 24 credits). An internship adds practical experience to the learning process. In general, the curriculum is designed to provide students with the appropriate knowledge about the professional field and, at the same time, it grounds students in a theoretical framework necessary to guide current and future study and career development in higher education.

**The M.S. in Higher Education Administration focuses on:**

1. Demonstrating knowledge of the foundations and scope of higher education administration
2. Demonstrating knowledge of professional practice related to an academic enterprise including management skills such as problem solving, planning, delegating, budgeting, fundraising, assessing, and evaluating; human relations skills that include managing interaction, communication; contributing to organizational and individual development; and, supporting students through their development and growth.

**I. Professional Education and Core Courses: 12 semester hours**

EDUC 501	Research Theory	3
EDUC 502	Multidisciplinary Foundations of Education	3
EDUC 554	Contemporary Learning Theories	3
PSYC 514	Human Development	3

**II. Concentration: 24 semester hours**

HE 525	Student Issues in Higher Education	3
HE 530	College Finance and Strategic	3

HE 605	Planning Communication Theory and Organizational Dynamics	3
HE 609	Law and Policy in Higher Education	3
HE 640	Program Evaluation: Learning Outcomes/Assessment	3
COUN 505	Career Development I	3
COUN 532	Multicultural Issues for Prof Coun Professionals Or Approved elective that complements student career goals (up to 6 credits)	3
HE 592	Internship in Higher Education	3
HE 555	Professional Contribution/Thesis	0

*HE 592: Full-time (300 hours) or Part-time [1.5 (150 hours), 1.5 (150 hours)]. Internships are available in the Fall and Spring semesters only.*

*HE 555: EDUC 555*

**Teacher Preparation Programs: Reading Education Program**

The goal of the Reading Education program is to equip certified teachers with the knowledge and expertise needed to teach reading to children and adults.

Each course stresses both the theories resulting from the latest research and the practical application of these theories in the classroom.

Students may obtain a Master of Science degree in Reading Education, which includes the Reading Specialist certification (PK-12) or obtain only the Reading Specialist certification (PK-12).

**The areas of study include:**

1. Nine semester hours in the field of education, to give the student an adequate background in research techniques, theories of learning, and foundations of education.
2. Twenty-four semester hours in the area of reading to give students an understanding of:
  - a. recent research in the field of reading and how it affects the teaching of reading;
  - b. tried and approved methods of teaching reading;

- c. diagnosis and remediation of reading problems;
- d. organization and management of the reading classroom.

In addition to the successful completion of designated coursework, students are required to complete a Professional Contribution under the direction of a faculty mentor and give a public presentation of their projects.

**Reading Education, Master of Science**

**(33 semester hours)**

**I. Professional Education and Core Courses (Required for Degree): 9 semester hours**

EDUC 501	Research Theory	3
EDUC 502	Multidisciplinary Foundations of Education	3
EDUC 554	Contemporary Learning Theories	3
EDUC 555	Professional Contribution	0

**II. Concentration: 24 semester hours**

RED 524A	Creative Teaching of Language Arts	4
RED 526	Teaching Content Area Reading	3
RED 530	Reading Disabilities and Diagnosis	3
RED 533	Remedial Techniques	3
RED 540	Practicum	3
RED 542	Organization of School Reading Programs	3
EDUC 511	Children's Literature for Early Chldhd & Elemntry Schl Tchrs	1.5
RED 546	Reading Specialist Internship	3

*RED 533: Prerequisite: RED 530*

*RED 540: Prerequisites: RED 524A, RED 526, RED 530, RED 533*

*RED 542: Prerequisites: RED 524A, RED 526*

**Please Note: Coursework (3 credits) in developmental psychology or human development, (3 credits) in educational psychology, (9 credits) in special education, and (3 credits) in Teaching ESL plus an initial certification are prerequisites for this program.**

Students who do not have this background will need to complete any missing credits.

## Certification Program in Reading Education

(24 semester hours)

Persons seeking a PK-12 Reading Specialist certificate in the Commonwealth of Pennsylvania, who do not wish to receive the Master of Science degree, may do so by taking only courses under II. Concentration above.

An initial interview is also required.

The Pennsylvania Department of Education requires that certain criteria be met prior to acceptance into certification or degree programs. Upon completion of the program, to be eligible to apply for certification, candidates must pass the Praxis Reading Specialist (5301) test.

**NOTE: The Program requirements discussed in this section are subject to change based on guidelines established by the Pennsylvania Department of Education.**

### Special Education Programs

Goals of the Special Education Programs to prepare a teaching candidate include the following:

- To be cognizant of normal growth and development patterns and the range of deviations which can occur from these patterns.
- To be able to act as an instructional leader and resource person in his/her professional situation.
- To be able to critically examine major trends and issues in the field and to apply this body of information to the professional situation.
- To be capable of employing a systematic approach to teaching and demonstrating a working knowledge of sound research skills in order to effectively measure learning performance.
- To be a guardian of the ethics of the profession and its related duties and responsibilities as described in the Code of Ethics of the Council for Exceptional Children.

### Special Education Certification Only— PK-8 or 7-12

(30 semester hours; Non-degree program that builds on

### another education certification)

Concentration	30 semester hours	
SPED 500	The Law and Special Education and?Service Delivery	3
SPED 511	Curriculum Adaptations for the?Special-Needs Learner	3
SPED 522	Career Education for Students With?Disabilities	3
SPED 523	Or Programming for the At-Risk?Infant/Preschool Child	3
SPED 536	Cognitive Assessment and Remediation	3
SPED 539	Behavior Management Approaches	3
RED 530	Reading Disabilities and Diagnosis	3
RED 533	Remedial Techniques	3
EDUC 520	Universal Design for Learning	3
EDUC 561	Methods Materials and Assessment in ESL?Teaching Esl	3
SPED 519	Practicum in Special Education	3

*SPED 522: Required for Special Education 7-12 Certification*

*SPED 523: Required for Special Education PK-8 Certification*

### Special Education, Master of Science

(36 semester hours)

**(Degree program that builds on a previous certification not in Special Education and leads to Special Education certification in the grade level corresponding to the previous certification PK-8 or 7-12.)**

Degree-seeking students are required to complete a curriculum that includes studies of major issues in the field and develops broad teacher competencies in a variety of areas. The following course sequence is suggested but the individual's academic preparation and professional experiences may permit variations.

The assumption is that candidates seeking this degree already have core curriculum and instruction education courses including math, science, social studies, and English language arts and literacy. Candidates not meeting this requirement may be required to take additional

coursework.

**Program Prerequisites: An Education core including RED 526 Teaching Content Area Reading.**

**Prerequisites\***

SPED 507	Characteristics of Students with Disabilities	3
SPED 511	Curriculum Adaptations for the Special-Needs Learner	3
EDUC 561	Methods Materials and Assessment in ESL Teaching EsL	3
SPED 539	Behavior Management Approaches	3

*\*Candidates can receive transfer credit for equivalent undergraduate-level prerequisite courses on official transcripts. If additional courses are needed for the Master’s Degree (minimum of 30 credits), candidates can select approved substitute courses from Autism Spectrum Disorders, Reading Specialist, School Supervisor or other areas.*

**Concentration**

SPED 500	The Law and Special Education and Service Delivery	3
SPED 523	Programming for the At-Risk Infant/Preschool Child	3
SPED 522	Career Education for Students With Disabilities	3
SPED 536	Cognitive Assessment and Remediation	3
RED 530	Reading Disabilities and Diagnosis	3
RED 533	Remedial Techniques	3
EDUC 520	Universal Design for Learning	3
SPED 519	Practicum in Special Education	3

**Professional Education and Core Courses**

EDUC 501	Research Theory	3
EDUC 554	Contemporary Learning Theories	3
SPED 555	Professional Contribution	0

*Note: EDUC 501 and SPED 555 should be taken concurrently*

To be eligible to apply for certification upon completion of the program, candidates must pass the appropriate pect (Pearson) test:

**Special education Pre K-8 or 7-12 Autism Spectrum Disorders Endorsement Program**

**(12 credits; online)**

The Autism Spectrum Disorders Endorsement offers educators, school psychologists, counselors, and other professionals coursework and practicum to work effectively with children and youth diagnosed with ASD. The 12-credit, fully online program is designed to develop and enhance effective educational, assessment, and collaborative practices to support educators, school districts, and community organizations.

A total of 80 hours (20 hours per class) of field practicum working with individuals with ASD is required.

Follow normal application procedures for admission to graduate programs of the University, indicating the desire to seek this certification. Candidates must possess a 3.00 average in all prior graduate work.

A background in education, psychology, communication disorders, or another related discipline is recommended.

Successfully complete twelve (12) semester hours in the following areas:

SPED 590	Introduction to Autism Spectrum Disorder Impaired	3
SPED 591		3
SPED 592	Intrvntn/Instrctn for Students w/ Autsm	3
SPED 593		3

Level I or II Certification is required if seeking PA Department of Education (PDE) endorsement.

**Those who do not hold Level I or II certification will not receive PDE endorsement but a certificate of completion will be issued after satisfactorily completing the ASD program.**

**ESL Endorsement**

**(16 semester hours)**

The English as a Second Language (ESL) program combines in-seat and online learning to prepare teachers to support the literacy development of English Language Learners and can be completed in as little as six months.

*Prerequisite:* Initial Certification

Required Courses (Credits: 16)

EDUC 561	Methods Materials and Assessment in ESL?Teaching Esl	3
EDUC 562	Linguistics for Second Language Teachers	3
EDUC 563	Perspectives on English As A Second?Language	3
EDUC 564	Structure of English for Second Language?Teachers	3
EDUC 565	ESL Internship	1
EDUC 567	Developing Academic Literacies for Engli	3

Master of Arts in Teaching, M.A.T., and Certification in PK-4 Education

(59-62 semester hours; Variable)

Prior to admission to the M.A.T./PK-4 certification program, all applicants must meet with the School of Education Director or a designated department faculty member and the director of professional field experience.

The M.A.T./PK-4 Education program is designed for the teaching professional whose goals include initial certification in grades PK-4 education and an M.A.T. degree. This program consists of a minimum of 49 hours of graduate work. Students with no education courses may need to take up to 60 semester hours. **The courses are divided into four categories:**

- *Eighteen semester hours in professional education courses* which are intended to give the student an understanding of foundations of education, special needs youngsters, human growth and development, and the psychology of the teaching/ learning process.
- *Twenty-nine hours in specialty area courses* which provide an understanding of the curriculum taught at the elementary school level.
- Student teaching.
- *Six hours in core courses* , providing the student with the opportunity to integrate theory and practice in both research and learning theory.

These courses are certification requirements for those students seeking both the degree and Pennsylvania Instructional I certification. Eligibility for certification is determined by fulfillment of state requirements.

**All candidates are required to fulfill field**

**experience and student teaching requirements.**

**Field Experience** – Education certification candidates in all programs must maintain continuous registration for field experience and sign up each semester in the Office of Professional Education Field Experience. Clearances (Criminal Background, Child Abuse Clearance; FBI Fingerprints, Mantoux test, and others required locally) must be active and on file in the Field Experience Office throughout field placement and student teaching semesters.

**Level I** – One day each week is required at the assigned school. In the early field experience placements, the candidate performs tasks that are considered legally permissible for the teacher's aide. (Minimum 45 hours required/two semesters)

**Level II** – Candidates at this level are enrolled in supervised practicum courses. Second level field experience students are to engage in specific activities such as developing learning activities and participating in team teaching. Activities completed in this placement level are related to the objectives of the upper level methods courses in which they are currently enrolled. (Minimum 100 hours/two days a week)

Candidates are required to spend seven weeks, three hours per week, in each of two pre-student teaching placements during the semester prior to student teaching. With a successful placement and teacher and district approval, the co-operating teachers would be the same for the pre-student teaching and student teaching placement.

**Student Teaching** – Candidates are assigned as a full-time student teacher for one semester, usually during the last year of their program. This typically will include two placements representative of all content and levels of the certificate involved. Placements are made by the Director of Professional Education Field Experience and are within an established radius from the University. Candidates seeking PK-4 certification are required to take SPED 511: Curriculum Adaptations for Special Needs Learners during the student teaching semester. No additional coursework may be taken during student teaching.

I. Professional Education and Core Courses (30 semester hours)

EDUC 000		0
EDUC 500	Seminar: First Semester Graduate?Certification	0
EDUC 501	Research Theory	3
EDUC 502	Multidisciplinary Foundations of?Education	3
EDUC 510	Emergent Literacy: an	3

	Interdisciplinary?Approach	
EDUC 554	Contemporary Learning Theories	3
EDUC 561	Methods Materials and Assessment in ESL?Teaching Esl	3
PSYC 513	Child Development	3
SPED 507	Characteristics of Students with?Disabilities	3
SPED 539	Behavior Management Approaches	3
EDUC 591	Graduate Level Student Teaching	6
EDUC 598B	Special Topics in Student Teaching	3

*EDUC 000: minimum of 190 clock hours of observation and participation*

*EDUC 500: required for students seeking an Instructional I Certificate*

*EDUC 000, EDUC 502, EDUC 510, EDUC 561, PSYC 513, SPED 507, SPED 539 and EDUC 591: Courses leading to certification.*

**II. Concentration (29 semester hours)**

EDUC 506	Problems and Issues in Early Childhood?Education	3
EDUC 508	Integrated Curriculum - ECE	3
SPED 511	Curriculum Adaptations for the?Special-Needs Learner	3
SPED 523	Programming for the At-Risk?Infant/Preschool Child	3
RED 524A	Creative Teaching of Language Arts	4
RED 526	Teaching Content Area Reading	3
EDUC 470F	Elementary Curriculum: Math	3
EDUC 470G	Elementary Curriculum: Science	1.5
EDUC 470H	Elementary Curriculum: Social Studies	3
EDUC 005E		1

*EDUC 506, EDUC 508, SPED 511, SPED 523, RED 524, RED 526, EDUC 470F, EDUC 470G, EDUC 470H and EDUC 005E: Courses leading to certification.*

Candidates may also seek dual certification in Special Education PK-8 with the M.A.T. in PK-4 Education.

The following coursework will be required for dual certification instead of EDUC 508 and EDUC 510:

SPED 500	The Law and Special Education and?Service Delivery	3
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SPED 536	Cognitive Assessment and Remediation	3
EDUC 520	Universal Design for Learning	3

The Pennsylvania Department of Education requires that certain criteria be met prior to acceptance into certification or degree programs. Program requirements discussed in this section are subject to change based on guidelines established by the Pennsylvania Department of Education.

**Master of Arts in Teaching, M.A.T., and Certification in Secondary/PK-12 Education**

**(40 semester hours)**

Prior to admission to the M.A.T. program with certification in Secondary/PK-12 Education all applicants must meet with the Chair of the School of Education or a designated department faculty member and the Director of Professional Field Experience.

The M.A.T. program in Secondary/PK-12 Education is designed for the teaching candidate whose goals include initial certification in Secondary/PK-12 Education and an M.A.T. degree. This program consists of a minimum of 34 hours of graduate work. Candidates with no education courses may need to take up to 49 semester hours. **Credit totals do not include any work needed in the content area.**

**The courses include:**

- *Nine credits hours of coursework* that give candidates an understanding of foundation of education, of human development and the psychology of the teaching/learning process.
- *Seven credit hours* that focus on general and specific teaching methodologies, practicum, and the reading process.
- *Twelve credit hours* that focus on developing candidates' understanding of working with learners with special needs.
- *Student teaching*
- *Six credit hours in core courses* , providing the candidate with the opportunity to integrate theory and practice in both research and learning theory.

These courses are certification requirements for those students seeking both the degree and Pennsylvania

Instructional I certification. Eligibility for certification is determined by fulfillment of state requirements, including Pennsylvania Education Certification Tests (PRAXIS) taken upon completion of the program. Courses in the M.A.T. in Secondary/PK-12 education program fulfill these requirements.

**All candidates are required to fulfill field experience and student teaching requirements.**

**Field Experience** – Education certification candidates in all programs must maintain continuous registration for field experience and sign up each semester in the Office of Professional Educational Field Experience. Clearances (Criminal Background, Child Abuse Clearance; FBI Fingerprints, Mantoux test, and others required locally) must be active and on file in the Field Experience Office throughout field placement and student teaching semesters.

**Level I** –One day each week is required at the assigned school. In the early field experience placements, the candidate performs tasks that are considered legally permissible for the teacher's aide. (Minimum 45 hours required/two semesters)

**Level II** – Candidates at this level are enrolled in supervised practicum courses. Second level field experience students are to engage in specific activities such as developing learning activities and participating in team teaching. Activities completed in this placement level are related to the objectives of the upper level methods courses in which they are currently enrolled. (Minimum 100 hours/two days a week)

Candidates are required to spend seven weeks, three hours per week, in each of two pre-student teaching placements during the semester prior to student teaching. With a successful placement and teacher and district approval, the co-operating teachers would be the same for the pre-student teaching and student teaching placement.

**Student Teaching** – Candidates are assigned as full-time student teachers for one semester, usually during the last year of their program. This typically will include two placements representative of all content and levels of the certificate involved. Placements are made by the director of professional education field experience and are within an established radius from the University. Candidates seeking Secondary/PK-12 certification are required to take SPED 511: Curriculum Adaptations for Special Needs Learners during the student teaching semester. No additional coursework may be taken during student teaching.

Professional Education and Core Courses (21 semester hours)

EDUC 000		0
EDUC 500	Seminar: First Semester Graduate?Certification	0
EDUC 501	Research Theory	3
EDUC 502	Multidisciplinary Foundations of?Education	3
EDUC 523	Seminar: Psychology of Education	3
EDUC 554	Contemporary Learning Theories	3
PSYC 514	Human Development	3
EDUC 591	Graduate Level Student Teaching	6
EDUC 598B	Special Topics in Student Teaching	3

*EDUC 000: minimum of 190 clock hours of observation and participation*

*EDUC 000, EDUC 502, EDUC 523, PSYC 514 and EDUC 591: Courses leading to certification.*

Concentration (19 semester hours)

EDUC 005E		1
EDUC 411A		3
RED 526	Teaching Content Area Reading	3
SPED 507	Characteristics of Students with?Disabilities	3
SPED 511	Curriculum Adaptations for the?Special-Needs Learner	3
SPED 539	Behavior Management Approaches	3
EDUC 561	Methods Materials and Assessment in ESL?Teaching EsL	3

*EDUC 005E, EDUC 411A, RED 526, SPED 507, SPED 511, SPED 539 and EDUC 561: Courses leading to certification.*

Content Area Specialty

Semester hours vary by teacher certification program area (p. 104).

**NOTE: The requirements discussed in this section are subject to change based on guidelines established by the Pennsylvania Department of Education.**

## Instructional Certification Programs PK-12 or 7-12

### Teacher Certification Programs

A student who wishes to obtain a Pennsylvania Instructional I Certificate in specialized PK-12 and 7-12 areas, but who does not wish to pursue the master’s degree program, or who already holds a master’s degree, can enroll in a post- baccalaureate, certification-only program. Determination of individual student requirements for certification will be made after all previous transcripts have been evaluated. A student seeking only certification may receive transfer credit for equivalent courses up to fifty percent of the Education Core requirement credits at Marywood University. Eligibility for certification is determined by fulfillment of state requirements, including PRAXIS II testing (as required in each area of certification) taken upon completion of the program.

**(34 credits)**

#### Education Core Requirements:

EDUC 411A		3
EDUC 000		0
EDUC 502	Multidisciplinary Foundations of Education	3
EDUC 523	Seminar: Psychology of Education	3
EDUC 561	Methods Materials and Assessment in ESL/Teaching Esl	3
PSYC 514	Human Development	3
RED 526	Teaching Content Area Reading	3
SPED 507	Characteristics of Students with Disabilities	3
SPED 511	Curriculum Adaptations for the Special-Needs Learner	3
SPED 539	Behavior Management Approaches	3
EDUC 442A		2.5
EDUC 442Q		2.5
EDUC 598B	Special Topics in Student Teaching	3

*EDUC 000: 190 clock hours minimum*

#### NOTE:

- If an applicant has successfully completed a course that is listed as a requirement for a specific

certification (or its equivalent), it does not need to be repeated.

### Biology 7-12

#### Education Core Requirements, plus:

BIOL 122		3
BIOL 122L	And	1
BIOL 150		3
BIOL 150L	And	1
BIOL 151		3
BIOL 151L	And	1
BIOL 235		3
BIOL 235L	And	1
BIOL 351		3
BIOL 411B		4
BIOL 440		3
BIOL 440L	And	1
BIOL 446	Or	3
BIOL 446L	And	1
BIOL 410		2
CHEM 131		3
CHEM 131L	And	1
CHEM 132		3
CHEM 132L	And	1
CHEM 221		3
CHEM 221L	And	1
ENVS 420		3
ENVS 420L	And	1
PHYS 303		3
	And	



PHYS 303L	1	ENGL 400	3
MATH 155	3	Or	
MATH 170	3	ENGL 420 Editing and Style	3
		ENGL 412 Methods of Teaching	3
		English	
Or			
MATH 201	3	One course from Genre	
<i>BIOL 151 and BIOL 151L: Preq. BIOL 150, BIOL 150L</i>		ENGL 310-329	
<i>BIOL 235 and BIOL 235L: Preq. BIOL 151, BIOL 151L</i>		One course from Theme	
<i>BIOL 351: Preq. BIOL 151, BIOL 151L</i>		ENGL 330-349	
<i>BIOL 440 and BIOL 440L: Preq. BIOL 235, BIOL 235L, CHEM 132, CHEM 132L</i>		One course from American Period	
<i>BIOL 446 and BIOL 446L: Preq. BIOL 235, BIOL 235L, CHEM 132, CHEM 132L</i>		ENGL 350-359	
<i>CHEM 132 and CHEM 132L: Preq. CHEM 131, CHEM 131L</i>		One course from British Period	
<i>CHEM 221 and CHEM 221L: Preq. CHEM 132, CHEM 132L</i>		ENGL 360-369	
<i>PHYS 303 and PHYS 303L: Preq. MATH 170 or MATH 201</i>		One Course in Upper-Level Writing	
		ENGL 460-490	
Communications 7-12		Three survey courses selected from	
Education Core Requirements, plus:		ENGL 357A	3
		ENGL 357	3
		ENGL 360	3
		ENGL 364	3
THEATRE CORE		Mathematics 7-12	
COMM 112	3	Education Core Requirements, plus:	
THEA 130A	1	CS 142	3
THEA (varies) Practicum	3	Or	
THEA 241	3	MATH 142	3
THEA 247A	2	Or	
THEA 247B	2	MATH 155	3
THEA 247C	2	Or	
THEA 341	2	MATH 220	3
THEA 342A	2	MATH 211 Calculus I	4
THEA 342B	2	MATH 212 Calculus II	4
THEA 347	3	MATH 213 Calculus III	4
ENGL 412 Methods of Teaching	3	MATH 219	3
English		MATH 271	3
Choose 6 credits from the following:		MATH 321	3
COMM 231	3	MATH 322	2
COMM 233	3	MATH 322L	1
COMM 237	3	MATH 323	3
COMM 433	3	MATH 324	3
English 7-12		MATH 411B	3
Education Core Requirements, plus:		MATH 495	3
ENGL 170	3	PHYS 303	3
ENGL 180	3		
ENGL 370	3		

PHYS 303L	1				
Music PK-12				HIST 320H	3
Education Core Requirements, plus:				HIST 320I	3
MUSC 118	2			HIST 320J	3
MUSC 215A	2			SSCI 411	3
MUSC 215B	2			Spanish K-12	
MUSC 311B	2			Education Core requirements plus:	
MUSC 312	2			ENGL 400	3
MUSC 315C	0			LANG 411B	3
MUSC 315D	2			SPAN 101	3
MUSC 315E	2			SPAN 102	3
<i>Additional courses in basic musicianship and performance are required if bachelor's degree is not in a music-related field. Please see the Chairperson of the Music Department for additional content area requirements.</i>				SPAN 211	3
Social Studies 7-12				SPAN 212	3
Education Core Requirements, plus:				SPAN 223	3
SOC 211	3			SPAN 275	3
SOC 218	3			SPAN 300	3
ECON 100	3			SPAN 325	3
PS 210	3			SPAN 330	3
PS 211	3			SPAN 333	3
GEOG 210	3			<i>SPAN 101 and SPAN 102: For those who enter the program and have not studied the language previously.</i>	
HIST 100	3			Home School Visitor PK-12 (Educational Specialist Certification)	
HIST 101	3			Education Core Requirements, plus:	
HIST 105	3	Or		EDUC 502	Multidisciplinary Foundations of Education 3
HIST 125	3			EDUC 549	Law and the School 3
HIST 252	3			EDUC 554	Contemporary Learning Theories 3
HIST 253	3			EDUC 561	Methods Materials and Assessment in ESL/Teaching EsL 3
HIST XXX Modern Europe Elective	3			SPED 507	Characteristics of Students with Disabilities 3
HIST XXX Modern Developing World Elective	3			SPED 511	Curriculum Adaptations for the Special-Needs Learner 3
HIST 320A	3			SPED 539	Behavior Management Approaches 3
HIST 320B	3	Or		SW 501	Theory and Practice of Social Work I 3
HIST 320C	3	Or		SW 502	Practice II: SW Practice With 3
HIST 320D	3	Or			
HIST 320E	3	Or			
HIST 320F	3	Or			
HIST 320G	3	Or			

	Groups	
SW 591	Field Education Experience I	3
SW 592	Field Education Experience II	4
SW 536	Social Work Practice With Children	3
SW 601	Human Behavior I: Psychosocial Analysis?Of Human Behavior	3
SW 503	Practice III: SW Pract. W/ Communities	3
SW 801	Introduction to Social Welfare	3
SW 971	Ethical Issues in Social Work Practice	3

*SW 591: 200 hrs*

*SW 592: 240 hrs*

# Ph.D. in Strategic Leadership and Administrative Studies

**Program Director: Alexander Dawoody, Ph.D.**

## Program Philosophy

With an emphasis on applied and evidence-based research, the PhD program in Strategic Leadership and Administrative Studies (SLAS) challenges students to further develop their administrative and leadership roles in the public, non-profit, or corporate organizations, as well as scholarly opportunities for those seeking employment in higher education. Through a focused approach, students are prepared to meet the challenges of the 21st century by providing unifying administration and leadership in an increasingly interdependent world.

## Mission

Consistent with the mission of Marywood University, the Ph.D. program in Strategic Leadership and Administrative Studies (SLAS) has as its primary goal the mastery of the administrative and leadership skills necessary for professionals working in business, education, health care, and social services. This mission aspires to engender professionals who pursue their leadership careers with a commitment to expertise, ethics, and empathy in an interconnected world.

## Program Goals

1. Develop a cross-disciplinary understanding of the administrative and leadership roles that reflect the complexity of today's business, education, health care, and social services organizations.
2. Examine the ethical issues related to administrative and leadership roles.
3. Engage in interdisciplinary scientific inquiry and research to address the complex problems of today's organizations.
4. Advanced knowledge of ethical administrative and leadership practice.
5. Demonstrate competence as a leader and the desire to provoke social change.

## A Cross-disciplinary Approach

The Ph.D. program in Strategic Leadership and

Administrative Studies instills in students a cross-disciplinary understanding of ethical considerations related to administration and leadership. The program combines the knowledge and skills of more traditional doctorates, of strong research and instructional skills.

Marywood's Ph.D. program is unique in its cross-disciplinary focus at the doctoral level. Emphasizing critical, multifaceted analysis of complex problems, it enables students to make creative connections across disciplines, and to learn from the synergy of multiple points of view. Furthermore, a cross-disciplinary program allows for better exploration of the complex problems and issues of the 21<sup>st</sup> century.

Graduates of the Ph.D. program are well prepared to provide administrative leadership in a variety of settings. The cognitive flexibility and skill developed by learning to view challenges through a cross-disciplinary lens apply readily to areas such as business, education, administration, health care, and social services.

Expert faculty from disciplines across the University are engaged in the Ph.D. program through teaching the courses, serving as dissertation mentors and committee members, and serving as qualifying examination reviewers.

## Ph.D. Program Overview

The total number of credits for this program is 60, however up to 12 Master's level course credits may be applied as electives upon the acceptance of the student into the program and based on the discretion of the Ph.D. Program Director. Transferred credits must be related to the program's field of study with grades of B or higher.

Dependent upon the number of Master's credits transferred to the program, students can earn their doctoral degree within three years. Continuous registration each semester is required. Degree completion is expected within seven years of program entry.

## Transfer of Credits

The PhD program in Strategic Leadership and Administrative Studies (SLAS) accepts the transfer of qualified master-level credits to the program. The following conditions must apply:

1. Up to 12 graduate credits (4 eligible courses) from an accredited institution can be transferred to the program as electives.
2. A student must be enrolled in the program before applying for credit transfer and all credit transfer applications must be approved by the Program Director.
3. Transferred credits must be related to the program's field of study. Practicum, field-studies, internships, and clinical courses are not considered.
4. Grade of any transferred course must be B or higher.

### **Standards for Continuation**

A cumulative QPA of 3.00 is the minimum for continuation in the program. Students who fail to maintain a 3.00 average in their coursework will be required to meet with the Ph.D. Program Director and a corrective action plan will be enforced. Typically, one or two semesters will be allowed for the student to re-establish the required 3.00 average otherwise the student will be dismissed from the program. A minimum letter grade of "B-" is also required for all coursework. Continuous registration is required during fall and spring semesters. Students must successfully complete their Qualifying Seminar after the completion of their course work. Professional conduct is always expected.

### **Time Limitation Policy**

All degree requirements must be completed within 7 years of program entry. A one-year extension of the terminal date is considered only when there is substantial evidence that the student has made regular and consistent progress toward completion of degree requirements. Requests for extensions must be made in writing to the Program Director; full documentation of serious cause must be included. If in support of the request, then the Program Director will notify the student, the Dissertation Committee Chair, and Registrar's office of the decision. This period is rarely extended and is granted only under dire circumstances.

### **Admission**

Admissions to the PhD program in Strategic Leadership and Administrative Studies (SLAS) at Marywood University is based on open enrollment throughout the academic year. To be considered for priority admissions, completed applications that include a Master's degree from an accredited college or university, an official transcript from each college, university, and/or professional school attended, two letters of recommendation, a reflective essay, and a resume must be submitted to the Office of Graduate

Admissions. GRE or MAT scores are not required. Additionally, for international students, a TOEFL score is required.

The Program Director will review applications and makes recommendation to accept or decline an applicant's request for admission. Students may apply for scholarship and/or assistantship awards by contacting the Director of Financial Aid in the Financial Aid Office LAC #85.

Students may elect to defer an offer of admissions by one year and have approval by the Ph.D. Program Director. After that time, the student must reapply to the program through the Graduate Admissions.

The Ph.D. Program is an online interdisciplinary program. A student may complete the program in 2 to 3 years. While enrolled in the program, students must register during Fall, and Spring semesters on full or part-time basis.

### **Advising**

All student forms must be processed by the Program Director to ensure that they are completed and are following the program guidelines for graduation. The Program Director will serve as the academic advisor to all doctoral students.

Most of the doctoral faculty members are in various departments and colleges across the campus. Students can contact faculty using the Marywood University Staff Directory through Marywood University's home page. Faculty members participating in any graduate group are subject to change as members join, resign, or retire.

Keep informed during your graduate career: seek out opportunities to discuss your career goals and plans for attaining them with the Ph.D. Program Director. Be aware of opportunities for social and intellectual interactions in your program and take advantage of them.

Take time to read the various publications designed to inform graduate students, e.g., the Graduate Student Handbook, Class Schedule and Registration Guide. There are also several bulletin boards across campus that contains general information about employment opportunities, fellowships, and scholarships. The Ph.D. Program web page (<http://www.marywood.edu/phd/>) also is a good resource for information.

### **Professional Conduct**

The Ph.D. program requires students and doctoral faculty to conduct themselves as professionals. As such, students and faculty are expected to act in a manner that displays the

highest regard for human dignity. This professional behavior is expected both in the classroom and other relevant professional settings.

Any student found lacking in professional conduct may be placed on probation or dismissed from the program. Students placed on probation are given one semester to rectify the problems identified in a written Corrective Action Plan. If the Program Director, in consultation with the College Dean, believes the situation has been rectified during a probationary period, then the student will be allowed to continue in the program.

If the situation is not rectified, then the student will either be recommended for dismissal or the probationary period may be extended if sufficient progress is being made to rectify the problems identified in the Corrective Action Plan and a revised Corrective Action Plan will be implemented. Additionally, in the event a conflict of interest arises between a student and a faculty member serving on a dissertation committee, the committee member should consult with the dissertation chair or in the circumstance where the conflict is with the dissertation chair, then the student should consult with the Program Director. Students are required to adhere to their relevant professional code of ethics, as well as the University's conduct policies. Students may appeal any program

decisions following the grievance procedures of the University.

### **Journal of Applied Professional Studies (JAPS)**

**[www.journal-aps.net](http://www.journal-aps.net)**

The Journal of Applied Professional Studies (JAPS) is the flagship scholarly peer-review open-access online journal of the PhD program in Strategic Leadership and Administrative Studies. Faculty, students and researchers can submit their research articles, defended Master Thesis, PhD Qualifying Papers or Dissertations for publication at the journal. The journal also accepts research articles, defended Dissertations, and Master Thesis from students, faculty and researchers at other departments in the university as well as outside the university on local, regional, national and international levels.

The journal emphasizes applied fields of study with a strong interdisciplinary component and practical experience. As the name indicates, "Applied Professional Studies" refers to academic disciplines that combine theory and practice-based professional learning while focusing on a body of knowledge that is more rigorously applied and established than non-professional studies.

The journal seeks a reassessment and observation of all applied professional studies. The need for interdisciplinary approaches as a key to reviving and incorporating both theory and practice is the main focus of the journal. As research is becoming increasingly interdisciplinary, the journal can provide opportunities for discoveries useful for local, regional, national and international collaboration, ongoing scholarly research and practical approaches to solutions. The scope of the journal is also to embrace a variety of scholarly fields including administrative studies, architecture, business and management, communication, counseling, criminal justice, education, health administration, nursing, public administration, psychology, and social work.

Acceptance for publication is subject to a peer-review process. Authors are expected to write clearly and accessibly for an international audience. No particular theories are favored.

This journal provides direct open access to its manuscripts on the basis that making research freely available to the public provides a larger opportunity for exchange of knowledge.

# Ph.D. Degree

## Doctor of Philosophy (Ph.D.)

### Foundation Courses (21 credits)

Students are required to complete the following seven courses:

Foundation Courses

### Research Courses (18 credits)

Research Courses

### Electives (12 credits)

Elective Courses

Students can choose any *four* courses of the following electives:

Plus, any other graduate course offered by another department at the university and approved by the Program Director as an elective.

### Dissertation (minimum 9 credit hours)

Dissertation Course

All students are required to write and successfully defend a dissertation in order to graduate. Pre-requisites: The successful completion of all coursework.

### Total Required Credits for the Program

Requirement	Required Credit
7 Foundation Courses	21 Credits
6 Research Courses	18 Credits
4 Elective Courses	12 Credits
Dissertation	9 Credits (minimum)
<b>Total</b>	<b>60 Credits</b>

### The Qualifying Process

The Qualifying Experience required by the PhD Program in Strategic Leadership and Administrative Studies is based on the same concept adapted by many doctoral programs at

other universities. It is intended to measure the students' competency and mastery of concepts in their field of studies and applied as a prerequisite for starting the doctoral candidacy and dissertation process.

In order to qualify for the doctoral candidacy and participating in the dissertation process students must engage and successfully complete the Qualifying Experience after fulfilling all required courses. To do so, students must register for SLAS 6013: Qualifying Seminar which is offered each fall semester, and successfully complete the course.

The Qualifying Seminar requires the student to write a quality paper equivalent to manuscripts submitted to reputable peer-review journals. A student to choose the topic of the qualifying paper autonomously and write the entire paper as an independent study. The qualifying paper must have a clearly stated thesis statement and conduct a thorough literature review by presenting a detailed background of the issue and explaining its scopes and dimensions from three distinct perspectives as well as an ethical implication. A final set of policy and procedural recommendations is required as a conclusion of the paper.

APA style in referencing and a bibliography of at least 30 sources must be properly cited. Paper organization, formatting and writing style must be of high quality suitable for advanced graduate studies and peer-review journal submission criteria.

Accordingly, and after successfully passing the Qualifying Experience students must submit their completed qualifying papers to a leading peer-review journal in their research fields no later than *December 5th* and provide documents of the submission to the Program Director. The rejection of the paper by the journal, however, has no impact on the student's progress during the qualifying process.

### Qualifying Papers Submission Process

On *October 15th* of the semester students must submit their completed qualifying papers to the Program Director without referencing paper authorship. The Program Director will then assign a panel of three faculty selected from the PhD Program's Qualifying Standing Committee in order to review the submitted qualifying papers based on the process applied by leading peer-review journals in the field of organizational leadership and administrative studies.

### Qualifying Papers Evaluation Process

On October 31st the reviewers will submit the results of their evaluation of the qualifying papers to the Program Director based on one of three criteria: Accept, Revise and Resubmit, and Reject, along with their comments. The Program Director will then communicate the reviewers' evaluation to the student.

If the qualifying paper is Accepted by at least two reviewers within the panel then the student will pass the Qualifying Experience and be eligible as a PhD Candidate to form a dissertation committee during the following spring semester and start the dissertation process.

If the qualifying paper is Rejected at least by two reviewers within the panel then the student must repeat the SLAS 6013. Students can repeat SLAS 6013 only once. If a student fails, the qualifying experience during the repeated course then he/she will be dismissed from the program.

If two of the reviewers within the panel recommended the qualifying paper to be Revised and Resubmitted, then the student must do so no later than November 15th. The second review of the revised qualifying paper will then conclude no later than December 3rd.

If the revised qualifying paper has passed the second review then the student can move forward as a PhD Candidate, form the dissertation committee during the following spring semester and start the dissertation process.

If the revised qualifying paper failed the second review, then the student must retake the SLAS 6013. Again, if the student failed during the repeated course then he/she will be dismissed from the program.

In the case of one reviewer in the panel is recommending an acceptance of a qualifying paper, the second reviewer is recommending a revision/re-submission of the qualifying paper and the third reviewer is recommending a rejection of the qualifying paper, then the student must revise and resubmit the qualifying paper and follow the process outlined above.

### **Qualifying Experience Important Dates**

<b>Date</b>	<b>Topic</b>
October 15	Submit the completed Qualifying Paper to the Program Director
October 31	Results of the Qualifying Papers' reviews
November 15	Submit the revised Qualifying Paper to the Program Director
December 3	Results of the revised Qualifying Papers' reviews
December 5	Submit the completed Qualifying Paper to a peer-review journal. Provide submission documents to the Program Director.

### **Doctoral Candidacy**

Students are admitted to candidacy following successful completion of the Qualifying Seminar and may use either the terms "doctoral candidate" or "ABD" after their name in professional settings. Only upon successful defense of a student's dissertation can the term "Ph.D." be used.

### **The Dissertation Procedures**

#### **Mandatory Training in Human Subjects Protection**

All student researchers must complete the online Collaborative Institutional Training Initiative (CITI) that includes two course modules: Social and Behavioral Responsible Conduct of Research and Social Behavioral Research Researcher. Further information and a link to the training site are available on the University's IRB webpage: <http://cwis.marywood.edu/irb/>.

#### **Institutional Review Board**

All dissertation proposals must be reviewed by the University's Institutional Review Board. Necessary forms are available on the University's IRB website: <http://cwis.marywood.edu/irb/>.

A student may submit their dissertation proposal to the IRB once their committee has approved the proposal and a proposal can be submitted to the IRB at any time during the calendar year.

#### **Student and Faculty Roles and Responsibilities in Research**

Responsibility for the selection, development,



implementation, and analysis of the dissertation research belongs to the student. A student may decide, with the written approval of their Dissertation committee, to consult with an outside statistician to assist in the analysis of research data. It is expected, however, that the student be able to respond effectively to committee questions during the dissertation defense about the interpretation and understanding of the research data.

### Dissertation Committee Chairperson

It is the responsibility of the faculty Dissertation chair to guide the student as needed in the research endeavor, in consultation with the dissertation committee members, during the proposal meeting and thereafter until a successful defense is achieved.

Students are encouraged to find a faculty Dissertation Chair while registered in SLAS 6012 (Pre-Dissertation Seminar). A Dissertation Chair must be a full-time Marywood University faculty member with a terminal degree.

A student who is an employee of Marywood University may not have their immediate supervisor serve as the chair of their Dissertation committee.

In addition to the responsibilities listed below under Role of Dissertation Committee member, the Chair's primary responsibility is to guide the candidate through the dissertation process. Specific responsibilities include the following:

1. Helping the candidate with the selection of other committee members.
2. Determine when meetings of the Committee should be held.
3. Direct the defense of the candidate's research proposal for feedback and approval.
4. Determine when each section of the candidate's work is ready to be reviewed by all committee members.
5. Assess the progress of the candidate at the close of each semester by assigning a letter grade of satisfactory or unsatisfactory progress, in accordance with the University's academic calendar due date for final grades.
6. Determine when a pre-defense meeting of the Committee and candidate will be held.
7. Determine with the other committee members when the candidate's dissertation is ready to be defended.

8. Direct the defense of the dissertation.

### Dissertation Committee

A Dissertation Committee is composed of the Dissertation Committee Chair and two other full-time Marywood University faculty members, or one university faculty member and an outside expert. Committee members are to be invited based on consultation with the dissertation chair.

A committee member must hold a terminal degree (Ph.D. or equivalent) and can hold an academic or professional appointment. When an outside expert is invited to be a committee member, then the curriculum vitae of the outside expert must first be submitted to the Dissertation Committee Chair for approval. Outside members who are appointed to the committee are not compensated for their service and serve on the committee voluntarily.

Retired or former Marywood faculty may continue to serve on the committee either as a member or as chair, if approved by the Dissertation Committee Chair. The committee members' primary responsibility is to ensure that a scholarly product is the result of the dissertation process. Other responsibilities include, but are not limited to the following:

1. Evaluate the candidate's research proposal.
2. Provide written and/or oral feedback on various drafts of the candidate's dissertation chapters.
3. Attend all meetings of the full dissertation committee.
4. Attend the candidate's dissertation defense.

Prior to registering for dissertation credits, the **Dissertation Committee Appointment Form** must be completed and submitted to the Ph.D. Program Director.

### Dissertation Credits

Students are not eligible to register for dissertation credits until the Qualifying Seminar and all required coursework (including SLAS 6012: Pre-Dissertation Seminar) have been successfully completed. The student must also have a signed "**Dissertation Committee Appointment Form**" on file with the Ph.D. Program Office.

Students are required to complete a minimum of 9 credits of doctoral dissertation. The typical registration is for credits in each of two adjacent academic semesters. However, the number of credits taken in each semester is flexible. Students are cautioned against registering for credits

without completing the requisite level of work on the project to warrant a “Satisfactory” grade. Initial consultation with the Dissertation Committee Chair should include clarification of the expectations of progress on the project necessary to obtain a satisfactory grade. If the dissertation has not yet been defended after satisfactory completion of 9 dissertation credits, then a continuous registration of 1 dissertation credit per academic semester is required until successful defense.

### Registration for Dissertation Credits

Registration for dissertation credits cannot occur until the student has secured a Marywood Faculty Dissertation Chair and committee along with the completed **Dissertation Committee Appointment Form** has been signed by all three committee members and is submitted to the Ph.D. Program Director. This process should be done in advance of the required registration during the semester preceding the start of the dissertation, typically during the Pre-Dissertation Seminar (SLAS 6012). When approaching a potential Dissertation chairperson, students should have a clear idea of their desired research topic. Faculty with similar interests should be contacted first. Students may consult with their course instructors and/or Program Director for assistance in seeking a dissertation mentor and committee membership.

### Dissertation Committee Meetings during Data Collection

The use of a single survey as the sole measure of data outcomes is not acceptable. If a survey is being used to collect data, then some other objective measure to correlate with the survey is required. Another objective measure will further validate the survey data collection. During the period of data collection, the student should meet with their full dissertation committee as frequently as needed, however the student must meet their committee at least once between the time of the research proposal was accepted and the dissertation defense.

### Dissertation Format

1. APA Style as described in the most current Publication Manual of the American Psychological Association is to be followed.
2. The Copyright Act of 1976 provides for statutory copyright protection for any work fixed in a tangible medium. Following the Dissertation title page, the following copyright notice should be affixed on a separate page: "© year - Author's Name All rights reserved."

3. The left margin must be 1 1/2", the right, bottom and top margins must be 1". These margins must be respected for graphs, charts, illustrations, etc. Use font size 10-12 using the same style of font or typeface throughout.
4. Front matter may include acknowledgements, list of illustrations or tables, glossary of terms.

### Dissertation Defense

Once the Dissertation Committee Chair has approved the final draft of the dissertation, a defense date and time is set by the student in consultation with all committee members, and then inform the Program Director.

Students are advised to be alert to the defense date deadlines within an academic session. Six (6) weeks prior to the defense date, students are to email the Program Director with their intent to defend.

The student is to provide an electronic format of their dissertation **3 weeks prior to the scheduled defense** to the Program Director and committee members.

The Candidate and Dissertation Committee to select two Readers at least three weeks prior to the scheduled dissertation defense date. Readers are to ask questions and present their feedback to the Dissertation Committee. A Reader must hold a terminal degree from an accredited university and to be selected either from the faculty pool at Marywood University or from outside of the university.

The dissertation defense to be conducted via Zoom or Google Meeting and the defense should be no longer than 90 minutes (including questions and answers).

A majority vote of the Dissertation Committee members and at least one Reader is required to pass the defense. It is not unusual for students to be passed with the provision that the research mentor supervises the corrections or additions to the final draft of the dissertation.

The student is required to bring a minimum of two (2) copies of the Dissertation Title Page to the defense.

### Final Dissertation Submission

The student has two (2) weeks to provide the Ph.D. Program Director with an electronic Word copy of the final dissertation. A student who does not complete this process in a timely manner will not be eligible for graduation. Students may also elect to order several bound dissertation copies by notifying the library. Bound copies are to be printed on acid free paper (ultimate white wove 24 lb.

writing, 8.5 x 11 L 12M watermarked) and are at the cost of the student. The cost to bind each dissertation copy is approximately \$20.20 and the check must be made payable to Marywood University.

### **Conference Presentation and Publication of Student Research**

Students are strongly encouraged to present their research to regional, national, or international professional audiences. Research mentors typically are also willing to assist in the development of the student's dissertation into a manuscript for publication. In these cases, the student is to have first authorship. If after two years the doctoral student does not publish his/her data, then the Dissertation Committee Chair gains ownership of the data and may publish the results as first author. Students can also publish their defended dissertations at the program's flagship peer-review journal, *The Journal of Applied Professional Studies (JAPS)*.

# Public Administration

**Program Director: Alexander Dawoody, Ph.D.**

## Master of Public Administration (M.P.A.)

### Master of Public Administration (M.P.A.) Program Objectives

The Master of Public Administration program at Marywood is an exclusive professional online program, recognized as one of the Best Online Master Degree Programs in the nation by bestcolleges.com. All courses are offered through Moodle. The program values ethical, innovative, dynamic, and practical approaches toward public service shaped by the process of participatory engagement in the complex environment of public administration.

#### Specifically, the program strives to:

1. Expose students to a wide range of public affairs and administrative issues, as well as processes, practices, and responsibilities involved in public service.
2. Train public administrators on active engagement in problem solving.
3. Train public managers and administrators on all levels to adapt ethical responses toward issues of public service.
4. Develop collegial and supportive associations within the profession to share resources and expertise on local, national, and international levels.
5. Prepare students plan, organize, staff, coordinate, implement, and administer public service.
6. Facilitate students' understanding and command of theories and applied social sciences related to the delivery of public service.
7. Prepare students develop analytical, assessment and evaluation skills for effective managerial decision-making within the complex environment of public administration.
8. Help students articulate their awareness of social justice through active community participation and evidence-based research.
9. Provide advanced education in management related to the provision of public service, especially in the areas

of public policy and administration, state and local government, the federal government, international relations and foreign policy, national security, disaster management, and nonprofit leadership.

The MPA at Marywood University is involved in network development on international level to promote practical approaches to administrative science in the public sphere. Rather than focusing on the institutionalization of draconian measures of policy and administrative issues, the program is focusing on developing cooperative efforts to engage in networking and promoting social justice, peace, and ethical leadership. The program seeks giving voice to victims of wars, genocide and oppression around the world, including providing access to education. The program also seeks engagement and cooperation with NGOs on the global level to advocate sound political and economic policies, providing solutions to problems while advocating liberty and human dignity to all members of the human society. The program also aims at developing international networks of public administrators that can embody collaboration and partnership, professionalism, public integrity and democratic principles.

The MPA at Marywood University is involved in researching issues of public and administrative affairs, nonlinear dynamics, homeland security, disaster management, peace and nonviolence in resolving conflicts and comparative international administrative systems. The program is working to coordinate annual and periodic conferences that engage local, regional, national and international scholars at Marywood University and publish scholarly work in a program-sponsored peer-reviewed journal. The goal is to transform the program into an international think-tank for public policy and administration. These objectives are used as catalyst to examine the characteristics of partnership building, value sharing and prototypes intrinsic in applying supportive paths to addressing issues of public affairs.

The MPA at Marywood University considers the extent different issues in public administration impact the particularities as well as the broad array of administrative systems. An effective means of productive involvement is to form skills, attitudes and behaviors that integrate administrative practices in dynamic inter-related networks. Our focus is constructing common ground for dialogue in order to apply practical skills for ensuring collaborative interactions within public administrators on local, national, and international levels. The program, as such, is building approaches incrementally while forging

alliances with other local, regional, national and international educational programs in public administration in order to foster a commitment toward transforming the discipline into an effective analytical tool in the study and practice of public administration. Accordingly, the MPA at Marywood University is engaged in the development of the following activities:

1. Coordinating and organizing annual and periodic conferences on public affairs and administration through international dialogue. These conferences will include local, regional, national and international participants.
2. Publishing a peer-reviewed journal on public policy and administration as a tool for peace studies, security, public service, dialogue and conflict resolution.
3. Offering workshops to local and regional public managers.

### **Master of Public Administration Program Overview**

The MPA at Marywood University, recognized among the best in the nation. The program is an exclusive online 30 credit hours that follows the National Association of Schools of Public Affairs and Administration (NASPAA)'s accreditation guidelines. Our goal is to prepare students for challenging emergence in public administration as effective and innovative administrators equipped with practical and real-world experiences, and to train them with the needed skills, evidence-based research and theoretical framework in order to tackle the complex environment of public affairs.

The MPA degree is both marketable and professional. It prepares students for management career in public and nonprofit organizations as well as administrative positions in the public sector. The degree is ideal for students who are committed to public service and want to make a positive difference in the world.

The program affords students with opportunities to get involved in public affairs as soon as they begin the program, focusing on civic engagement and public responsibilities on local, national and international levels. The curriculum combines evidence-based research, applied theory, and practical skill development in order to prepare students for conceptual, analytical, and ethical applications of administrative solutions to problems.

With classes scheduled online and delivered through Moodle students can enroll on full or part-time basis and from the comfort of their homes around the world. Faculty expertise include all substantive policy areas which enable them teach, advise, research, and serve the students, community and profession. Here are few other reasons to consider the MPA program at Marywood University:

- Recognized as one of the Best Online Master Degree Programs in the nation by bestcolleges.com
- Easy and free online admissions process.
- No standardized tests are required for admissions.
- Full or part-time.
- Streamlined, up-to-date and cutting-edge curriculum.
- Dynamic teaching methods designed for learning adults and effective graduate studies.
- Knowledge and skill development for career advancement.
- Outstanding and experienced faculty.
- Specialization in general public administration, nonprofit leadership, and homeland security and disaster management.
- Sequential classes based on a master schedule.
- Dual MPA/ MSW degree
- Transition upon graduation and acceptance to the PhD Program in Strategic Leadership and Administrative Studies with up to 12 MPA credits applied toward the PhD program.
- Professional peer-review Journal of Applied Professional Studies (JAPS).
- Professional networking, student organizations, and activities.

### **Master of Public Administration Program Requirements**

1. Online Application
2. Official Undergraduate Degree Transcripts
3. Proof of English language proficiency (only for students for whom English is not their primary language and did not graduate from an English-taught

university).

4. **Personal Statement:** The personal statement should be no more than 500 words (or two double-spaced pages) answering the question, "why do you want an MPA"? You may describe your reasons for pursuing graduate studies in public administration, your career aspirations, your special interests within your field, and any features of your background that might be of an interest to the program. Commitment to public or nonprofit administration as well as ability to communicate in writing is strongly recommended.
5. **Resume or Curriculum Vitae.**
6. **Two Letters of Recommendation:** The letters should be from individuals who know you in a professional capacity, such as professors, work supervisors, and professionals from organizations where you have served as a volunteer or in another capacity. We look for evidence of academic achievement, community involvement, and personal characteristics that suggests the capacity to foster an institutional culture that advances democratic administration and governance.
7. GRE scores are not required.

Any applicant who lacks administrative experience must pursue a three-credit-hour internship. Internships consist of up to 12 weeks of full- or part-time assignments in an agency (minimum of 20 hours per week).

**(30 Semester Hours; Online)**

Required Courses: 15 semester hours

PADM 501	Principles of Public Administration	3
PADM 502	Public Policy Analysis	3
PADM 503	Human Resource Management	3
PADM 504	Research Methodology	3
PADM 505	Public Budgeting and Finance	3

Elective Courses: 12 semester hours

PADM 506	Law and Public Affairs	3
PADM 507	Ethics	3
PADM 508	Communication Strategic Planning and Organizational Dynamics	3
PADM 509	Introduction to the Nonprofit Sector	3
PADM 510	Fndr/Grnts Wrtngr Nonprft Or	3

PADM 511	Program Assessment and Evaluation	3
PADM 512	Issues in National Security	3
PADM 513	Intro to Homeland Security	3
PADM 514	Domestic and International Terrorism	3
PADM 515	International Relations & Globalization	3
PADM 516	American Foreign Policy	3
PADM 517	Intelligence for Homeland Security	3
PADM 518	Natural Disasters	3
PADM 519	Crisis Mapping/Humanitarian Action	3
PADM 520	Emergency Mgmt/Geographic Info Systems	3
PADM 521	Negotiation, Mediation, Facilitation	3
PADM 522	Info Sec, Tech, Risk Mgmt	3
PADM 596	Internship	3
Capstone Course: 3 semester hours		
PADM 600	LEAD Project	3

**Master of Public Administration/Master of Social Work Dual Program**

**Master of Public Administration/Master of Social Work**

The Master of Public Administration (MPA) and the Master of Social Work (MSW) at Marywood University offer a dual degree program designed to assure the acquisition of both management and social work skills necessary for competence as a manager/ administrator in the social work field. Today's social workers must be knowledgeable in managerial and administrative problem-solving processes, strategic planning, practices, and responsibilities in their role as middle managers, administrators, department heads, and in other similar capacities. The MPA curriculum follows the National Association of Schools of Public Affairs and Administration (NASPAA)'s guidelines and the MSW program is accredited by the Council on Social Work Education (CSWE). Upon successful completion of the MPA/ MSW dual degree program, a graduate will be able to accept a middle management position such as social work director or program administrator in a community program.

Admissions to the MPA/ MSW dual degree program will be on selective basis. The prerequisites and admissions process follow that of the Master of Public Administration program and the School of Social Work. A Capstone in MPA is required as an application of the

theoretical base to a practical situation. The application process can be completed online through Marywood University's Office of Admissions. An undergraduate degree from an accredited institution of higher learning is required. GRE and other standardized tests are not required.

### Program Requirements

This program is designed for those who wish to combine the development of administrative and managerial expertise with knowledge, skills, and values of the social work profession. The joint focus on public interest, policy, and management prepares students for a range of professional options and opportunities. Participation in the dual-degree program permits a student to earn the Master of Public Administration degree and the M.S.W. degree in a manner that expedites the time required by crediting work undertaken for one degree to the requirements of the other.

Interested students must make application for admission to both programs.

#### MSW Classroom Credits (36 semester hours)

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 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 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 802	Social Policy Advocacy	3
SW 971	Ethical Issues in Social Work Practice	3

#### Social Work Practicum (12 semester hours)

SW 591	Field Education Experience I	3
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SW 592	Field Education Experience II	4
SW 595	Fld Ed Exp III: Advanced Prac?Client Systems Concentn	4
SW 596	Fld Ed Exp IV: Advanced Practice W/?Client Systems Concentn	4

#### M.P.A. Core Courses (12 semester hours)

PADM 501	Principles of Public Administration	3
PADM 502	Public Policy Analysis	3
PADM 503	Human Resource Management	3
PADM 505	Public Budgeting and Finance	3

#### MPA Electives (15 semester hours)

PADM 506	Law and Public Affairs	3
PADM 508	Communication Strategic Planning and?Organizational Dynamics	3
PADM 509	Introduction to the Nonprofit Sector	3
PADM 510	Fndr/Grnts Wrtnng Nonprft Or	3
PADM 511	Program Assessment and Evaluation	3
PADM 512	Issues in National Security	3
PADM 513	Intro to Homeland Security	3
PADM 514	Domestic and International Terrorism	3
PADM 515	International Relations & Globalization	3
PADM 516	American Foreign Policy	3
PADM 517	Intelligence for Homeland Security	3
PADM 518	Natural Disasters	3
PADM 519	Crisis Mapping/Humanitarian Action	3
PADM 520	Emergency Mgmt/Geographic Info Systems	3
PADM 521	Negotiation, Mediation, Facilitation	3
PADM 522	Info Sec, Tech, Risk Mgmt	3
MPA Capstone (3 semester hours)		
PADM 600	LEAD Project	3





# Administrative Organizations

## Trustees and Officers

### Marywood University Board of Trustees

Lisa A. Lori, Esquire,  
*Chair of the Board*

Mary Ann Conaboy Abrahamsen, Esquire  
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Michael E. Bugno  
Elizabeth A. Burns  
Sister Mary Ann Cody, IHM  
Susan Cognetti  
Pia Ferrario  
Clayton J. Fitzhugh  
Dr. Mary Lawler Murphy-Fox  
Patrick J. Fricchione, M.D.  
James G. Gavin  
Maria C. Gogal  
Bernadette Gray-Little, Ph.D.  
Flora Keating Karam  
Frank Kelleher  
Reverend John M. Lapera  
John Lawless  
Sister Andrea J. Lee, IHM  
Sister Kathleen Lunsmann, IHM  
Robert J. Lynett  
Alejandra Marroquin  
Mary Ellen McDonough  
Sister Kelly Quinn, IHM  
Mary Kay Rotert  
Daniel J. Santaniello  
Paula Shields  
Robert Tamburro

### Trustees Emeriti

Michael Insalaco  
Virginia P. Shields

### Ex-Officio Members of the Board

Sister Ellen Maroney, IHM  
*President, Congregation of the Sisters, Servants of the Immaculate Heart of Mary*

Sister Mary Persico, IHM, Ed.D.  
*President of Marywood University*

## Administration

### Executive Officers

Sister Mary Persico IHM, Ed.D.  
*President of Marywood University*

Christina A. Clark, Ph.D.  
*Provost*

Ann Boland-Chase M.A., C.M.F.C.\*  
*Vice President for Enrollment Services and Student Success*

Mary Theresa Gardier Paterson, Esquire  
*Secretary of the University and General Counsel*

Renee Gregori Zehel, M.S., Ph.D.  
*Vice President for Advancement*  
Sister Catherine Luxner, IHM  
*Senior Vice President for Mission Services*  
Patrick Castellani  
*Interim Vice President of Financial Affairs*  
Wendy Yankelitis, M.B.A., C.M.F.C.  
*Interim Vice President of Operations*

### Administrative Officers

Jeffrey Johnson, D.M.D.  
*Dean, College of Arts and Sciences*

Lori E. Swanchak, Ph.D., PA-C  
*Dean, College of Health and Human Services*

James J. Sullivan, RA, AIA  
*Dean, College of Professional Studies*

### Additional Administrator

Leslie W. Christianson, M.L.I.S  
*Assistant Provost*

\*Cor Mariae Pro Fide et Cultura

## 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.

**Lisa Antoniaci (2007)**

Associate Professor of Biology (2012).  
Program Director in Biotechnology.  
B.S., M.S., University of Scranton; Ph.D., Lehigh  
University.

**Amanda Avery (2012)**

Associate Professor (2020), Assessment and Digital  
Projects Librarian.  
Undergraduate Core Curriculum Director  
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.

**Amanda Bennett (2015)**

Instructor of Practice 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.

**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)**

Chair, Nutrition and Dietetics; Clinical Assistant Professor;  
DPD Program Director in Nutrition and Dietetics (2011).  
M.S. Marywood University.

**Marie S. Bonavoglia (2008)**

Clinical Associate Professor, Clinical Coordinator  
Physician Assistant Program (2020).  
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.

**Heather Ceccarelli (2019)**

Instructor of Practice of Communication Sciences and  
Disorders  
B.S., Marywood University; M.S., Marywood University;  
Certificate of Clinical Competence – Speech and Language  
Pathology.

**Arthur B. Comstock (2000)**

Executive Director, School of Business and Global  
Innovation and Associate Professor of Finance (2005).  
B.S., Ph.D., Lehigh University; C.M.F.C.\*

**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.

**Lea M. Dougherty (2011)**

Lecturer of Social Work (2011).  
B.S.W., M.S.W., Marywood University.

**U. Rex Dum Dum, 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.\*

**Robin Engels Heitzman**

*Director of the School of Social Work, Assistant Professor of Practice of Social Work*  
B.A., Queens College, City University of New York; M.A., Teacher's College, Columbia University; M.S.W., University of New York at Albany

**James Eckler (2010)**

Director, School of Architecture and Professor of

Architecture (2020).  
M.Arch., University of Florida

**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.

**Stephen Garrison (2002)**

Associate Professor of Interior Architecture (2020).  
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**

Interim Director of the Learning Commons  
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)**

Associate Professor of Art History (2020).  
B.A., Temple University; M.A., Williams College; Ph.D.,  
Graduate Center, City of New York.

**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)**

Assistant Professor of Practice 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; C.M.F.C.\*

**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)**

Professor of Biology (2020).  
B.S., Towson State University; Ph.D., University of  
Toronto.

**Sister Angela Kim, IHM (2010)**

Professor of Social Work (2020).  
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)**

Instructor of Practice 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)**

Associate Professor of Management and Marketing (2020).  
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.

**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)**

Assistant Professor of Practice 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.\*

**Christine Medley (2003)**

Chair, Art Department; 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)**

Professor of Art (2020).  
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; C.M.F.C.\*

**Stephanie Minkoff (2016)**

Dietetic Internship Program Director (2016).  
B.S., M.H.S.A., Marywood University; Registered  
Dietitian-Nutritionist.

**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)**

Associate Professor of Practice 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; C.M.F.C.\*

**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.

**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.

**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.\*

**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.

**Vijayachandra Angalli Ramachandra (2005)**

Professor of Communication Sciences and Disorders  
(2020).  
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., Wurziwiler; Ph.D.,  
SUNY Albany.

**Justine Samanas (2013)**

Clinical Director, Physician Assistant Program; Associate Clinical Professor.(2020)  
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). Director of Criminal Justice.  
B.A., M.A., Ph.D., Bowling Green State 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)**

Assistant Professor of Practice 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)**

Executive Director, School of Business and Global Innovation; 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)**

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.

**Amy Paciej-Woodruff (2017)**

*Chairperson, School of Education*

*Assistant Professor of Education*

*B.A., Lock Haven University; M.S., University of Rochester; Ph.D., Marywood University.*

**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 Nemotko, 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 approximately 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 the Interim Director of Equity & Inclusion/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. Offered: Spring.

### **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.

Offered: Spring.

### **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.

Offered: Summer.

### **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 599AA - Csts/Bdgt Strtgs Cnst Mgmt (3)**

This class explores financial considerations of construction management. Cross listed with ARCH 399AA

### **ARCH 599BB - Prcts Cnst Mgmt Dsgn/Bld (3)**

This class explores general practices of construction management as well as the design-build style of project

delivery. Cross listed with ARCH-399BB

**ARCH 599CC - ST: Appld Dgfl Md: Cmty Dsg Bld (3)**

The purpose of this course is to extend students skill sets acquired in studio and other courses to design and build an inhabitable structure. Students will explore the application of various technological tools for fabrication and representation. Cross-listed with ARCH-399CC.

**ARCH 599DD - ST: Old Bldgs/New Bldgs/New Dsgns (3)**

Analyze the intersection of historic preservation and progressive architectural design. In these two areas where the debates of inflexible proponents on both sides often result in buildings of the lowest common denominator, a theory of how to marry old and new buildings and well-chosen examples from international travel will be examined.

**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.

Offered: Fall.

### **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.

Offered: Spring.

### **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 the 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.

Offered: Summer.

### **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.

Offered: Fall.

### **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.

Offered: Fall.

### **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.

Offered: Fall.

### **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.

Offered: Fall.

### **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.

Offered: Summer.

### **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.

Offered: Fall.

**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.

Offered: Spring.

**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.

Offered: Spring.

**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.

Offered: Fall.

**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 - Screen Printing (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.

Offered: Fall.

**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.

Offered: Spring.

**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.

Offered: Spring.

### **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.

Offered: Spring.

### **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.

Offered: Spring.

### **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.

Offered: Spring.

### **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.



Offered: Spring.

**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.

Offered: Fall.

**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.

Offered: Fall.

**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.

Offered: Fall.

**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.

Offered: Fall.

**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.

Offered: Fall.

**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.

Offered: Summer.

**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.

Offered: Fall.

**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.

Offered: Spring.

**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.

Offered: Fall.

**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.

Offered: Spring.

**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.

Offered: Spring.

**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.

Offered: Spring.

**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.

Offered: Spring.

**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.

Offered: Spring.

**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.

Offered: Fall.

**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.

Offered: Spring.

**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.

Offered: Fall.

**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.

Offered: Spring.

**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.

Offered: Fall.

**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.

Offered: Spring.

**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.

Offered: Spring.

**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.

Offered: Fall.

**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 580 - 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 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.

Offered: Spring.

**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.

Offered: Fall.

**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 599K - Independent Study - Illustration (3)**

Individual concentration on a special area of interest in Illustration under the direction of a faculty member.

**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/Tchng 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 601O - ST: History of Sequential Art (2)**

This is an art history course tracing the historical evolution of sequential art. Beginning with cave painting and proceeding to hieroglyphics and onto illuminated manuscripts humans have been communicating through pictures since the very beginning. In the mid 18th in Europe the cartoon form was introduced, and by the beginnings of the next century comic strips were a staple of American culture. Soon comic books arrived and the world has not been the same since. In recent decades the longer form graphic novel has taken hold. This rich history will all be covered.

**ART 601P - ST: Pntng Mtrls, Mthds, Tech (3)**

This course will cover a broad range of materials from rabbit skin glue gesso grounds for oil, tempera, and encaustic, supports, grinding oil paint, making egg tempera, preparatory drawings and oil sketches, methods

for scaling up, to under painting and glazing techniques. Course will also cover presentation, frames and gilding. Designed to broaden students knowledge for professional practice.

**ART 601S - ST: Women in Art (3)**

This course will survey the history of women artists as well as representations of women in art, considering both western and non-western cultures. Topics will include evidence of the role of women in ancient art, including Mesopotamia and ancient Greece, representations of women in sacred and secular contexts through history, as well as a survey of women artists. There is evidence that women produced visual art objects as early as the Middle Ages, although these artists have received little attention. In the sixteenth century, more women entered the art world, and a documented history of women artists begins. Despite the steady increase in women working as artists through more recent centuries, issues of gender, equity and value persist. Artists studied will include Sofonisba Aguiusola, Artemisia Gentileschi, Elisabeth Vigee-Lebrun, Angelica Kaufman, Mary Cassatt, Georgia O'Keeffe, and Judy Chicago. Rejecting entrenched but baseless gender stereotypes, artists will be discussed in the context of their professional work and cultural milieus.

**ART 601T - ST: Northern Renaissance Art (3)**

This course will survey art made in Europe, north of the Alps, from the end of the fourteenth century, through the sixteenth century, with particular focus on Germany and the Netherlands and artists such as Jan van Eyck, Rogier van der Weyden, Albrecht Dürer, Hieronymus Bosch, and Pieter Bruegel. This period experienced great religious and social turmoil, but also significant artistic and cultural change. Much of our focus will be on developments of technology in art, as well as the connections between art and religious life.

**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 contexts, inclusive of community organizations and cultural institutions. Restricted to MA Art Education majors. Normally offered in Spring semester



only.

Offered: Spring.

**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.

Offered: Fall.

### **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.

Offered: Summer.

### **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.

Offered: Summer.

### **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.

Offered: Summer.

### **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.

Offered: Summer.

**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.

Offered: Summer.

**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.

Offered: Spring.

**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 (3)**

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.

Offered: Spring.

**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.

Offered: Summer.

**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.

Offered: Fall.

**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.

Offered: Summer.

**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.

Offered: Spring.

**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.

Offered: Fall.

**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.

Offered: Fall.

**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.

Offered: Spring.

**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.

Offered: Fall.

**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.

Offered: Spring.

**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.

Offered: Fall.

**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.

Offered: Spring.

**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.

Offered: Summer.

**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 598D - ST: Museum Based Art Therapy (3)**

This course is designed to introduce students to the interdisciplinary and community-based practice of

Museum-Based Art Therapy as an emerging area in the field of art therapy. The course will emphasize the pragmatic nature of developing therapeutic programming and implementing such interventions in the museum. The course will include hands-on experiences in and out of the gallery. It will incorporate the historical context of museum objects and collections, and it will focus on the integration of art history, museum education, and art therapy as it applies to providing therapeutic services for various diverse client populations.

**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 601Q - ST: Cmty-Bsd Art Thrpy w/Vtrn (3)**

This course is designed to integrate experiential learning, service-learning, internship, applied learning, and research-orientation. The course will focus on student application of learning about the practice of art therapy with older adult veteran populations. Students will apply direct learning through immersion with studio based and community-based practices with veterans. Students will work alongside an Artist in Residence and an art therapist to understand scope of practice as well as learn collaborative skills required in working with a multidisciplinary team. Students will design and implement two art therapy workshops collaboratively, and they will learn to implement a research-oriented component to community-based practice. The course is primarily experiential in nature, enabling the students to learn through active engagement in the arts therapies.

**AT 601R - ST: Intrnshp Sem in AT (3)**

AT-601R Internship Seminar is an intensive cohort-based clinical option that may substitute a C or D level Practicum course and carries the same number of required clinical hours including 200 (100 hrs. client contact) hours of practical experience (equaling 6.6 hours/week client contact, 45 class/supervision and 54 hours non-clinical including charting etc. over 15 weeks), weekly supervision and didactic learning. In depth opportunities to work with populations of specific settings will enhance the professional development of participating students. For advanced C D level students only.



**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.

Offered: Fall.

**ATES-Athletic Training Exercise 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.

**ATES 510 - Concepts in Athletic Training (3)**

This course provides an introduction to the profession of athletic training including basic skills required for injury prevention and treatment, as well as, an overview of the psychological and social aspects associated with injury and recovery. This course provides an introduction to clinical decision making through an exploration of evidence-based practice frameworks, a team approach to healthcare, legal and ethical considerations, primacy of the patient, effective communication and concepts of professionalism and cultural competence.

**ATES 520 - Emergency Care in Athletic Training (2)**

This course instructs the student in recognition, evaluation, and treatment of emergent conditions that may occur in the physically active population. This course provides a comprehensive approach to the identification of risk factors, preparation of emergency action plans, and recognition and care of emergency medical conditions including those that may lead to sudden death. Students are

required to have current certification in Basic Life Support CPR AED.

**ATES 530 - Rsrch Exprnc in Athlct Trng (2)**

This course will introduce the fundamentals of research design and interpretation, including basic statistical analysis. Students will read, summarize, and interpret current literature related to athletic training and determine how it applies to clinical practice.

**ATES 540 - Gnrl Mdcn/Phrmclgy in AT (3)**

This course will focus on the key concepts of evaluation, diagnosis, and management of general medical conditions commonly seen in the athlete. Students will be able to use an evidence-based approach to identify, explain, and assess pathologies and apply these concepts in real-life scenarios.

**ATES 550 - Cincial Analysis and Prescription (3)**

This course is designed to promote an understanding of the adaptations of the human body in response to exercise, as well as, fundamental concepts of strength and conditioning. The course will provide the student with anatomy and physiology of various systems of the body, programs, theories, and concepts vital to exercise prescription, corrective exercise, injury prevention, injury rehabilitation, and reconditioning for return to activity.

**ATES 560 - Clinical Education (1)**

This course accompanies the first of six clinical experiences in the athletic training curriculum in order to further develop and enhance the practical skills and knowledge necessary for clinical practice. This course is designed to introduce students to the practice of athletic training through the completion of a two-week immersive clinical education experience.

**ATES 561 - Clinical Education II (1.5)**

This course accompanies the second of six clinical experiences in the athletic training curriculum in order to further develop and enhance the practical skills and knowledge necessary for clinical practice. This course is designed to allow students to review and demonstrate lower extremity injury evaluations, foundational athletic

training skills, and emergency management techniques through the completion of a 15-week clinical education experience.

**ATES 562 - Clinical Education III (2)**

This course is designed to accompany the third of six clinical experiences in the athletic training curriculum to further develop and enhance the practical skills and knowledge necessary for clinical practice. This course is designed to allow students to develop clinical proficiency in the evaluation, diagnosis, and treatment of upper extremity dysfunction, demonstrate therapeutic exercise and modality applications through the completion of a 15-week clinical education experience.

**ATES 563 - Clinical Education IV (1)**

This course accompanies the fourth of six clinical experiences in the athletic training curriculum in order to further develop and enhance the practical skills and knowledge necessary for clinical practice. This course is designed to allow students to develop clinical proficiency in the evaluation, diagnosis, and treatment of upper and lower extremity dysfunction through the completion of a 5-week immersive clinical education experience with patients who participate in non-sport activities.

**ATES 564 - Clinical Education V (2)**

This course accompanies the fifth of six clinical experiences in the athletic training curriculum in order to further develop and enhance the practical skills and knowledge necessary for clinical practice. This course is designed to allow students to further develop clinical proficiency in the evaluation, diagnosis, and treatment of orthopedic conditions, as well as expose students to non-orthopedic conditions through the completion of an 8-week immersive clinical education experience.

**ATES 565 - Clinical Education Vi (3)**

This course is designed to accompany the third of six clinical experiences in the athletic training curriculum to further develop and enhance the practical skills and knowledge necessary for clinical practice. This course is designed to allow students to develop clinical proficiency in the evaluation, diagnosis, and treatment of upper extremity dysfunction, demonstrate therapeutic exercise

and modality applications through the completion of a 15-week immersive clinical education experience.

**ATES 570 - Evaluation and Assessment I (3)**

This course teaches evaluation techniques of the lower extremity, including the foot, ankle, knee and hip, as well as orthopedic conditions of the lower extremity. This course educates students in performance of assessment and documentation techniques for the lower extremity, including palpation, goniometry, strength testing, neurologic examination, and anthropometric measures.

**ATES 571 - Evaluation and Assessment II (3)**

This course teaches evaluation techniques of the upper extremity, including the shoulder, elbow, wrist and hand, as well as orthopedic conditions of the upper extremities. This course educates students in performance of assessment and documentation techniques for the lower extremity, including palpation, goniometry, strength testing, neurologic examination, and anthropometric measures.

**ATES 572 - Evaluation and Assessment III (2)**

This course focuses on evaluation and treatment techniques of the spine and pelvis, including the cervical spine, thoracic spine, lumbar spine and the sacroiliac joints, as well as common orthopedic conditions of the trunk in the physically active population. This course will also provide a comprehensive approach to assessment of the spine posture and dynamic movement patterns as it relates to musculoskeletal injuries.

**ATES 580 - Therapeutic Interventions I (3)**

This course explores the concepts of designing therapeutic interventions for patients with physical dysfunctions that stem from inflammation, pain, and limited movement patterns. The primary focus is on the use of therapeutic modalities and manual therapy techniques.

**ATES 581 - Therapeutic Interventions II (2)**

This course provides an in-depth exploration of the concepts of designing therapeutic interventions and corrective exercise plans for patients with physical

dysfunctions and limitations associated with orthopedic injuries, pathological movement patterns, and post-operative rehabilitation.

### **ATES 585 - Orgnzt/Admnstr in AT (2)**

This course will focus on the aspects of professional management and administrative issues in athletic training, including program management, human resources, insurance, risk management, ethics, pre-participation examinations and facility design.

### **ATES 590 - Capstone in Athletic Training (1)**

This course is designed for research discussion of critical questions and contemporary issues in athletic training and sports medicine. The course also serves to prepare students for the Board of Certification Examination and for becoming licensed to practice as an athletic trainer. Through the use of self-assessments, students will identify areas of strengths and weaknesses, create tailored study plans, and complete practice examinations.

## **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. Offered: Fall.

### **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.

Offered: Spring.

### **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.

Offered: Fall.

### **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. Offered: Fall.

### **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. Offered: Fall.

### **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.

Offered: Spring.

### **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. Offered: Spring.

### **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. Offered: Spring.

### **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. Offered: Spring.

### **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. Offered: Fall.

### **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. Offered: Fall.

### **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. Offered: Spring.

### **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 598B - ST: Science Communication (3)**

An interactive communication course that focuses on the process of writing and presenting scientific data to a variety of audiences. Students will critically evaluate the scientific writing found in published literature, engage in peer review activities, develop visual aids to provide clarity to scientific data/models, and develop abilities for clear and engaging presentations.

### **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 accounting 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/Fin Concepts 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 onProduction 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. Offered: Spring.

**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 598K - ST: Problem-Oriented Policing (3)**

This course introduces students to the proactive approaches designed to reduce crime and disorder being adopted by police departments today to supplement the traditional reactive strategies of the past. Among other topics, the course will consider the relationships between place, victim and offender, Crime Prevention through Environmental Design, the SARA and CompState methods of crime analysis and response, and the use of GIS systems to plot crime locations. This course is cross listed with CJ 360.

**CJ 598L - Environmental Crime & Justice (3)**

This specialized course overviews a key area of contemporary criminology, central to public debates about economic growth, equality, justice, and environmental sustainability. The course introduces students to the interdisciplinary nature of environmental crime, the environmental laws and regulations created to control it, and the rise of the environmental justice movement. The course also exposes students to (1) the historical and contemporary scope rate of various environmental crimes, (2) the environmental policy process and enforcement case history, and (3) special topics like human exposure to industrial pollution, climate change, and the unequal distribution of environmental crime and harm by region, occupation, race/ethnicity, gender and class. This course is cross listed with CJ 470G and CJ 598L.

**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.

Offered: Summer.



**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.

Offered: Summer.

**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.

Offered: Spring.

**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.

Offered: Fall Every Other Year.

**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.

Offered: Spring.

**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.

Offered: Fall.

**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.)

Offered: Spring.

**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 2331, 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.

Offered: Fall Every Other Year.

**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.

Offered: Summer.

**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 598H - ST: Case Problems in Public Relations (3)**

Presents case studies of public relations problems in industry, labor, education, government, social welfare, and trade associations.

**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.

Offered: Spring.

**COUN 501 - Research Theory (3)**

**COUN 502 - Multitiered Systems for School Counselor (3)**

Description: School counselors encourage and support the academic, career and social/emotional development of all students including those with disabilities and other special needs. Multitiered System of Supports (MTSS), is empirically programming that addresses the diverse needs of all students. Components include but are not limited to response to intervention (RTI) and responsive positive behavioral interventions and supports (PBIS). MTSS is a culturally responsive, evidence-based framework implemented in K-12 schools that uses data-based problem solving to integrate academic and behavioral instruction and intervention at tiered intensities to improve the learning and social/emotional functioning of all students (ASCA, 2016, 2018; Sink, 2016). In this course students will learn the components of MTSS and how to implement them in their school counseling programs to positively impact the academic and behavioral success of all students.

**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.

Offered: Fall.

**COUN 506 - Student Academic Career Development School Counseling (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 - Principles and Practices of Clinical 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.

Offered: Fall.

**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.

Offered: Fall.

**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 - Practicum: PK-12 School Counseling (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 Supervis) (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 Supervis) (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 Supervis) (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.

Offered: Spring.

**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.

Offered: Summer.

**COUN 532 - Multicultural Issues for Prof Coun?Professionals (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.

Offered: Spring.

**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.

Offered: Summer.

**COUN 535 - Student Soc & Emotional Dev/School Coun (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.

Offered: Summer.

**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 Prog (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.

Offered: Spring.

**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.

Offered: Fall.

**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.

Offered: Fall.

**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.

Offered: Spring.

**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.

Offered: Fall.

**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: Counseling & Spirituality?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)**

This course addresses the conceptual and empirical literature on clinical supervision and consultation, including models, approaches, techniques, relationship and process issues, diversity factors, and ethical and legal considerations. Students will develop conceptual knowledge, skills, self-awareness, and attitudes relevant to clinical supervision through readings, lectures, discussions, and role-plays. This course meets the educational requirements for the Approved Clinical Supervisor credential.

**COUN 598C - ST: LGBTQ Elective (3)**

This course will address clinical issues related to professional counseling for the LGBTQ+ community. Topics include those related to sexual identity development, the coming out process, homophobia and heterosexism, family and relationship issues, intersectional diversity issues, lifespan development, spirituality, HIV/AIDS, substance abuse, becoming an ally, and ethical and professional issues for working with LGBTQ+ individuals through affirmative counseling approaches.

**COUN 598D - ST: Mlt Trd Systms Spprt Schl Coun (3)**

Multi Tiered Systems of Support (MTSS) is a framework that includes universal screening of all students, multiple tiers of support services, and an integrated data collection and assessment system to inform decisions at each tier of support. This experiential course will address the school counselor's roles and responsibilities at each tier. Topics

will include screening procedures, positive behavior programs, functional behavioral analysis, behavior modification strategies, crisis intervention, and referrals. Information regarding the needs of diverse learners will be emphasized.

### **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.

Offered: Spring.

### **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.

Offered: Summer.

### **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.

Offered: Fall.

### **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.

Offered: Spring.

### **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.

Offered: Fall.

### **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.

Offered: Summer.

### **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.

Offered: Spring.

**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.

Offered: Fall.

**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.

Offered: Spring.

**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.

Offered: Fall.

**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.

Offered: Summer.

**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. Offered: Fall.

**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.

Offered: Summer.

**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.

Offered: Fall.

**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.

Offered: Spring.

### **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.

Offered: Spring.

### **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.  
Offered: Fall.

### **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. Offered: Spring.

### **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.

Offered: Summer.

### **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.

Offered: Summer.

### **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.

Offered: Fall.

### **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.

Offered: Fall.

**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.

Offered: Summer.

**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 Dynmcs (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.

Offered: Spring.

**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.

Offered: Spring.

**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.

Offered: Spring.

**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.

Offered: Fall.

**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.

Offered: Fall.

**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.

Offered: Spring.

**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.

Offered: Fall.

**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-at-large 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.

Offered: Fall.

**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/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.

**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.

Offered: Fall.

**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.

Offered: Spring.

**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.

Offered: Fall.

**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.

Offered: Fall.

**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.

Offered: Spring.

**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.

Offered: Fall.

**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.

Offered: Spring.

**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/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/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.

Offered: Spring.

### **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.

Offered: Spring.

### **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.

Offered: Spring.

### **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.

Offered: Fall.

### **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.

Offered: Fall.

### **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.

Offered: Spring.

**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.

Offered: Spring.

**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.

Offered: Fall.

**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.

Offered: Fall.

**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.

Offered: Fall.

**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, & Mdls 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/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/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.

Offered: Spring.

**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.

Offered: Fall.

**D/SW 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.

## 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. Normally offered in Fall semester only.

Prerequisite: Required: Praxis. Offered: Fall.

### **EDUC 470G - Elementary Curriculum: Science (1.5)**

Applies science theories and methodology through cooperative, hands-on teaching experiences. Normally

offered Fall semester only.

Offered: Fall.

### **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.

Offered: Spring.

### **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. Maryood'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 requiremnts; 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.

Offered: Fall.

**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.

Offered: Fall Every Other Year.

**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.

Offered: Spring Every Other Year.

**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.

Offered: Fall Every Other Year.

**EDUC 509A - Administration, Organization & Supervision of ECE (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.

Offered: Fall.

**EDUC 546 - Seminar: Current Problems and Issues in Education (3)**

Examines practical issues of current concern in education. Normally offered in Summer session only.

Offered: Summer.

**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.

Offered: Fall.

**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.

Offered: Spring.

**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.

Offered: Summer.

**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.

Offered: Summer.

**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 Esl (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.

**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.

Offered: Fall.

**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.

Offered: Summer.

**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.

Offered: Summer.

**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

Offered: Spring.

**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.

Offered: Summer.

## **ENGL-English**

### **ENGL 500 - Structure of Linguistics (3)**

Designed for students in communications, English, education, and related areas who require a sense of the historical development of the English language. Introduces the major grammar systems (traditional, structural, and transformational); reviews classical diagramming; explores theories of language acquisition; and considers the social and cultural dimensions of language use.

### **ENGL 520 - Editing and Style (3)**

Students are required to learn and apply theories and strategies of editing and style that can improve academic writing, technical writing, web-based writing, business writing, and news writing. The class will also focus on conventions of grammar, mechanics, usage, and style sheets in various genres.

### **ENGL 523 - Technologies of Writing (3)**

This course will consider the different forms of writing technologies, from the earliest forms of writing to the latest trends in new media, considering the reciprocal relationship between publication method and content and examining whether and how those relationships change over time.

### **ENGL 524 - Research Methods for Content Creators (3)**

This course will prepare students for the rigors of research in professional settings. They will learn how to search effectively and responsibly for information and content they will need to produce quality content across a variety of platforms, considering the full range of resources available to them, from archives to internet to interviews. They will distill information from various sources and create content tailored to specific situations based on their research.

### **ENGL 525 - Rhetoric and Persuasion (3)**

Students will study the history of rhetoric to learn classical principles of argumentation and explore various forms of persuasive writing to learn to recognize and analyze persuasive techniques while considering the various audiences of each work. Students will also learn to practice these techniques in their own writing.

**ENGL 540 - Research Methods for Content Creators (3)**

This course will prepare students for the rigors of research in professional settings. They will learn how to search effectively and responsibly for information and content they will need to produce quality content across a variety of platforms, considering the full range of resources available to them, from archives to internet to interviews. They will distill information from various sources and create content tailored to specific situations based on their research.

**ENGL 563 - Writing Memoir (3)**

Students will study the field of memoir, reading samples by a variety of different authors to consider techniques of memoir writing and to identify and engage the current debates in the field. They will also produce a portfolio of experiments with memoir writing, all of which will be revised and honed through class workshops.

**ENGL 565 - Travel Writing (3)**

In this course, students will read theories of travel writing and a sampling of travel narratives in order to generate their own travel writing. The writing itself will improve as students engage deeply and critically in reading and in experiencing various cultural sites and/or activities at home or abroad. The class will use a workshop approach to writing, collaborating and improving drafts to generate publishable pieces.

**ENGL 567 - Writing Literary Journalism (3)**

In this course, students will examine the field of literary journalism, in which writers weave elements of fiction such as scene, dialogue, and voice into traditional reporting to create an immersive and well-researched experience for the reader. They will read representative examples of the genre and learn to identify and analyze commonly practiced characteristics of literary journalism. Students

will engage in writing examples of literary journalism and then participate in workshops to collaborate and improve drafts.

**ENGL 570 - Business Writing (3)**

The course offers practice in writing documents common to business and technical fields, including such documents as memos, letters, technical descriptions, proposals, reports, and the like. Emphasis is on content, form, and style.

**ENGL 573 - Grantwriting and Writing for Non-Profits (3)**

Students will learn how to write in multiple genres for non-profit agencies, such as artistic, civic, educational, and service institutions. Students will learn to identify potential grants, learn how to translate the importance and parameters of a project to a non-specialist audience, and practice the techniques associated with successful grant writing.

**ENGL 574 - Speechwriting (3)**

The class will explore how to prepare a speech that is both memorable and effective. By studying various speeches and speakers, students will learn how to write speeches for politicians, corporate or educational leaders, heads of agencies, and other public figures, concentrating on how to write effectively and persuasively for public situations.

**ENGL 576 - Writing for Social Media (3)**

This course will survey the various platforms of social media, evaluating effective and ethical writing and engagement techniques by considering the relationship between audience, purpose and text. Students will also practice producing content for different platforms for both individual use and professional settings.

**ENGL 579 - How to Survive As A Freelance Writer (3)**

This course will teach students the practical strategies of freelance writing, including everything from finding clients and publishers to managing deadlines, networking, and writing strategies. The course will rely on experiences of successful local freelance writers as well as readings and

case studies.

### **ENGL 583 - Social Justice and Rhetoric (3)**

This course explores how writing has impacted social justice movements over time as well as its practice today. Through reading and writing assignments, students will consider how various texts work for political or social change and will learn how to write effectively for different audiences while appreciating and harnessing the power of language as a force of change.

### **ENGL 584 - Political Writing and Rhetoric (3)**

Students will study political writing focusing primarily on current presidential, congressional, and/or gubernatorial elections. Using speeches, debate transcripts, websites, advertising, and other examples of candidates' rhetoric, as well as political writing and rhetoric treatises from throughout history, students will learn to analyze and employ techniques of persuasive writing.

### **ENGL 585 - Writing and Cultural Studies (3)**

Focuses on developing writing abilities while critically examining the cultural communities to which we belong, especially in terms of popular culture, power dynamics, and issues of social justice. The culture texts students will analyze through writing include various parts of everyday life, such as cars, celebrities, and coffee shops.

### **ENGL 586 - Environmental Writing (3)**

This course will engage students in the study of writing about nature and the environment. Students will read widely in the genre to gain awareness of the different types of writing that are part of environmental studies, and through both reading and writing assignments, learn about audience, situation, and techniques of writing as they consider the importance of writing as a form of environmental action.

### **ENGL 590 - Feminist Writing and Rhetoric (3)**

Course explores the nature of feminist writing through reading and writing assignments. Course will focus on feminist revisions of well-known texts, practical documents that work for political or social change, and the

implications of traditional writing conversations.

### **ENGL 599BW - ST: Improv for Prof Writers (3)**

This course uses improvisational theater techniques and theories to explore professional communication. Students develop their ability to read and respond to workplace writing contexts through the study of improv. Not only will we focus on writing, but we'll also emphasize listening, speaking, and roleplaying to engage different professional audiences. This is not an acting class, but it is highly participatory. Our discussions of improv and professional writing will also have us participating in improv exercises and activities in class, such as "Yes, and," "Mind Meld," and others.

### **ENGL 600 - Professional Writing Theory and Praxis (3)**

This course centers on the theory, research, and practice of professional writing. Students will read definitions of professional writing from academic and professional perspectives and research genres common in professional writing. Through reading, discussion, projects, and writing workshops, students will develop a rhetorically-grounded approach to analyzing communications problems, cultivate effective communicative practices, and produce a range of professional documents as they gain insight into the issues and challenges of professional writing in a variety of workplace contexts.

## **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.

Offered: Spring.

### **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 598C - ST: Enrlmnt Mgmt Prncp/Prcts (3)**

This course is a comprehensive overview of the field of enrollment management. It examines how enrollment management strategies shape the recruitment and retention practices within educational institutions. Students will learn or deepen their understanding of concepts, practices, and techniques associated with successful enrollment management. Students will create a written analysis of an actual enrollment plan that includes marketing,

communication, recruitment, and retention strategies.

### **HE 598D - ST: Equity and Inclusion (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.

### **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 rational, execute a research proposal and complete a professional contribution or thesis paper.

**HSA 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.

**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 Impltns 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.

Offered: Fall.

**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.

Offered: Fall.

**IARC 513 - Thesis Research (3)**

Students begin investigation into thesis topics. Normally offered Summer session only.

Offered: Summer.

**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 Adaptive 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.

Offered: Fall.

**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.

Offered: Spring.

### **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.

Offered: Spring.

### **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 & Publication (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.

Offered: Spring.

### **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. Working in pairs with students from the Birmingham School of Art and Design (UK) students will develop residential home furnishings prototypes to be displayed at both High Point Market in North Carolina and New Designers showcase in London, UK

### **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 599H - ST: Full-Scale Install/Fabrication (3)**

The focus of this course is to expose students to the fundamental of developing abstract and complex spatial installations. Students will explore concepts such as identity, memory, narrative experience, and object permanence and the ways in which they can be deployed through full scale constructs. Cross-listed with IARC-399D

### **IARC 599I - ST: Exp Memory Thrhg Dsgn (3)**

Design is remembered through experience, both positive and negative; buildings are subject to destructive and devastating experience, as prisons, torture chambers, and concentration camps. Do such deeds transcend time and materials? This course will delve into the psychology of a space and what factors contribute to the identity of these emotionally charged places. Beyond readings, films, and other traditional media this seminar-style class will focus on students' individual hometown lived experiences and how they align or differ from architecture theories and practices.

### **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 re purposing 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.

Offered: Fall.

**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 theMiddle 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.

Offered: Spring.

**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 - 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.



**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)**  
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**ENGL 400 - (3)**  
**ENGL 412A - (3)**  
**ENGL 412B - (3)**  
**ENGL 460 - (3)**  
**ENGL 461 - (3)**  
**ENGL 462 - (3)**  
**ENGL 463 - Writing Memoir (3)**

Students will study the field of memoir, reading samples by a variety of different authors to consider techniques of memoir writing and to identify and engage the current debates in the field. They will also produce a portfolio of experiments with memoir writing, all of which will be revised and honed through class workshops.

**ENGL 464 - (3)**  
**ENGL 465 - Travel Writing (3)**

In this course, students will read theories of travel writing and a sampling of travel narratives in order to generate their own travel writing. The writing itself will improve as students engage deeply and critically in reading and in experiencing various cultural sites and/or activities at home or abroad. The class will use a workshop approach to writing, collaborating and improving drafts to generate publishable pieces.

**ENGL 466 - (3)**  
**ENGL 467 - (3)**  
**ENGL 468 - (3)**  
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**ENGL 471 - (3)**  
**ENGL 472 - (3)**  
**ENGL 473 - (3)**  
**ENGL 474 - (3)**  
**ENGL 475 - (3)**  
**ENGL 476 - Writing for Social Media (3)**

This course will survey the various platforms of social media, evaluating effective and ethical writing and engagement techniques by considering the relationship between audience, purpose and text. Students will also practice producing content for different platforms for both individual use and professional settings.

Prerequisite: Take ENGL 160 and ENGL 180.

**ENGL 477 - (3)**  
**ENGL 478 - (3)**  
**ENGL 479 - (3)**  
**ENGL 480 - (3)**  
**ENGL 481 - (3)**  
**ENGL 482 - (3)**  
**ENGL 483 - Social Justice and Rhetoric (3)**

This course explores how writing has impacted social justice movements over time as well as its practice today. Through reading and writing assignments, students will consider how various texts work for political or social change and will learn how to write effectively for different audiences while appreciating and harnessing the power of language as a force of change.

Prerequisite: Take ENGL 160 ENGL 180.

**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)**  
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**MATH 219 - (3)**  
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**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 - 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 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.

**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)**

to normal nutrition throughout the life cycle. Exploration of the relationship between food and health.

**ND 512 - Introduction to Health Services Administration (3)****ND 521 - Variables Affecting the Nutrient Value of Food (3)****ND 513 - Exercise and Aging (3)****ND 522 - Human Resources Administration and Personnel Systems (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 523 - Immunology, Exercise & Nutrition (3)****ND 514 - Problem Solving Methods for Modern Management (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 515 - Nutrition Assessment (3)****ND 524 - Nutrition Support (3)****ND 516 - Institutional Planning and Budgeting (3)****ND 525 - Clin Nutr: Fluid Elec Bal/Pharmacology Balance & Pharmacology (3)****ND 517 - Cost Effectiveness in Food Service Management (3)****ND 526 - Critical Care I (3)****ND 518 - Organizational Dynamics (3)****ND 527 - Gerontological Services Administration (3)****ND 519 - Disease & Society: our Continuing Struggle (3)****ND 528 - Critical Care II (3)****ND 520 - Recent Trends in Normal Nutrition (3)****ND 529 - Planning Health Care Services for the Elderly (3)****ND 520A - Recent Trends in Normal Nutrition (3)****ND 530 - Health Promotion (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)****ND 531 - Epidemiology (3)**

A review of the medical literature and research pertaining

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 health 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.

Offered: Fall.

**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)**

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.

### **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.

Offered: Fall.

### **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.

Offered: Spring.

### **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.

Offered: Spring.

### **ND 591 - Statistical Analysis (3)**

Application of statistics to data analysis and use of SPSS. Normally offered in Fall semester only.

Offered: Fall.

### **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.

Offered: Fall.

### 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.

Offered: Spring.

### 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 506 - Human Gross Anatomy (2)**

Human Gross Anatomy is designed to take the student through the anatomical aspects of the human body via a regional approach. The instructional material will be presented in a manner that fosters the integration of the basic disciplines of gross and clinical anatomy, which will include surface anatomy and physical examination and some radiological anatomy, as well as the application to clinical practice. The integration of these disciplines requires lectures as well as active learning in the Gross Anatomy Laboratory to examine surface anatomy on cadaveric specimens.

**PA 507 - Human Physiology (1)**

Human Physiology will cover all the major organ systems in the body as well as basic concepts which serve as important underpinnings for understanding integrated physiology. Much of the student's understanding of human physiology will build upon fundamentals of chemistry, physics, mathematics, and biology. Although the emphasis of human physiology will be directed to normal function, the course content will be related to clinical situations and cases to help the student apply basic physiology to clinical medicine. The predominant pedagogical approach to

teaching human physiology will be lecture format.

**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.

Offered: Summer.

**PA 511 - Clinical Assessment & Diagnosis II (2)**

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.

Offered: Fall.

**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.

Offered: Summer.

**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.

Offered: Fall.

**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.

Offered: Spring.

**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).

Offered: Summer.

**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).

Offered: Fall.

**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.

Offered: Fall.

**PA 551 - Pharmacology II (2)**

Pharmacology will continue to instruct students in therapeutic regimens related to drugs classes.

Offered: Spring.

**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.

Offered: Spring.

**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.

Offered: Fall.

**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.

Offered: Spring.

**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 (4)**

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 (4)**

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 (4)**

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 (4)**

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 (4)**

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 (4)**

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 (4)**

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 (4)**

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 (4)**

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 (4)**

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.

Offered: Fall.

### **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.

Offered: Spring.

### **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.

Offered: Fall.

### **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.

Offered: Fall.

### **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.

Offered: Spring.

**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.

Offered: Fall.

**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, pharmacological, 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.

Offered: Fall.

**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.

Offered: Spring.

**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.

Offered: Spring.

**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.

Offered: Fall.

**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.

Offered: Fall.

**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 - Seminarin 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.

Offered: Fall.

### **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 selfmonitoring, 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.

Offered: Fall.

### **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.

Offered: Spring.

### **PSYC 564A - Summer PSC 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.

Offered: Summer.

### **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.

Offered: Spring.

### **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.

Offered: Fall.

### **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.

Offered: Spring.

**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.

Offered: Spring.

**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.

Offered: Summer.

### **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/ 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.

### **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, innovative 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 598C - ST Seminar: Eating Disorders (3)**

This seminar 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.

**PSYC 598D - ST Seminar: Evdnc-Bsd Prct Mntl Illns (3)**

In this seminar style course (1.5 credits), students will increase their knowledge about individuals with serious mental illness (SMI). Students will apply already-developed knowledge of interventions to work with this population. The course will emphasize the recovery model and teach specific evidence-based practices consistent with this model that treat serious mental illness, as well as services available for support and employment opportunities that are commonly implemented in interdisciplinary treatment settings.

**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.

Offered: Fall.

**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: Trnstrn 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 660G - ST Seminar: Eating Disorders (1.5)**

This seminar 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.

### **PSYC 660H - ST Seminar: Evdnc-Bsd Prct Mntl Illns (1.5)**

In this seminar style course (1.5 credits), students will increase their knowledge about individuals with serious mental illness. Students will apply already-developed knowledge of interventions to work with this population.

This course will emphasize the recovery model and teach specific evidence-based practices consistent with this model that treat serious mental illness, as well as services available for support and employment opportunities that are commonly implemented in interdisciplinary treatment settings.

**PSYC 660I - ST Seminar: Adv Cgntv Bhvrl T (1.5)**

This 1.5 credit course will focus on the evidence based counseling skills utilized when providing therapy with a Cognitive Behavioral Therapy approach (CBT). CBT can be used as a stand alone therapy or techniques can be utilized in complement with other theories. Theory, skills, and application of CBT will be reviewed and practiced. Readings, lectures, discussions, videos, and activities may be utilized as learning tools. Prerequisite Psyc 574, Cognitive-Behavioral Therapy. PsyD students only.

Corequisite: Take PSYC 574.

**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.

Offered: Summer.

**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.

Offered: Summer.

**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.

Offered: Summer.

**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.

Offered: Spring.

**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.

Offered: Spring.

**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 couples and family therapy. The course is designed to provide students with knowledge and skills to work with families and couples and develop competencies within these domains in a manner that is sensitive to ethics, culturally competent, and evidence-based.

Offered: Spring.

**PSYC 805 - Interpersonal Intervention Strategies (3)**

This course provides an overview of interpersonal processes in psychotherapy, spanning from a brief historical overview of theoretical contributions to recent research on the therapeutic relationship and evidence-based psychotherapies. Psychotherapies addressed include Interpersonal Psychotherapy (IPT) for mood disorders; a brief overview of modern Psychodynamic theories, attachment-based therapies, and Object Relations; as well as additional evidence-based practices with interpersonal/relational components and/or underpinnings. Special emphasis is placed on mastering techniques that directly address the development of a therapeutic alliance,

common factors in effective psychotherapy, internal focus and depth in psychotherapy, and termination. Students in this course will regularly explore cultural considerations and approaches that are research-supported for specific groups.

Offered: Fall.

**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.

Offered: Spring.

**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.

Offered: Summer.

**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.

Offered: Summer.

**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. Offered: Summer.

**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.

Offered: Summer.

**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. Offered: Summer.

**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 PSYC841A. Offered: Summer.

**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 - Supervision Training Practm I (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.

Offered: Fall.

**PSYC 871 - Supervision Training Practcm II (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.

Offered: Spring.

**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.

Offered: Fall.

**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.

Offered: Fall.

**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.

Offered: Spring.

**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.

Offered: Fall.

**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.

Offered: Fall.

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

One year full-time internship in an approved setting. Normally offered in Spring semester only.

Offered: Spring.

**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.

**PSYC 898A - Advanced Group Therapy (3)**

For PsyD students only. An investigation of the theoretical assumptions, research support and applications of major group-oriented therapeutic modalities. Appropriate training aids integrated with instruction.

**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.

## **SLAS-Strategic Leadership Admin St**

### **SLAS 6001 - Administrative and Leadership Theories (3)**

Introduction to the theoretical and practical framework for ethical and compassionate leadership and management of public, nonprofit, and private organizations. Course topics include but are not limited to: social justice perspectives and strategies; difference in public, private and nonprofit organizations; role of governing and guiding documents; administrative structures; and regulatory issues. The course will guide students through a the literature that comprises the study of complex organization behavior and change, organization theory, and the challenges of balancing values such as accountability, ethics, responsibility, and responsiveness with economic values like economy, efficiency, and effectiveness.

### **SLAS 6002 - Ethical Leadership (3)**

There is a growing demand for moral behavior among professionals. This course will provide a values-based approach to ethical professionalism and provide methods of thinking about and dealing with ethical issues in professional life. We will cover in-depth those values

central to the moral life of any professional: integrity, respect for persons, justice, compassion, beneficence and non-maleficence, and responsibility.

### **SLAS 6003 - Policy Analysis/Organizational Dynamics (3)**

In this course we review several theories of leadership and encourage you to actively apply them to scenarios that exemplify organizational dynamics in your profession. The course will also deepens students' understanding of the way in which policy and organizational realities interact at various levels: how pressures limit policy choices, how choices in turn reshape policies, and how policymakers can function in the interplay of competing forces. The theme explored is how administrators balance concerns for substantive policy objectives, institutional politics and elective politics in order to achieve change. The nature of key stakeholders and executive institutional objectives and roles is examined. In addition, attention is given to the role of policy analysis and analysts in shaping policy decisions, seeking to identify their potential for positive impact and their limitations in the organizational dynamics and process.

### **SLAS 6004 - Program Assessment and Evaluation (3)**

Detailed introduction of approaches in assessing and evaluating programs in organizations with the goal of achieving organizational objectives, improving organizational effectiveness, and better serving stakeholders and constituents. Course examines program evaluation from a conceptual and analytical point of view and reviews the numerous ways of understanding and assessing program effectiveness. Course topics include but are not limited to program evaluation's relationship to: research and the knowledge generation; ethics and social justice; models, methods, and practices in the study of performance; achieving goals and supporting change in fair and equitable manners.

### **SLAS 6005 - Organizational Budget and Finance (3)**

This course is designed for students to create, execute and analyze the types of budgets used in public, non-profit, and for-profit organizations. The course offers specific tools using case method and exercises. We cover budget analysis, budget development, budget formulation, cost and revenue estimation, budget execution, budget strategies and tactics and evaluation of operating and

capital budgets. The course also teaches variance analysis, cost accounting, capital budgeting and the balanced scorecard.

### **SLAS 6006 - Administrative Law (3)**

This course examines the role of administrative law and procedures in American Politics. The course examines the role of the state and the federal bureaucracy in determining who wins and who loses in American Politics. If we want to achieve a public policy goal but do not understand administrative law and procedure we will not be successful. And, if we understand administrative law and procedure we will be at an advantage in accomplishing our goals. Many citizens, however, do not understand or are aware of the political struggles that take place after a law is passed or a court decision is rendered. These kinds of struggles and the ground rules under which they are waged are the subject matter of this course.

### **SLAS 6007 - Equity and Inclusion (3)**

In this course we will critically examine the distinct and interlocking social identities of race, class, gender, and sexuality, and their effects on social theory and practice. Our analyses will address the nature and structure of oppression, violence, and social equality. The course brings together a wide range of scholarship about race and identity to encourage learning about what race is, why it matters, and racial dynamics in organizations and how best to address them. While recognizing the importance of markers of difference such as gender and class, the course focuses on race for two reasons: 1) it is the most charged dimension of diversity in the United States, the most difficult to discuss and, therefore, the topic we most often avoid, and 2) it has an impact on life chances and opportunities: race is often the best predictor of income, wealth, education, health, employment and other measures of well-being.

### **SLAS 6008 - Qualitative Research Design (3)**

Qualitative research involves the collection and rigorous analysis of observations, interviews, and other records of human activity so that we can come to a richer understanding of structures, processes and perspectives that drive or shape human behavior. This course also explains qualitative research, reviews a number of research studies that demonstrate different qualitative research methods and examine some of the epistemological

foundations that motivate and inform the practices of qualitative inquiry. The course also explores some of the activities associated with executing a qualitative research study relevant to social sciences.

### **SLAS 6009 - Quantitative Research Design (3)**

This course explains the quantitative research design in social sciences. It provides students with variety of quantitative research designs and the necessary procedures of each design in order for them to conceptualize their doctoral thesis research. The course also provides fundamentals of probability and statistics for data analysis in research. Topics include data collection, exploratory data analysis, random variables, common discrete and continuous distributions, sampling distributions, estimation, confidence intervals, hypothesis tests, linear regression, analysis of variance, two (2)-way tables, and data analysis using statistical software. The course also provides statistical methods and applications to social science problems, samples and populations, frequency distributions, probability theory, basic distributions, random sampling, point and interval estimation, hypothesis testing and linear regression and correlation. The course offers students an opportunity to acquire and practice skills in analyzing quantitative data.

### **SLAS 6010 - Advanced Quantitative Research (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.

Prerequisite: SLAS 6009.

### **SLAS 6011 - Statistical Analysis (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.

Prerequisite: Take SLAS 6009 SLAS 6010.

### **SLAS 6012 - Pre-Dissertation Seminar (3)**

The seminar focuses on the knowledge and skills necessary

to develop a research proposal. Protection of the rights of human subjects and other ethical concerns are addressed throughout this course. Students are introduced to multiple traditions of inquiry. Special emphasis is given to the development of knowledge and skills necessary to identify relevant and manageable research topics and questions. Various methodological issues are studied with emphasis on the fit between the research questions and research designs. The seminar is also a workshop on dissertation writing. It provides students with effective strategies in dissertation writing, including APA style, format, requirement, analytical and academic writing. The seminar also prepares the student to write a dissertation proposal.

### **SLAS 6013 - Qualifying Seminar (3)**

This course requires students to: (1) Submit all research papers from prior courses while organized, assessed and evaluated based on the principles of Meta-Analysis in an E-Portfolio; (2) Synthesize the E-Portfolio to identifying an emerging complex issue/problem; (3) Write a sole-authored, publishable-quality qualifying research paper based on answering questions related to the emerging problem (or another complex problem approved by the advisor) which include an integrated review of the current literature, analysis and policy/ programing recommendations; (4) PowerPoint Presentation; and (5) submit the qualifying paper to a journal in the field of leadership and administrative studies as evidence of scholarly and professional competence. Prerequisite: Completion of all required courses.

### **SLAS 6014 - Fundraising and Grants-Writing (3)**

This course is a hands-on approach to grant writing, specifically to develop skills in locating potential funding sources and the use of appropriate grant-writing techniques. Students are guided through the entire grant submission process, including proposal development, locating funding sources and the reviewer evaluation.

### **SLAS 7000 - Doctoral Dissertation (1)**

Development of an original contribution to knowledge based on independent investigation and research in consultation with a Dissertation Committee. Students complete an original study and produce a written dissertation document defended to a Dissertation Committee. Course topics include but are not limited: thesis development; research design; literature review;

dissertation format standards; time management; committee formation; IRB training and clearance; and project management. The course will guide students in the process of data collection and analysis, forming recommendations and suggestions and preparing for a dissertation defense.

## SNES-Sports Nutrition Exercise 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.

Offered: Spring.

### SNES 503 - Endocrine Disorders, Nutrition and Exercise (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.

Offered: Fall.

### 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 515 - Nutrition Assessment (3)

### 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 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.

**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.

Offered: Fall.

**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.

Offered: Fall.

**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.

Offered: Fall.

### **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.

Offered: Fall.

### **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.

Offered: Spring.

### **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.

Offered: Spring.

### **SNES 591 - Statistical Analysis (3)**

Application of statistics to data analysis and use of SPSS. Normally offered in Fall semester only.

Offered: Fall.

### **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.

## SPAN-Spanish

### **SPAN V500 - Upper Intermediate/Advanced Spanish (1)**

This course will expand and enhance knowledge of Spanish grammar and Hispanic culture at the upper intermediate / advanced level. Through study of advanced grammatical structures including all indicative and subjunctive tenses as well as ser vs. estar, and proper uses of prepositions and pronouns, students will work toward attaining an intermediate high to advanced level of proficiency in Spanish.

### **SPAN V511B - Spanish Teaching Materials/Methodology (1)**

This course familiarizes students with current methods, resources, materials, and strategies for use in the Spanish language classroom. Through both theoretical study as well as practice developing student-centered activities for the Spanish classroom students will gain increased knowledge of the art of teaching Spanish.

### **SPAN V523 - Intermediate Spanish (1)**

This course expands and enhances communicative skills in Spanish as well as cultural knowledge of the Spanish speaking world at the intermediate level. Students will review previously acquired knowledge such as ser vs. estar, the present tense, gender, and prepositions, and learn more advanced grammatical structures including the past tenses, commands, adverbs and other pronouns.

### **SPAN V575 - Spanish Phonetics/Conversation (1)**

This course is designed to advance student fluency in spoken Spanish through focus on both the theoretical and practical study of Spanish phonology and phonetics. Attention will be paid to correct pronunciation and intonation as well as to the sustained use of Spanish in various types of communicative situations.

## 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)**

he 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)**

he 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. Offered: Fall.

### 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 545A - ST: Mindfulness Skills for Social Work (3)**

An online course that will focus on learning and the practice of mindfulness based approaches to work with individuals (adults and children) to foster resilience and to treat many mental health challenges such as ADHD, PTSD and Anxiety Disorders). Some of the major modalities which will be covered are Mindfulness-based stress reduction, Mindfulness Based Cognitive Therapy, Dialectical Behavior Therapy and Acceptance and Commitment Therapy. The learning will include both synchronous and asynchronous elements with some partner work and student presentations.

**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 Concntrn (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 Concntrn (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 Concntrn (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.

Offered: Fall.

**SW 621 - Social Work Perspectives on Psych?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 - Soc Work Rsrch: Implementation/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.

### **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 - Glbl 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;

