

GRADUATE CATALOG | 2012-2014



Marywood
UNIVERSITY

General Policy

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:

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Assistant Vice President For Human Resources
Title IX Coordinator and Coordinator of Act 504
Marywood University
Liberal Arts Center, Room 86
Scranton, PA 18509-1598
Phone: 570-348-6220
Fax: 570-961-4740
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Dr. Amy Paciej-Woodruff
Dean of Students
Deputy Title IX Coordinator
Marywood University
Nazareth Student Center, Room 107C
Scranton, PA 18509-1598
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Marywood University is committed to complying with the spirit and standards of the Americans with Disabilities Act. Students with disabilities are eligible for reasonable accommodations per Section 504 of the Rehabilitation Act of 1973 and the ADA of 1990. Adjustments may be requested by contacting the Associate Director of Student Support Services, 570-348-6211, ext. 2335.

Guidelines concerning available services and the appeals process are available in the Office of the Associate Director of Student Support Services in the Offices of the Academic Deans, and at the Circulation Desk in the Learning Resources Center. Students may also reference Accommodating Students with Disabilities policy in the *University Calendar/Student Handbook*.

Statements in the University catalog are only for informational purposes. The catalog does not create a binding contract between the student and Marywood University. The University reserves the right to change at any time as necessary requirements or regulations, including tuition and fees, giving such notice as is reasonably practical under the circumstances. Students shall fulfill all prevailing degree or program requirements.

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Marywood University



Academic Calendar

Fall Semester 2012

Classes begin Monday, August 27
Thanksgiving recess Wednesday, November 21 -
Sunday, November 25
Semester ends. Saturday, December 15

Spring Semester 2013

Classes begin Wednesday, January 9
Spring recess Monday, March 4 - Sunday, March 10
Easter recess Thursday, March 28 - Monday, April 1
Semester ends Wednesday, May 8
Commencement..... Sunday, May 12

Summer Session I 2013

Classes begin..... Monday, May 20
Memorial Day Holiday, no classes Monday, May 27
Classes end..... Wednesday, July 3

Summer Session II 2013

Classes begin..... Monday, July 8
Classes end..... Tuesday, August 20

Fall Semester 2013

Classes begin Monday, August 26
Thanksgiving recess..... Wednesday, November 27-
Sunday, December 1
Semester ends. Saturday, December 14

Spring Semester 2014

Classes begin Wednesday, January 8
Spring recess Monday, March 3 - Sunday, March 9
Easter recess Thursday, April 17 - Monday, April 21
Semester ends Wednesday, May 7
Commencement..... Sunday, May 11

DATES SUBJECT TO CHANGE

Accreditations/Approvals

Regional

Marywood University is accredited by the **Middle States Commission on Higher Education**, 3524 Market Street, Philadelphia, PA 19104. Phone: 1-267-284-5000
The Commission on Higher Education is the unit of the Middle States Association of Colleges and Schools 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 several locations abroad.

Professional

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**, 7007 College Boulevard, Suite 420, Overland Park, KS 66211. Phone: 1-913-339-9356

The Master's degree in Physician Assistant Studies is accredited by the **Accreditation Review Committee on Education for the Physician Assistant**, 12000 Findley Road, Suite 240, Duluth, GA. Phone: 1-770-476-1224

The Graduate Art Therapy Program of the Department of Art is accredited by the **American Art Therapy Association, Inc.**, 5999 Stevenson Ave., Alexandria, VA 22304. Phone: 1-888-290-0878 or 1-703-212-2238

The Didactic Program, Coordinated Program, and Internship and Distance Internship Programs in the Nutrition and Dietetics department are accredited by the **Commission on Accreditation for Dietetics Education, American Dietetic Association**, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606. Phone: 1-312-899-4817 ext. 5400

The Master's Program in Speech-Language Pathology is accredited by the **Council on Academic Accreditation, American Speech-Language-Hearing Association**, 10801 Rockville Pike, Rockville, MD 20852. Phone: 1-800-498-2071

The Athletic Training Program in the Health and Physical Education Department is accredited by the **Commission on Accreditation of Athletic Training Education**, 2201 Double Creek Drive, Suite 5006, Round Rock, TX 78664.
Phone: 1-512-733-9700

Counseling Programs in Elementary Counseling, Secondary School Counseling, K-12 Counseling and Mental Health Counseling are accredited by the **Council for Accreditation of Counseling and Related Educational Programs**, 5999 Stevenson Avenue, Alexandria, VA 22304. Phone: 1-703-823-9800 ext. 301

The Master's and Bachelor of Social Work degree programs in the School of Social Work and Administrative Studies are accredited by the **Council on Social Work**

Education, 1725 Duke Street, Suite 500, Alexandria, VA 22314. Phone: 1-703-683-8080

Programs in Art and Design of the Department of Art are accredited by the **National Association of Schools of Art and Design**, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190. Phone: 1-703-437-0700

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

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 **National Council for Accreditation of Teacher Education**, 2010 Massachusetts Ave NW, Suite 500, Washington, DC 20036. Phone: 1-202-466-7496

The Undergraduate Department of Nursing is accredited by the **National League for Nursing Accrediting Commission**, 61 Broadway, 33rd Floor, New York, NY 10006. Phone: 1-800-669-1656

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: 1-202-336-5979

Institutional Membership

African Sisters Education Collaborative (ASEC)

ACCU (Association of Catholic Colleges and Universities)

AICUP (Association of Independent Colleges and Universities)

CAPE (Center for Advancing Partnerships in Education)

College Board

CIC (Council of Independent Colleges)

Great Valley Technology Institute

The Greater Scranton Chamber of Commerce

Middle States Association of Colleges and Schools, Inc.

National Association of Independent Colleges and Universities (NAICU)

Northeastern Pennsylvania Technology Institute (NPTI)

Pennsylvania Athletic Conference (PAC)

The Pennsylvania Society Membership

Tuition Exchange, Inc.

Fields of Study

Ph.D. in Human Development:

- Educational Administration
- Health Promotion
- Higher Educational Administration
- Instructional Leadership
- Social Work

Psy.D. in Clinical Psychology

Ed.S. School Psychology

Master of Arts Degrees offered:

- Art Education
- Art Therapy
- Communication Arts
- Mental Health Counseling
- Music Education
- Psychology; Psychology/Clinical Services
- Studio Art

Master of Science Degrees offered:

- Biotechnology
- Counselor Education
- Criminal Justice
- Early Childhood Intervention
- Financial Information Systems
- Gerontology
- 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 Public Administration
Master of Public Administration/Master of Social Work
(Dual Degree Program)
Master of Social Work

Pennsylvania Certifications offered:

Art
Biology
Communications
Curriculum and Instruction Supervisor
Elementary Education PK-4
Elementary School Counseling
English
Family and Consumer Science
French
General Science
Health/Physical Education
Home and School Visitor
Instructional Technology Specialist
Instructional Technology Supervisor
Library Science
Mathematics
Mentally and/or Physically Handicapped
Music
Pupil Personnel Services Supervisor
Reading Specialist
Reading Supervisor
School Principal K-12
School Psychology
Secondary School Counseling
Social Studies
Spanish
Special Education PK-8
Special Education Supervisor
Speech and Language Impaired
Superintendent/Assistant Superintendent Letter of Eligibility

Key Contacts for Information

Directory of Graduate Offices

University Admissions (Graduate)	570-340-6002
University Admissions Fax (Graduate)	570-961-4763
University Admissions (Toll-Free).	1-86-MARYWOOD
University Admissions e-mail (Graduate).	GoGrad@marywood.edu
Marywood University web address	www.marywood.edu
Dean, College of Liberal Arts and Sciences	570-348-6233
Dean, College of Health and Human Services	570-340-6001
Dean, Insalaco College of Creative and Performing Arts	570-340-6000
Dean, Reap College of Education and Human Development	570-348-6230
Marywood University – Main Switchboard	570-348-6211
Director of Academic Success Center	570-340-6043

Student Resources

Career Services Office	570-348-6247
Cashier’s Office/Student Accounts	570-348-6212
Certification Office	570-961-4731
User Support and Training	570-348-6215
Counseling Center	570-348-6245
Financial Aid Office	570-348-6225
Mellow Center for Athletics and Wellness	570-348-6259
Health Services	570-348-6249
Learning Resources Center	570-348-6262
Housing and Residence Life	570-348-6236
Registrar/Academic Records	570-348-6280
Registrar/Academic Records - Fax	570-961-4758
Student Life	570-348-6246

Graduate Departments

Architecture	570-961-4536
Art	570-348-6278
Business and Managerial Science	570-348-6274
Communication Arts	570-348-6209
Communication Sciences and Disorders	570-348-6299
Education/Special Education	570-348-6289
Health and Physical Education	570-348-6259
Human Development Doctoral Program	570-961-4752
Music, Theatre, and Dance Department	570-348-6268
Nursing	570-348-6275
Nutrition and Dietetics	570-348-6277

Graduate Departments (continued)

Physician Assistant	570-348-6298
Psychology/Counseling	570-348-6226
School of Social Work and Administrative Studies	570-348-6282
Social Work, Gerontology, Health Services Administration, Public Administration programs.....	570-348-6284
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. Currently the University offers the widest variety of professional degree programs in the region.

Marywood University Mission Statement

A Catholic university sponsored by the Congregation of the Sisters, Servants of the Immaculate Heart of Mary, Marywood University roots itself in the principle of justice and a belief that education empowers people. Enacting its ideals, Marywood offers students a welcoming and supportive community that encourages men and women of all backgrounds to shape their lives as leaders in service to others. Proud of its liberal arts tradition and host of professional disciplines, Marywood challenges students to broaden their understanding of global issues and to make decisions based on spiritual, ethical, and religious values. Marywood calls upon students to seek their full potential and invites all to engage in a lifelong process of learning. Witnessing the efficacy of teaching and scholarship, Marywood educates students to live responsibly in a diverse and 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 on-going 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

1. **Catholic Identity.** A commitment to spiritual, ethical, and intellectual values in the context of faith community.
2. **Respect for Each Person.** Respect for the value of each human being, for diversity in the context of vibrant community, and for the earth and all creation.

3. **Empowerment.** Education to enable access and to empower the underserved to take a full role in the life of the broader society.
4. **Service.** Rooted in the deep belief that learning and scholarship serve the global community is the belief in the value of the diverse types of work that support that service, and the preparation of students for leadership by participation in service.
5. **Commitment to Excellence.** The belief that the work of education has the capacity to forward the kingdom of God, in broad and varied ways, leads us to care passionately for the quality of the mission of Marywood.

Faculty

Marywood University has developed an excellent three-fold faculty system to bring teaching and instruction to the highest level possible. This three-fold system involves full-time 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, keeping the curriculum current to practice, and is reflective of the creative ideas generated in the various disciplines.

The majority of Marywood's full-time 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 its teaching and service activities. Faculty scholarship is frequently linked closely to teaching and becomes integrated into coursework on an ongoing basis. Faculty work with students to improve research skills and a scholarly orientation within the professional degree programs. Joint publishing of students and faculty is an aspiration of all four colleges and the School of Architecture and is encouraged within the faculty. Graduate programs, because of a curricular focus on the human services and the professions, stress especially the concrete application of theoretical and empirical findings to local, regional, national, and international needs whenever possible. The role of scholarship is continuing to grow at Marywood with the development of annual opportunities on campus via the Graduate Research Forum in which faculty and students present their findings each spring.

Governance

Each of the four colleges and the School of Architecture are led by a dean, aided by the advice and wisdom of the faculty, and provide specific structures and opportunities for student and community input. The standards and policies of graduate educa-

tion evolve from the openness of discussion, self-criticism, and debate which graduate education embraces. Formally, the process of information gathering, judgment, and decision-making occurs through the following committees and organizations: Policy and Operations Committees, Curriculum Committee, various department-based advisory groups and a Graduate Student Council.

Enrollment

Marywood University has an enrollment of almost 3,500 students; enrollment at the graduate level is almost 1,200 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 relations, uncommon in larger research-oriented graduate schools.

Campus

Marywood University is located on a scenic property of 115 acres on the edge of the city of Scranton. Visitors are impressed with the natural beauty of the campus, which has been designated a national arboretum. Nestled along scenic walkways, the campus' twenty-five centers of living and learning create a relaxed and aesthetically pleasing environment for studies.



Marywood's commitment to nature and an aesthetic learning environment has been enhanced over the past decade with major developments in communications technologies and library and computer resources. The University operates its own television and radio stations and satellite dish for receiving programming from around the world.

The Shields Center for Visual Arts, with its two outstanding galleries, the Suraci and the Contemporary, provides the graduate student with a variety of exhibits throughout the year. Marywood's strong heritage in music programming affords a rich repertoire of musical performances in the Sette-LaVerghetta Center for Performing Arts. In the fall of 1999, Marywood dedicated the William G. McGowan Center for Graduate and Professional Studies. The Insalaco Center for Studio Arts was dedicated in 2001, and the O'Neill Center for Healthy Families was built in 2002. These buildings provide state-of-the-art facilities for students in the Art, Athletic Training, and Nutrition and Dietetics programs, among others. To fulfill student needs for meeting places and recreation, the Nazareth Student Center provides lounges, a dining marketplace, snack bar, game room, and bookstore. Opened in 2006, the Robert J. Mellow Center supports both athletic and academic programs, including Health and Physical Education, Athletic Training, and Sports Nutrition and Exercise Science. The building includes a 5,000 square foot fitness center, a 1500 seat arena, an indoor jogging track, dance and aerobics studio, locker rooms, athletic training room and hydro therapy room, student lounge, and a climbing wall. Open air tennis courts are nearby. The Marywood University Aquatics Center is an extension of the Mellow Center and includes an eight-lane pool, team locker rooms, and spectator seating for 190. The School of Architecture was dedicated in 2009 and is a spacious state-of-the-art facility with an open, shared central space and individualized space for students.

Location

Marywood University is located in the Scranton/Wilkes-Barre metropolitan area with easy access to the Pocono Mountains and resort areas. It is conveniently centered at the intersection of many interstate highways. The campus is 120 miles west of New York City and 115 miles north of Philadelphia.

The University's location in a metropolitan area of more than 72,000 people, with reasonable access to the major eastern cities, provides the best of two worlds for graduate education — access and self-sufficiency. The Scranton area is home to a well-established off-Broadway series, offers a noted ski facility in Sno Mountain and Yankees Triple A baseball. The strong and continuing ethnic heritage of the region affords excellent variety and outstanding restaurant options. Several state parks and recreational areas are convenient to the city and provide excellent opportunities for summer and winter sports, camping, picnicking, and other outdoor activities. Culture, recreation, and educational resources are blended well in Marywood's location. It is an area that, in recent years, has been ranked high in national studies for its quality of life and has been experiencing a strong and sustained economic emergence in the past decade.

Regulations, Rules, and Policies



Each academic year Marywood University publishes a *Calendar/Student Handbook*. Every graduate student has a responsibility to be aware of applicable policies contained in this *University Handbook*. The *Calendar/Student Handbook* is distributed yearly. The *Handbook* is available online at www.marywood.edu. This catalog references some major policy statements contained in the *University Calendar/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 prerequisites 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. To obtain full admission to a graduate program normally takes a minimum of two months from application submission to final review. If admission test requirements, such as the Graduate Record Examination, Graduate Management Admissions Test, or Miller Analogies Test, are omitted from the admission application, your application may not be eligible for review. Test results are valid for five years from the test date. An applicant who has not completed an undergraduate degree at the time of application can gain provisional admission. The student will not gain full admission until the Office of University Admissions has received an official transcript showing the undergraduate degree awarded. **Students who do not complete the admission process cannot gain full admission status to a graduate program and are not eligible for financial aid. Without gaining full admission status, students will be subject to all policy and rule changes affecting their degrees beyond their initial date for commencing coursework.** Since degree requirements frequently change over a three-to-five-year period, the lack of full admission status could prolong a student's time and credit hours necessary for degree completion. Until a student fulfills all entry requirements to the department, a student is not fully admitted to graduate studies. Accumulated credit hours are evaluated by an academic adviser at the time of full admission to determine applicability to the degree program being pursued. After admission into 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.

Special Admission of Undergraduates

A Marywood University undergraduate student who is within nine credits of completing the undergraduate degree requirements is eligible for admission to master's level graduate courses. The student must first obtain the approval of the dean of his/her college. Such students must provide the Office of University Admissions with an official transcript of all undergraduate studies as soon as the coursework leading to the bachelor's degree is completed. Forms necessary for approval of enrollment are to be obtained from any dean's office.

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 return them, with the application fee, to the Office of University Admissions. The applicant must also arrange to have the scores of any required tests, including the TOEFL or IELTS, sent directly to Marywood by the testing agency. All English Language Proficiency examinations must not be older than two years. 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. Notarized translations should accompany original documents which are in a language other than English.

After acceptance into Marywood, the student will receive forms for indicating means for payment of tuition and fees. These forms must be returned to Marywood with the indicated deposit. Upon receipt 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 again immediately upon arrival in Scranton. All international students should feel free to consult University Admissions at any time concerning special problems.

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

International students should be aware of the following:

1. Applications from students who live outside the United States should be received three months before the semester of desired first enrollment.

2. 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.
3. Full-time enrollment is required.
4. To be informed about the student's competence in reading and writing English, the University requires that the student demonstrate mastery of the English language by performing satisfactorily on the Test of English as a Foreign Language (administered by the Educational Testing Service of Princeton, New Jersey) or the International English Language Testing System. Normally TOEFL scores above 79 on the internet-based test or a band of 6.0 on the IELTS will be accepted as evidence of mastery. International students must submit TOEFL or IELTS scores taken within the last two years.
5. Students are required to carry health insurance.

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.
2. Unopened official transcripts of all previous academic work, including any academic work completed at Marywood.
3. Two letters of reference from persons familiar with the student's educational background and work. Doctoral applicants are required to submit three letters of recommendation.
4. 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 30 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 enrich-

ment or admission-in-process category. Such students are limited in the numbers of credit hours for which they may enroll.

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 Biotechnology, Ed.S., Ph.D., Psy.D., Physician Assistant, Social Work, 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, Ed.S., Ph.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.

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 seeking a master's degree may not take more than nine (9) credit hours (or as otherwise dictated by the department) in one degree program 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 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.

The release form is available for registration in the University Admissions Office or any Dean's Office.

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. The following categories of status are 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, school psychology, 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. A Certificate of Advanced Graduate Study is awarded at the termination of study.

Student Reporting Classification

A student who is enrolled for nine or more credits in a given semester is reported as full-time for that semester. A student who is enrolled for less than nine credits in a given semester is reported as part-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 Vice President for Academic Affairs, with a copy to the faculty member's department chairperson and the student's academic dean. Sanctions determined by the instructor may include a grade of F for the coursework in which the infraction occurred. 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 Vice President for Academic Affairs 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 or school 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 order of suspension. 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 Vice President for Academic Affairs, Vice President for Enrollment Management, and the Registrar and the record of the sanction is maintained for five years in the Office of the Dean of Students.

Dismissal is the permanent termination of student status and separation from the University. As with suspension, 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 Vice President for Academic Affairs, the Vice President for Enrollment Management and the Registrar but, in the case of dismissal, is recorded permanently in the Office of the Dean of Students. See *University/Student Handbook* Academic Honesty section for definitions and procedures.

Professional Standards of Ethics and Conduct

The University educates students to take positions of responsibility and 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 as well. Failure to do so may result in dismissal from a program of study. For further information, consult your 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 twelve 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 Continued Candidacy

A student who obtains two "Fs" in a program, for whatever reason, will be dismissed from the University. Students who fail to maintain a 3.00 average in their coursework once they have achieved candidacy status are subject to probation for two semesters and dismissal from the degree program if 3.00 is not achieved in the third semester.

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 have an official statement of good standing in the home institution submitted to the Office of Retention Management.

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 Authorization for Transfer Credit form. Transfer Credit forms are available in the Deans' offices.

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 extended by the Dean. This period of time is 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 department chairperson/program director, administrator, and 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.

Withdrawal from the University

A matriculating student who desires to withdraw from Marywood must notify the appropriate department chairperson, administrator, or 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.

Reactivation

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 reactivation 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 (570) 961-4758, by web (if enrolled in a degree, certificate or certification program) through the MarywoodYou portal at <https://portal.marywood.edu> 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 Director of Academic Success in the Office of Retention and Advising or designee.

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

Course Load

A full-time student carries from 9-16 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 then 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.

Withdrawal From Courses

Students may withdraw from courses at any time during the semester up to the specific withdrawal deadline date, which is published each semester. A change of schedule form is available at the Office of Academic Records. The official date of withdrawal is the date the completed form is received at that office. Students may utilize the web registration system (degree, certificate, or certification students) if they have received advisor approval. Absence from class does not constitute notice of withdrawal. A student who discontinues attendance in a course without officially withdrawing will receive an "F*" in that course.

Auditing Courses

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

Graduate Advisement

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. Students should 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, in 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 classes.

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 at the Academic Records Office or Deans' Offices.

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. Student course-work 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.”

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.) 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*.”** The student is responsible for making satisfactory arrangements with the teacher for completion of course requirements. After an “Incomplete” 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 *Calendar/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 and the Offices of the Deans.

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

Graduation Requirements

Academic Standards for Degree Closure Experiences

All closure experiences must involve substantive evidence of serious reflection, adequate integration and appropriate synthesis of program learning experiences and curricular objectives. Closure experiences must also encourage and promote self-discipline, self-motivation, and self-understanding within degree candidates through the specific requirements defined by the department offering the closure experience.

Professional Contribution/Thesis/Dissertation

A Professional Contribution or Thesis is a requirement of the master's degree in most departments. The Professional Contribution constitutes a scholarly endeavor that may take the form of a minor thesis, a scholarly paper, a work of art, a recital, 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. Copies of the guidelines for Theses or Professional Contributions may be obtained in the departmental office or the Offices of the Deans.

The Ph.D. in Human Development requires the successful completion of a doctoral dissertation. The Doctor of Clinical Psychology program requires the successful completion of a doctoral research project. Guidelines for the dissertation/doctoral research project are obtained from the faculty mentor of the research.

Comprehensive Examination

A final comprehensive examination—written, oral or both—must be passed by the degree candidate, if required by the student's department. This examination is given once in the fall, spring, and summer. The precise dates are listed in the Marywood calendar. In case of failure in the comprehensives, a student may be given a second examination within a reasonable time at the discretion of the department chairperson and with the approval of the appropriate dean. A formal written request for permission to take the comprehensives must be sent to the Chairperson or Administrator of the department at least one month prior to the date set on the calendar for the examination.

Students will be informed in writing of the time and place of the examination two weeks prior to the date of the examination.

A record of examination results signed by the department Chairperson or Administrator will be submitted to the appropriate Dean. The student will receive written notification of the examination results from the department Chairperson or Administrator.

Quality Point Average

No student will qualify for the awarding of a degree who has not achieved a minimum 3.00 ("B") QPA. No course in which the student has earned less than a "C" shall be applied toward the degree.

Graduation Registration

At the time of enrollment for the last semester of work toward a degree, the student registers for graduation. This initiates clearance toward graduation by the department Chairperson, Administrator, and the appropriate Dean. The student is billed for the graduation fee, along with tuition and fees for the semester. Application for graduation will not be accepted after the first two weeks of the fall and spring semesters or the first week of a summer session. Students anticipating graduation must submit an Application for Graduation in WebAdvisor via the MarywoodYou Portal.

Delivery of Services

Marywood University assumes no liability, and expressly negates any liability, for failure to provide or for delay in providing educational or related services or facilities, or for any other failure or delay in performance arising out of or due to causes beyond its reasonable control. Such causes may include, without limitation, power failure, fire, damage by the elements, acts of God, and acts of public authorities. Marywood University will exercise reasonable efforts, if appropriate, to provide comparable or substantially equivalent services, facilities, or performance. Its inability or failure to do so, however, shall not subject it to liability.

This catalog contains current information regarding Marywood's calendar, admissions, degree requirements, fees, and regulations. However, Marywood University reserves the right, in its sole judgment, to promulgate and change rules and regulations and to make changes of any nature in its program, calendar, admissions policies, procedures and standards, degree requirements, fees, and academic schedule whenever it is deemed necessary or desirable, including, without limitation, changes in course content, the rescheduling of classes, canceling of scheduled classes, and other academic activities, in any such case giving such notice as is reasonably practicable under the circumstances.

Graduate students are expected to be familiar with and follow all policy statements in the University *Calendar/Student Handbook* which is published annually. Graduate students may also refer to this catalog and *departmental handbooks* (if applicable) for more specific policy and procedural statements.

Resources and Services



Financing Your Future: Investing in Graduate Education Scholarships, Assistantships, and Student Loans

Scholarships for Graduate Students Seeking Master's Degrees, the Educational Specialist Degree, or Certifications (Not School of Social Work Students)

Marywood University awards scholarships each year to graduate students in non-cohort programs on the competitive basis of academic promise, professional focus and commitment, and financial need. Scholarships are available to both full-time and part-time students. The application deadline for these scholarships is mid-February of each year. You must apply on-line at the financial aid section of the Marywood University website, www.marywood.edu.

Graduate Speech-Language Pathology Program Scholarships

The graduate admission application serves as the scholarship application for prospective graduate students of the Speech-Language Pathology Program. The departmental academic progress file serves as the scholarship application for current graduate students in the Speech-Language Pathology Program. There are no other documentation obligations for scholarship consideration for prospective and current Speech-Language Pathology Program graduate students.

Prospective Speech-Language Pathology Program students should adhere closely to the graduate admission application deadline. Scholarship notification letters will be mailed in early April to current Speech-Language Pathology Program graduate students. Prospective students will receive scholarship notification letters with their admission acceptance packet.

Prospective and current graduate students of the Speech-Language Pathology Program who wish to be considered for graduate assistantship should use the Master's Degree and Post-Baccalaureate Assistantship Application.

Graduate Physician Assistant Program Scholarships

The graduate admission application serves as the scholarship application for prospective graduate students of the Physician Assistant Program. The departmental academic progress file serves as the scholarship application for current graduate students in the Physician Assistant Program. There are no other documentation obligations for scholarship consideration for prospective and current Physician Assistant Program graduate students.

Prospective Physician Assistant Program students should adhere closely to the graduate admission application deadline. Scholarship notification letters will be mailed in March to current Physician Assistant Program graduate students. Prospective students will receive scholarship notification letters with their admission acceptance packet.

Prospective and current Physician Assistant Program graduate students will not be considered for graduate assistantships. The schedule and intensity of program

studies are not compatible with the requirements and expectations of graduate assistantships.

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 eighteen graduate credits per academic year and a full assistantship stipend. Assistantships with ten work hours per week offer tuition remission for nine graduate credits per academic year and one-half of the full assistantship stipend.

The deadline for these assistantships is mid February of each year. You must apply on-line at the financial aid section of the Marywood University website, www.marywood.edu.

MSW Degree Program Financial Aid

Graduate students in the MSW Degree Program are eligible for financial aid awards on the basis of documented financial need. The application deadline for these financial aid awards is mid-April of each year. You must apply on-line at the financial aid section of the Marywood University website, www.marywood.edu.

MSW Degree Student Merit Scholarship Program

The graduate admission application serves as the academic merit scholarship application for prospective graduate students to the MSW Degree Program. The departmental academic progress file serves as the scholarship renewal application for current graduate students in the MSW Degree Program. There are no other documentation obligations for merit scholarship consideration for prospective and current MSW Degree Program graduate students.

Prospective MSW Degree Program graduate students should adhere closely to the graduate admission application deadline. Prospective students selected to receive a merit scholarship will be notified soon after they receive their admission acceptance packet. These scholarships may only be garnered at the time of acceptance to the program.

Prospective and current graduate students from the School of Social Work and Administrative Studies who wish to be considered for graduate assistantship should use the Master's Degree, Educational Specialist Degree, and Post-Baccalaureate Assistantship Application.

Prospective and current social work students for the Central Pennsylvania Program are not eligible for merit-based aid. Marywood University provides a discount tuition package to all students of the Central Pennsylvania Program.



MSW Degree Social Justice Incentive Scholarships

The Social Justice Incentive Scholarships are available only to MSW Degree Program students in their advanced practice year in the Marywood University School of Social Work and Administrative Studies. Successful applicants for these scholarships must have an interest in social justice practice and preparation for practicum-based learning in a setting emphasizing social justice.

Social Justice Incentive Scholarships have an application deadline of mid-April of each year. You must apply on-line at the financial aid section of the Marywood University website, www.marywood.edu.

Ph.D. Human Development Doctoral Program Scholarships

Ph.D. Human Development Doctoral Program Scholarships have an application deadline of mid-April of each year. You must apply on-line at the financial aid section of the Marywood University website, www.marywood.edu.

Ph.D. Human Development Doctoral Program Assistantships

Ph.D. Human Development Doctoral Program Assistantships have an application deadline of mid-April of each year. You must apply on-line at the financial aid section of the Marywood University website, www.marywood.edu.

Psy.D. Clinical Psychology Doctoral Program Scholarships

The graduate admission application serves as the scholarship application for prospective doctoral students of the Clinical Psychology Program. The departmental academic progress file serves as the scholarship application for current doctoral students in the Clinical Psychology Program. There are no other documentation obligations for scholarship consideration for prospective and current doctoral students of the Clinical Psychology Program.

Prospective doctoral students of the Clinical Psychology Program should adhere closely to the graduate admission application deadline. Scholarship notification

letters will be mailed in May to both prospective and current doctoral students of the Clinical Psychology Program.

Psy.D. Clinical Psychology Doctoral Program Assistantships are awarded through an internal departmental process.

Graduate Assistantship

Pearson Scholarship was established by the estate of Marie E. Pearson in 1998 to provide assistance to graduate students who have demonstrated academic excellence, but not necessarily financial need.

Endowed Scholarships and Institutional Resources

Scholarship and assistantship applicants should note that when you apply to the appropriate financial aid program based on your graduate major, Marywood University considers you for both endowed and institutional funds simultaneously.

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

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

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

Sister M. Cuthbert Donovan, IHM Graduate Scholarship was founded by 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.

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.

Irěněč du Pont Scholarship was established in 1974 to provide scholarship assistance to students of business and computer science.

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

Graduate IHM Scholarship Fund was founded in 1982 by the Sisters, Servants of the Immaculate Heart of Mary, who teach in a special summer project. Their desire is to assist individuals in achieving their professional goals in graduate education.

Graduate Student Council Scholarship was established in 1989 by the Graduate Student Council and other friends of the University. Income from this endowment

provides scholarship assistance to students on the basis of academic achievement and financial need.

Carol E. Greenblatt Scholarship was established in 2000 to provide assistance for graduate and undergraduate students in the MSW Degree Program.

The Sister Cor Immaculatum Heffernan, IHM '54 Scholarship, established by former students and friends of Sr. Cor Immaculatum Heffernan, IHM, will assist students in the Insalaco College of Creative and Performing Arts majoring in the MFA Program for working professionals.

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.

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.

Mildred Hammond Hunkele Endowed Scholarship was established by the donors in 2001 to provide financial aid for any needy and qualified student.

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

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

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.

Alice Lawrence Memorial Scholarship was established in 1991 to provide assistance to graduate and undergraduate female students over 35 years of age returning to school to complete their degree or career choices.

Paul Levy and Ann Bronsky Levy Scholarship Fund shall be given to graduate and undergraduate students without any restrictions to achieving academic goals.

The Robert J. Mahady Scholarship was established in 2000 by Mrs. Betty Mahady to provide scholarship support for graduate and undergraduate students in the Department of Business and Managerial Science.

Deceased Members Class of 1957 Memorial Endowed Scholarship was established in 2006 by members and friends of the class to provide scholarship support to needy undergraduate and graduate students. Preference will be given to direct descendants of the Marywood College Class of 1957.

Marywood University Class of 1958 Scholarship shall be given to students with financial need to support their education through undergraduate and graduate study.

Class of 1995 Scholarship – Preference shall be given to a recent graduate of Marywood University entering a graduate program at Marywood University on a full-time basis with demonstrated financial need.

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

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.

James F. Mellody Memorial Scholarship was established in 2002 to provide assistance to graduate students in the MSW Degree Program. Preference will be given to students who demonstrate financial need.

Dr. Fergus T. Monahan MSW Degree Program Scholarship was established in 1989 to provide assistance to students in a graduate Social Work program with priority given to those who are minorities; woman, single heads of household who are supporting their children while they attend school; and students with established financial need.

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

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

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

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

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

John Peragallo, Jr. Scholarship, established by John Peragallo, III and family and friends, shall be given to an undergraduate or graduate music major with organ as applied performance concentration.

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 students who are being trained for work among children in the fields of psycho-education and psychotherapy.

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

Helen Sebastianelli Endowed Music Scholarship was established by Ms. Sebastianelli's brother, Mr. Joseph Sebastianelli, and family to provide financial aid to a music major residing in Lackawanna County.

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

Mary Donohue Stahl '36 Scholarship established in 1996 to provide financial aid for any student without preference or restriction. The scholarship is renewable if the recipient continues to meet the academic standards of the University.

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

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

Scholarship Allocation and Usage Policies

Graduate merit scholarship or need-based grant award levels may be modified or nullified to the extent that Marywood University will be able to receive the full benefit of third-party tuition payment benefits declared by the scholarship applicant as denoted on any Marywood Graduate Scholarship Application.

Eligible graduate students may utilize either the Marywood University Religious Tuition Reduction or a Marywood University scholarship related to their program of study but not both simultaneously.

Students who will benefit from the Marywood University Tuition Reduction for the Diocese of Scranton during an academic year may not receive a Marywood University graduate scholarship during that same academic year.

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 Graduate Direct Plus Loan, complete a Free Application for Federal Student Aid (FAFSA) no later than June for enrollment beginning with the fall semester or November for enrollment beginning with the spring semester. The FAFSA is to be completed on-line at www.fafsa.ed.gov. Additional forms may be required. This information will be in the financial aid section of the Marywood University website, www.marywood.edu.

Federal Direct Unsubsidized Student Loan. Under this program, matriculating graduate students enrolled on at least a half-time basis (minimum of six 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, grants, employer reimbursement, or loans received.

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

Alternative Loan Sources

A listing of alternative loan sources can be obtained on-line in the financial aid section of the Marywood University website, www.marywood.edu. Requirements for these loans include a credit check.

Other Payment Options

Credit Cards: Marywood University accepts direct credit card payments for miscellaneous charges, such as parking tickets, parking stickers, and Pacer Points through WebAdvisor. Credit cards accepted are Visa, Mastercard, and Discover.

Payment Plan: Marywood University is partnering with a third party vendor, Official Payments, to accommodate students who wish to make tuition payments monthly. Complete details on this payment method will be online by mid-summer 2012 and available at the Cashier's Office.

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. If the student or the student's employer do 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 thirty percent reduction of tuition (exclusive of fees) is granted 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.

User Support Services

User Support Services provides computing facilities, worldwide networking access, 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 and World Wide Web, both on campus and off campus, as well as access to dozens of academic software packages in twelve major computer labs and numerous drop-in facilities. There is at least one major lab in each classroom building. Labs are constantly being upgraded to provide the latest in computing technology. Each lab is also equipped with a PC that has Assistive Technology software, and a 24-hour student lab available in Loughran Hall as well as the Studio Arts Center.

There is a Windows drop-in facility in the Learning Resources Center (LRC 3rd floor) that is equipped with Assistive Technology software and hardware. The computers are placed on tables that can be raised and lowered to accommodate various user needs. Computer access is available to students at all times when the LRC is open: 91 hours per week with extended hours during and prior to the week of final exams each semester.

Computer lab software includes, but is not limited to:

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

Each lab is supported for printing needs by laser printers to provide high-quality printing for class assignments and résumés. In addition to the mainstream facilities for preparing classroom assignments, such as reports, there are also scanners for both graphics and text. All labs are networked via a high-speed fiber optic link to

the central Academic Information Services computer, which provides an Internet gateway as well as access to Marywood's online library catalog. Electronic mail, web-browsing, bulletin-board services and access to world-wide computer network resources are available to all regularly enrolled students. Lab printing is handled through the GoPrint system.

Services

In addition to providing support that constitutes the technology infrastructure of Marywood University, User Support Services staff also provides help in the form of:

- Trained students who staff all major labs during the majority of time in which the labs are open. In order to answer questions and troubleshoot problems, assistance is also provided by calling the Help Desk at 6070.
- Consultation on computer purchases, provided by the Director of User Support Services.
- Presentation of workshops, generally held in the training alcove on the third floor of the LRC, to help students use computers more effectively. Workshops are scheduled and presented by our professional staff of trainers and are free to Marywood students, faculty, and staff.
- Documentation prepared by the trainers that provide simple step-by-step instructions on how to use various types of software.

Learning Resources Center

Marywood's library collection includes more than 220,000 books and bound periodicals, over 28,000 distinct journal titles and, more than 50,000 non-print items.

The library maintains a dynamic webpage which contains links to over 55 subject-specific indexing/abstracting databases including PsycInfo, ERIC, ArtStor, the MLA International Bibliography and Social Work Abstracts, as well as multi-disciplinary full-text databases such as EBSCOHost's Academic Search, Wilson Web, JSTOR, and LEXIS-NEXIS.

The library is fully integrated into the campus voice and data network and remote access is 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 PALCI, a Pennsylvania academic library consortium with over 75 member institutions. Through PALCI's Relais service, the holdings of many academic libraries in Pennsylvania, New Jersey, and West Virginia are easily accessible for borrowing by Marywood students. Through PALCI's RapidILL Interlibrary loan initiative, students can have electronic articles delivered directly to their e-mail boxes, usually within a few hours of placing a request online.

The library offers numerous introductory workshops to the various databases and the online catalog. Traditional reference assistance is available during regular library hours. In-depth research consultation is available upon request.

The library is also equipped with wireless networking (internet access) and provides laptop loans for use within the building.

Academic Computing

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

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

Academic Computing services include:

- **Moodle:** Our campus course management system that allows faculty to post course content for students online. We give students support with Moodle account creation and assistance as needed for posting to discussion forums, submitting assignments, etc. Moodle is used for online courses, hybrid courses (supplements to traditional courses), and for Special Projects and Campus Clubs.
- **Tegrity:** A lecture capture system that faculty can use in conjunction with Moodle to record class sessions or supplemental tutorials. Students can access the recordings through their Moodle course; it is keyword searchable which allows students to find the exact topic they need to review.
- **iTunes University:** Audio/video repository for larger audio/video files to support coursework.
- **Digital Still/Video Camera loan for class projects:** Academic Computing staff will train faculty and students to use the cameras and will assist with editing and creation of audio/video files. Students must provide an authorization form signed by their faculty member before checking out equipment. Our staff also consults with students who are creating digital stories for classroom assignments.
- **Audacity:** Free download for PC/Mac to create podcast recordings.
- **CD/DVD duplication:** We can make copies of non-copyrighted materials for class projects. Small fee.
- **Large-format color poster printing:** Various sizes available; applicable fees depending on size and paper type. Our staff will provide students with guidelines for the creation of posters in PowerPoint for graduate research forums or presentations at conferences and workshops.

- **Campus Electronic Bulletin Board (Marywood Information Channel):** Faculty, students, and staff may submit announcements for their clubs or other campus events to the Marywood Information Channel which is displayed on Channel 18 on all TVs in public viewing spaces on campus. Please adhere to the following if you wish to submit an announcement for the Marywood Information Channel.

- Announcements may be submitted by e-mail to helpdesk@marywood.edu
- A lead time of three working days should be given
- Messages should be no more than five (5) lines in length and must include the title of the event, the date and time, a brief descriptive message, and the name and phone number of the contact person. Photo can be included in announcements. Please send as a .jpeg file
- Announcements from student groups must be signed by an advisor
- Messages will run for a two-week period, so please plan accordingly
- Arrangements can be made to run video announcements
- Academic Computing reserves the right to edit the copy

Fricchione Day Care Center

The Fricchione Day Care Center opened in September 1991 as an integral part of Marywood University. It serves children of the University community as well as children of employees of St. Joseph's Center and Our Lady of Peace Residence. 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. - 5:45 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:

1. to train graduate students enrolled in Psychology and Counseling programs.
2. to make quality, low cost mental health services available to both the University and the local communities.

The PSC provides outpatient evaluation, intervention, and educational services for children, adolescents, and adults; daytime, evening, and weekend appointments are available.

Evaluation services include interviewing procedures as well as formal psychological and educational testing. Intervention services include individual therapy, marital therapy, family therapy, and brief consultations to individuals, families, and organizations. Educational services include the delivery of 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 through the use of video recordings and live observation, in both individual and group supervision formats, closely supervise all clinical activity that is conducted by graduate students.

The PSC is a state-of-the-art 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; one of these observation areas is larger and allows for the simultaneous observation, or video playback, of four clinical sessions. Also available in the clinic are (1) a wide assortment of psychological tests and behavior rating scales, (2) computerized scoring and interpretation programs for the more frequently used assessment tools, (3) a wide array of treatment manuals and clinically oriented references, (4) a collection of developmentally appropriate toys for play assessments and therapy, (5) biofeedback equipment, and (6) a variety 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 half time director, a secretary, two graduate assistants, the graduate students who provide clinical and educational services, and the licensed Psychology and Counseling faculty, who supervise the graduate students. To make an appointment to receive services at the PSC, please call (570) 348-6269. Clinic hours and other related information may be found on the clinic website at www.marywood.edu/pcs.

Services and Programs

Academic Excellence Center

The Academic Excellence Center, located in the Liberal Arts Center, Room 221, is an academic resource center and a general study space and lounge. Equipped with computer workstations, assistive technology, circular tables and chalkboards, the area welcomes both individual study and collaborative group work. The Academic Excellence Center also serves as a lounge with both a kitchenette and couch seating.

Disability Services

The Office of Student Support Services offers state-of-the-art facilities and accessible technology, learning support services and resources, counseling, academic advising, and related services to foster a positive and successful academic and student life experience for students with disabilities. Individualized support, advising, advocacy, and accommodations are available to every qualified student. The staff also works with students to develop strategies to enhance their time management,

study and test preparation skills, and to promote successful transitions to Marywood and beyond.

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.

Writing Center

The Writing Center provides individual consultation during any stage of the writing process: prewriting, writing a first draft, revising, or editing. Inquiries and individual appointments may be made by submitting an e-mail to writingcenter@marywood.edu.

Student Life Division: Mission, Services, and Programs

Mission

In the context of the University's mission, Catholic identity, and core values, the Student Life Division complements the University's academic goals by engaging students through an integrated program of services and educationally purposeful learning experiences designed to enhance holistic growth and personal development.

Services and Programs

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, the Colonial States Athletic Conference (CSAC) and the Eastern College Athletic Conference (ECAC). Seventeen athletic teams, nine sports for women (basketball, cross-country, field hockey, lacrosse, soccer, softball, swimming/diving, tennis, and volleyball), and eight sports for men (baseball, basketball, cross-country, golf, lacrosse, soccer, swimming/diving, and tennis) 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 available include an indoor pool, and a state-of-the-art Athletics and Wellness Center that provides a fitness center with a climbing wall, a gymnasium and an arena, racquetball courts, a dance and aerobics studio, saunas, a sand volleyball court, tennis courts, and intercollegiate/intramural athletics fields.

Campus Ministry

The Campus Ministry Center staff serve the mission of the University by promoting a faith community among faculty, staff, and students and by providing opportunities for liturgical worship, prayer experiences, spiritual direction, moral development, community service, and social justice activities. All activities are planned, organized, and administered by students under the mentorship of the Campus Ministry staff. Students are thus prepared to assume leadership roles in both church and society. All members of the community, regardless of denomination, are invited to participate in Campus Ministry activities. Graduate students are encouraged to offer suggestions about ways in which Campus Ministry can best serve their needs.

Career Services

The Career Services Office offers services and programs to support graduate students with career decisions, and transitions. Career counseling and assistance with resume preparation, job search techniques, and employment interviews are provided. Computerized systems for assessment and access to information about vocational interests, aptitudes, values, and work world are provided. Full- and part-time work opportunities are listed through a job announcement service. Employer information vital to interview preparation and audiovisual aids to help with decision-making are offered in the Career Resources Library, and announcements about employment fairs are available regularly. The Alumni Career Network for students and graduates wishing to communicate with alumni across the country regarding employment and relocation also is provided.

Counseling/Student Development Center

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

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

Dean of Students

The Dean of Students supervises a program of varied services and activities to increase student learning and personal development through formal and out-of-class learning experiences. Planning, policy formulation, and management of the Housing and Residence Life and the Student Activities and Leadership Development Offices also is coordinated by the dean who is the primary administrative liaison to the student body. The dean of students also administers the conduct 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 safe, comfortable, secure, and nurturing living-learning environment, conducive to students' academic and personal development while intentionally fostering a sense of community, civic engagement and responsibility, and appreciation for diversity.

Accommodations range from traditional corridor-style residence halls to suites with private baths, apartments, and small living units. Each facility is staffed by a graduate student residence director and undergraduate and graduate students serve as resident assistants in all living units. Selected on the basis of leadership ability, communication and interpersonal relationship skills, the Residence Life staff is well trained to develop a vibrant living-learning community.

Limited on-campus housing is available for full-time graduate students on a "space available basis" only. Applications may be submitted at any time and are responded to after July 15 in the order received. Information regarding housing available off-campus may be obtained at: (www.marywood.edu/www2/stu_life/Residence_Life/housing) or by phone: (570) 348-6236.

Student Activities and Leadership Development

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

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

Student Health Services

A Registered Nurse Director, a Nurse Practitioner, a part-time physician, and a consulting nutritionist are the staff of the Student Health Services Center, located in the lobby of Loughran Hall. Committed to a comprehensive wellness philosophy, medical services, health information, and counseling are available on weekdays when classes are in session. Primary care (assessment and treatment) and referrals

to community physicians and to campus and community resources for health education and counseling are provided. Serious emergencies are referred immediately to nearby hospitals, and a staff member is available after office hours for telephone consultation.

All students are expected to submit a completed health history and immunization record to the Student Health Services Center. Students who request services must have a complete record on file before non-emergency treatment can be provided. Resident students who do not submit the completed health history record, including evidence of all vaccinations mandated by state and federal law, may be required to live off campus.

Health insurance is mandatory for full-time graduate students. The primary care in the Student Health Services Center is provided without charge; however, costs of laboratory tests, emergency room or, physician treatment, or hospitalization are the students' financial responsibility. The policy's annual cost appears as a separate item on the fall semester bill. Students who have comparable health insurance coverage and choose to waive enrollment in this policy must notify Bollinger Insurance Solutions via the "Student Services" link on the Marywood homepage. To complete the waiver process, students must demonstrate proof of their insurance by providing their current plan information (on the insurance ID card) at this link. Once insurance coverage is verified, the charge will be removed. Any student who does not complete the waiver process by the stated deadline will be covered by the Bollinger policy. The charge will remain on the student's account and must be paid. Informative brochures and enrollment forms may be obtained at: www.BollingerInsurance.com/marywood, the Student Health Services Center, or the Office of the Vice President for Student Life.

Student Honors

Recognition of Academic Excellence

The following medals are awarded to eligible graduate students:

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 LIBRARY UTILIZATION

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.

SISTER DAVIDICA KILDEA, IHM, MEDAL FOR EXCELLENCE IN VOICE

Established as a memorial to Sister Davidica by her nephew, this medal is awarded to an undergraduate or graduate student.

CLARENCE C. AND ELIZABETH WALTON MEDAL FOR EXCELLENCE IN PUBLIC ADMINISTRATION

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

POLIZZI MEDAL FOR SCHOLARSHIP AND COMMUNITY SERVICE

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

GEFFEN MEDAL FOR OUTSTANDING PERFORMANCE IN PRACTICUM EDUCATION

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

THOMAS J. KEENAN M.D. MEDAL FOR EXCELLENCE IN PHYSICIAN ASSISTANT PROGRAM

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

Student Organizations

Chi Sigma Iota

Advisor: Dr. Shamshad Ahmed

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 21 credits with a GPA of 3.50 or better are eligible for nomination to this prestigious society.

Delta Mu Delta

Advisor: Mr. George Marcinek

Delta Mu Delta is the national honor society in Business Administration. The purposes of Delta Mu Delta are to promote higher scholarship in training for business and to recognize and reward scholastic attainment in business subjects. The Iota Lambda Chapter holds an annual initiation ceremony during the fall semester. Students

invited to membership must have completed at least half the requirements for the graduate degree, be in the top 20 percent of their class, and be in good standing.

Kappa Delta Pi

Advisor: Ms. Christine Fryer

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

Kappa Pi

Advisor: Ms. Maria McDonald

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 Art Department Chapter of Kappa Pi, Zeta Omicron, provides membership for worthy graduate art students.

Pi Alpha

Advisor: Karen E. Arscott, D.O.

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

Pi Alpha Alpha

Advisor: Dr. Alice McDonnell

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.

Pi Kappa Lambda

Advisor: Sister Alphonsa Concilio

Outstanding music students in all undergraduate and graduate music degree programs are eligible for nomination by the faculty committee to Pi Kappa Lambda, the national music honor society.

Psi Chi

Advisor: Dr. Edward Crawley

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 making the study of psychology a major interest, 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 Phi Omega

Advisor: Dr. Alice McDonnell

Sigma Phi Omega is the national honor society to recognize the excellence of those who study gerontology/aging. Sigma Phi Omega seeks to promote scholarship, professionalism, friendship and services to older persons and to recognize exemplary attainment in gerontology/aging studies and related fields. Membership is open to undergraduate and graduate students who are majoring or minoring in gerontology/aging studies and related fields and who are in at least their second term of enrollment. Faculty, alumni, professional and honorary memberships are also available.

Sigma Theta Tau

Advisor: Dr. Diane Haleem

Sigma Theta Tau is an international honor society for nursing. This organization is dedicated to improving the health of people worldwide through increasing the scientific base of nursing practice. Its members are nursing scholars committed to the pursuit of excellence in clinical practice, education, research and leadership. Invitations to join are based on academic achievement.

Colleges



Dean: Mary Anne Fedrick, Ph.D.

Mission Statement

The Reap College of Education and Human Development is centered in the helping professions.

We explore the workings of the human mind and prepare students to meet the cognitive, emotional, and interpersonal needs of others across the life span.

We educate students to evaluate, apply, and produce research, which is the basis of best practice in professions and organization.

We challenge our faculty and students to be leaders who are:

- Ethical, just, and moral persons
- Creative and critical thinkers
- Understanding of and responsive to human and cultural diversity
- Technologically competent

Areas of Study

Communication Sciences and Disorders: At the bachelor's and master's levels, we educate students to understand the importance of communication as the basis for all human relationships and prepare them to be professionals who work with individuals with communication delays, differences, and disorders across the life span.

Counseling: At the master's level, we train ethical and caring decision-makers who attend to the varied developmental needs of individuals in K-12 and agency settings.

Education: At the bachelor's level, we prepare teachers to make a significant, positive, and educational impact on the lives of N-12 learners. At the master's level, we prepare educational leaders to become scholarly practitioners and to be proactive leaders of change with local and school communities.

Human Development: At the doctoral level, we train leaders and researchers to approach problems in human development from an interdisciplinary perspective.

Psychology: At the bachelor's, master's and doctoral levels, we train students to become scientists who utilize empirical thinking to understand and heal people at every stage of their development.

Special Education: At the bachelor's and master's levels, we train professionals to educate and advocate for individuals in N-12 settings who demonstrate a continuum of special learning needs.

EDUCATION PROGRAMS

Chair: Patricia S. Arter, Ed.D.

The diverse graduate programs of the Education Department are designed to incorporate the latest research-based theories on teaching and learning. Advanced programs challenge faculty and candidates to be leaders in the educational community, integrate knowledge and action, be thoughtful consumers and producers of scholarship and research, be proactive instruments of change, and innovative and reflective practitioners committed to the development of student potential. They are expected to communicate and collaborate effectively with all constituents in response to ambiguity and diversity in a technological, global community. The emphasis, therefore, in all courses is placed on strategies that teachers can employ in the classroom to bring about active involvement on the part of the learners.

Program Features

The graduate programs in Education have earned the distinction of meeting the rigorous professional standards of the National Council for Accreditation of Teacher Education. In so doing, the department demonstrated state-of-the-art facilities for library research, curriculum development, and technology. The utilization of these resources by students is woven into the carefully planned sequence of courses. The graduate programs also enjoy strong relationships with area schools and private centers and, from time to time, have participated in joint research projects. Area educational personnel and model teaching sites are available to strengthen the graduate experience.



The Education Department offers the following degree programs:

M.A.T. with PK-4 Certification

M.A.T. with Secondary/K-12 Education Certification

M.Ed. in Instructional Leadership

M.S. in Higher Education Administration

M.S. in Early Childhood Intervention – Birth to Age 9

M.S. in Reading Education

M.S. in School Leadership

M.S. in Special Education

M.S. in Administration and Supervision of Special Education

The Education Department participates in the Ph.D in Human Development program with specializations in:

Higher Education Administration

Educational Administration

Instructional Leadership

The Education Department offers teaching certification in the following disciplines:

Art K-12

Biology 7-12

Communication 7-12

Curriculum and Instruction

Early Childhood PK-4

Elementary School Counselor K-6

Endorsement in ESL

English 7-12

Family and Consumer Science K-12

French 7-12

General Science 7-12

Health/Physical Ed K-12

Library Science K-12

Mathematics 7-12

Music K-12

Pupil Personnel Supervisor

Reading Specialist K-12

Reading Supervisor

School Psychologist K-12

School Principal K-12

Secondary School Counselor 7-12

Social Studies 7-12

Spanish K-12

Special Education PK-8/PK-4

Special Education PK-8 (second certification)

Special Education Supervisor

Speech and Language Impaired K-12

Superintendent/Assistant Superintendent's Letter of Eligibility

Program 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. Legislation governing educational programs in Pennsylvania calls for revisions in several certification areas. Program curricula contained in this catalog will be modified to meet these regulations once the Pennsylvania Department of Education advances the new guidelines.

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 Education Department or designated department faculty member prior to admission to the department.

All applicants seeking certification must meet the following requirements:

	Application	Letters of Recommendation	Entrance Test (within first nine credits)	Baccalaureate Q.P.A
Initial Certification Program*	x	x	PAPA Basic Skills Test	3.00
Advanced Certification Program**	x	x		3.00

One-half of a student’s coursework must be taken at Marywood in order to receive a recommendation for certification.

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.

Master of Science in School Leadership

36 semester hours

The program in School Leadership consists of 36 hours of graduate work. 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; 24 semester hours in concentration courses, which provide an understanding of administration, current issues in educa-

tion, curriculum planning, supervision and evaluation of instruction, law, finances, personnel leadership, and an internship in a school setting; three semester hours in elective courses.

The purpose of this program is to provide opportunities for the development of the administrative and interpersonal skills needed by practicing and future leaders in education. The program is built on the assumption that the public and non-public school environments are unique. For this reason, courses and other learning experiences are deeply grounded in those principles of public and non-public thought and practice. Internships are individualized, based on needs and interests of school districts and student participants. The Educational Leadership Constituent Council (ELCC) standards support the courses and internship.

In addition to an initial interview with the chair of the Education Department 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 the principal's certificate, the candidate must have had five years of professional school experience.

I. PROFESSIONAL EDUCATION AND CORE COURSES

9 semester hours

EDUC 501 Research Theory	3
COUN 532 Multicultural Issues In Counseling	3
EDUC 605 Communication Theory and Organizational Dynamics	3
EDUC 555 Professional Contribution	0

II. CONCENTRATION

24 semester hours

*EDUC 545 Administrative Theory for School Leaders	3
*EDUC 546 Seminar: Problems and Issues in Education	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 552 Personnel Leadership in Schools	3
*EDUC 593 Administrative Internship	3

III. ELECTIVES

3 semester hours

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

***Certification Program in School Leadership** — Persons seeking a K-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. Initial interview is also required.

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

School Leaders Licensure Assessment test before applying for certification. The Praxis test, Educational Leadership: Administration and Supervision (0410), must be completed before applying for certification.

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

The Superintendent’s Letter of Eligibility will endorse an individual for appointment as a district superintendent or an assistant superintendent. Candidates for this post-masters certification shall:

- 1. follow normal application procedures for admission to the graduate program, indicating desire to seek this certification. Candidates must possess a 3.00 average in all prior graduate work.
- 2. successfully complete an interview after six credits prior to formal admission.
- 3.**successfully complete a minimum of 21 semester hours in the following areas:
EDUC 604 School, Community, Public 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, 609 Field-Based Internship 6
EDUC 617 School Leadership and Special Education 3

At the point of admission/acceptance, the chair of the Education Department and the Office of Certification 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 eighteen 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.

- 4. provide evidence of six years of teaching or other professionally certificated service in basic education, three years of which shall have been in supervisory or administrative positions.

**These courses are also a part of the Ph.D. in Human Development Degree. Please reference the Doctoral Program portion of this catalog.

The Pennsylvania Department of Education requires that certain criteria be met prior to acceptance into certification or degree programs. Please contact the Education Department to learn more about these specifications.

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

Supervisor of Curriculum and Instruction

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

Candidates for this master's or post-master's certification shall:

- 1. follow normal application procedures for admission to the graduate program, indicating desire to seek this certification. Candidates must possess a 3.00 average in all prior graduate work.
- 2. successfully complete an interview prior to formal admission to the program.
- 3. successfully complete a minimum of eighteen semester hours in the following areas plus an internship:
EDUC 545 Administrative Theory. 3
EDUC 547 Curriculum Planning. 3
EDUC 548 Supervision and Evaluation of Instruction 3
EDUC 549 School Law 3
EDUC 551 School Finances. 3
EDUC 552 Personnel Leadership 3
EDUC 594 Supervisory Internship 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: Theories and Applications 3
- **EDUC 613 Dynamics of Leadership and Change 3
- **EDUC 614, 615 Practicum 3,3

**These courses are also a part of the Ph.D. in Human Development degree. Please reference the doctoral program portion of this catalog.

- 4. provide evidence of five years of satisfactory professional experience, subject to the following condition: at least three years of professional experience shall have been on a state-issued public school certificate.

The Pennsylvania Department of Education requires that certain criteria be met prior to acceptance into certification or degree programs. Please contact the Education Department to learn more about these specifications.

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

Supervisor of Pupil Personnel

The Supervisor of Pupil Personnel certification will endorse an individual as a district-wide specialist in the comprehensive pupil personnel services field (school psychology, school counseling, school health, school social work services) as supportive of the instructional process in a school district.

Candidates for this post-master’s certification shall:

- 1. follow normal application procedures for admission to the graduate program, indicating desire to seek this certification. Candidates must possess a 3.00 average in all prior graduate work.
- 2. successfully complete an interview prior to formal admission to the program.
- 3. successfully complete a minimum of 18 semester hours in the following areas plus an internship:
EDUC 501 Research Theory 3
OR
PSYC 561 Psychological Testing..... 3
EDUC 545 Administrative Theory..... 3
EDUC 547 Curriculum Planning..... 3
EDUC 548 Supervision and Evaluation of Instruction 3
EDUC 549 School Law 3
EDUC 604 School, Community and Public Relations..... 3
EDUC 605 Communication Theory and Organizational Dynamics 3
SPED 523 Programming for At-Risk Infant/Preschool Child 3
EDUC 596 Supervisory Internship 3

The Pennsylvania Department of Education requires that certain criteria be met prior to acceptance into certification or degree programs. Please contact the Education Department to learn more about these specifications.

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

**Master of Science in Early Childhood Intervention (ECI) –
Birth to Age Nine**

36 semester hours

The program in EARLY CHILDHOOD INTERVENTION – BIRTH TO AGE NINE consists of 36 hours of graduate work. The courses are divided into two categories: twelve semester hours in core courses, which are intended to give the student an understanding of research, child development, foundations of education, and learning theories; 24 semester hours in concentration courses, which provide an understanding of children in inclusive child-care centers, preschools, kindergartens, and primary grades.

Administration of early childhood centers and issues in early childhood programs, learning theories, and literacy development are several areas covered in this program. The purpose of the program is to provide opportunities for the development of the administrative and interpersonal skills needed by early childhood teachers in inclusive programs. The program is built on the assumption that the public and non-public school environments are unique. For this reason, courses and other learning experiences are deeply grounded in those principles of public and non-public thought and practice. This program does not lead to an **initial** PA certifi-

cation in PK-4. Those seeking a second certification in PK-4 may need to do additional coursework. It is strongly recommended that candidates meet with the chairperson to determine if any additional coursework is needed.

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

EDUC 506 Problems and Issues in Early Childhood Education/Intervention	3
EDUC 507 Inclusive Early Childhood Education Settings and Assessment	3
EDUC 508 Integrated Curriculum	3
EDUC 509 Administration of Early Childhood Education/ Intervention Programs	3
SPED 507 Char and Remedial Strategies for Mildly Impaired	3
SPED 523 Programming for At-Risk Infant/Preschool Child.	3
EDUC 510 (CSD 526) Language and Emergent Literacy	3
EDUC 592 Internship – Early Childhood Education.	3
EDUC 555 Professional Contribution	0

After 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.

Master of Education (M.Ed.) – Instructional Leadership

36 semester hours

Master in Education (M.Ed.) with a specialization in Instructional Leadership prepares experienced K-12 teachers for instructional leadership roles such as lead teachers, instructional supervisors, curriculum specialists and department heads. The M.Ed. is a 36 credit hour degree for elementary and secondary teachers in both general and vocational education.

It is designed to enhance the instructional and leadership skills of candidates so that they become master teachers who can model effective practices, analyze and evaluate curriculum and instruction, and provide help and guidance to other pre-service and in-service teachers.

The Master of Education courses will focus on:

- Enabling participants to enhance skills in curriculum development
- Understanding multicultural issues that impact learning
- Developing classroom communication and management skills
- Integrating instructional technology
- Integrating professional ethics in the instructional environment

- Understanding appropriate instructional designs for classroom teaching
- Developing curriculum and using appropriate teaching strategies for developmental and special needs students

In addition to an initial interview with the Chair of the Education Department 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 project.

EDUC 501 Research Theory.....	3
EDUC 520 Universal Design for Learning	3
EDUC 546 Current Problems/Issues in Education	3
EDUC 547 Curriculum Planning/Assessment Practice.....	3
EDUC 549 School Law and Professional Ethics	3
EDUC 554 Contemporary Learning Theories	3
EDUC 603 Dynamics of Leadership and Change	3
EDUC 611 Instructional Design: Theory and Application	3
R ED 526 Teaching Strategies in Content Areas	3
SPED 511 Curriculum Adaptations	3
SPED 539 Classroom and School Management	3
Elective	3
EDUC 555 Professional Contribution (Site Based Action Research Project)	0

Master of Science in Higher Education Administration

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, ground 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 will focus on:

- Demonstrating knowledge of the foundations and scope of higher education administration
- Demonstrating knowledge of professional practice related to an academic enterprise that includes teaching, research and service as primary components of productivity; management skills such as problem solving, planning, delegating, budgeting, fundraising, assessing and evaluating; human relations skills that include managing interaction, communication, and contributing to organizational and individual development.

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/(D/HE 1025) Student Issues in Higher Education	3
HE 530 (D/HE 1030) College Finance Strategic Planning	3
HE 605 (EDUC 605) Communication Theory and Organization Dynamics.	3
HE 609/(D/HE 1109) Law and Public Policy.	3
HE 640/(D/HE 1140) Program Evaluation.	3
COUN 505 Career Development	3
COUN 532 Multicultural Counseling.	3

OR

Approved elective that complements student career goals. up to 6 credits

HE 592 Internship in Higher Education	3
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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) Professional Contribution	0
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Reading Education Program

33 semester hours

The goal of the Reading Education program is to equip 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 (K-12), or obtain only the Reading Specialist certification (K-12).

The program leading to a master's degree in reading consists of 33 hours of graduate coursework. 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.

Master of Science in Reading Education

33 semester hours

I. PROFESSIONAL EDUCATION AND CORE COURSES

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

R ED 524A Creative Teaching of Language Arts	4
R ED 526 Teaching Content Area Reading	3
R ED 530 Reading Disabilities and Diagnosis.	3
*R ED 533 Remedial Techniques	3
** R ED 540 Practicum/Seminar in Reading.	3
***R ED 542 Organization of School Reading Programs	3
EDUC 511 Children's Literature	2
R ED 546 Reading Specialist Internship	3
*Prerequisite: R ED 530	
**Prerequisites: R ED 524A, 526, 530, 533	
***Prerequisites: R ED 524A, 526	

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

Reading Specialist Certification

A student who wishes to concentrate in the field of reading but who does not wish to pursue the master's degree program or who already holds a master's degree may obtain Reading Specialist certification by taking the 24 semester hours from concentration courses in reading. A student seeking only certification is required to take at least fifty percent of the 24 credits at Marywood University. Advanced certification candidates are required to complete an internship. Pre-requisites are the same as those required for M.S. in Reading Education.

Praxis test:

- Specialty Area Praxis (reading). (Required for advanced certification.)

Reading Supervisor Certification

The Reading Supervisor certification will endorse a Reading Specialist for appointment as a Reading Supervisor. Candidates for this post-masters certification shall:

1. follow normal application procedures for admission to the College of Education and Human development, indicating desire to seek this certification. Candidates must possess a 3.00 average in all prior graduate work.
2. successfully complete an interview after six credits if a master's degree in reading or master's degree plus Reading Specialist certification were not awarded at Marywood University.
3. successfully complete a minimum of 18 semester hours in the following areas:

EDUC 545 Administrative Theory.....	3
EDUC 546 Seminar: Problems and Issues in Education	3
EDUC 547 Curriculum Planning for Schools.	3
EDUC 548 Supervision and Evaluation of Instruction	3
EDUC 549 School Law	3
R ED 593 Field-Based Internship	3
4. provide evidence of having completed five years of satisfactory professional experience as a Reading Specialist.

At the point of admission/acceptance, the Education Department and the Office of Certification 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 endorsement (Reading Specialist) more than eighteen semester hours may be required.

Likewise, if a candidate has fulfilled some of the courses required for the supervision certification, the courses will not be repeated. As with all certifications, fifty percent of the required courses must be taken at Marywood.

Special Education Programs

Aims of the Special Education Programs

- To prepare a teaching candidate:
- 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 examine critically 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.

ESL Endorsement Program Overview

The English as a Second Language (ESL) program prepares teachers to support the literacy development of English Language Learners. *Prerequisite:* Initial Certification

Credits: 16

EDUC 561 Methods, Materials & Assessment for Teaching ESL	3
EDUC 562 Linguistics for Second Language Teachers	3
EDUC 562A Linguistics for Second Language Teachers Practicum	1
EDUC 563 Perspectives on Teaching ESL	3
EDUC 563A Perspectives on Teaching ESL Practicum	1
EDUC 564 Structure of English for ESL	3
EDUC 564A Structure of English for ESL Practicum	1
EDUC 565 Internship for ESL	1

Special Education Certification Only—PK-8 (non-degree program that builds on another education certification)

CONCENTRATION

27 semester hours

SPED 500 Special Education Law and Service Delivery	3
SPED 511 Curriculum Adaptations for the Special Needs Learner	3
SPED 536 Cognitive Assessment and Remediation	3

OR

R ED 530 Reading Disabilities and Diagnosis	3
R ED 533 Remedial Techniques	3
SPED 539 Behavior Management Approaches	3
EDUC 520 Universal Design for Learning	3
EDUC 561 Methods, Materials and Assessment for ESL	3
SPED 522 Career Education for Students with Disabilities	3

OR

SPED 523 Programming for the At-Risk Infant/Preschool Child	3
SPED 519 Practicum	3

Special Education Degree Programs

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.

Master of Science in Special Education

(non-certification track building on previous BS in Special Education.)

30 semester hours

I. PROFESSIONAL EDUCATION AND CORE COURSES

**EDUC 501 Research Theory	3
EDUC 554 Learning Theories	3
**SPED 545A I Applied Research	1

SPED 545B Applied Research	1
SPED 545C Applied Research	1
II. CONCENTRATION	
SPED 500 Special Education Law and Service Delivery	3
SPED 511 Curriculum Adaptations for the Special Needs Learner	3
SPED 536 Cognitive Assessment and Remediation	3
OR	
R ED 530 Reading Disabilities and Diagnosis.	3
R ED 533 Remedial Techniques	3
SPED 539 Behavior Management Approaches	3
EDUC 520 Universal Design for Learning	3
EDUC 561 Methods, Materials and Assessment for ESL.	3
**EDUC 501 and SPED 545A should be taken concurrently.	

Master of Science in Special Education

(Degree program that builds on a previous certification not in Special Education and leads to PK-8 certification.)
 36 semester hours

The assumption is that candidates seeking this degree already have core education courses including math and reading methods. Candidates not meeting this requirement may be required to take additional coursework.

I. PROFESSIONAL EDUCATION AND CORE COURSES	
**EDUC 501 Research Theory.	3
EDUC 554 Learning Theories.	3
**SPED 545A I Applied Research	1
SPED 545B Applied Research	1
SPED 545C Applied Research	1
II. CONCENTRATION	
SPED 500 Special Education Law and Service Delivery	3
SPED 511 Curriculum Adaptations for the Special Needs Learner	3
SPED 536 Cognitive Assessment and Remediation	3
OR	
R ED 530 Reading Disabilities and Diagnosis.	3
SPED 522 Career Education for Students with Disabilities	3
OR	
SPED 523 Programming for the At-Risk Infant/Preschool Child.	3
R ED 533 Remedial Techniques	3
SPED 539 Behavior Management Approaches	3
EDUC 520 Universal Design for Learning	3
EDUC 561 Methods, Materials, and Assessment for ESL	3
SPED 519 Practicum	
**EDUC 501 and SPED 545A should be taken concurrently.	
***Prerequisites: an Education core including R ED 526 Teaching Content Area Reading)	

Special Education Supervisor

As paradigm shifts are occurring 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’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.

**Special Education Supervisor Certification Requirements
(Post-Masters Certification):**

- 1. 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.
- 2. Successfully complete an interview after six (6) credits if the master’s degree was not awarded at Marywood. Prerequisites of a M.S. in Special Education and five years of satisfactory teaching experience on valid special education teaching certificate.
- 3. Successfully complete a minimum of eighteen (18) semester hours in the following areas:
 - EDUC 545 Administrative Theory for School Leaders 3
 - EDUC 547 Curriculum Planning for Schools..... 3
 - EDUC 552 Personnel Leadership in Schools 3
 - SPED 540 Administration & Supervision of Special Education Programs 3
 - SPED 544 Practicum in Special Education Supervision 3
 - EDUC 554 Contemporary Learning Theories 3

At the point of admission/acceptance, the Education Department and the Office of Certification 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 any area, more than these eighteen (18) semester hours may be required.

Likewise, if a candidate has fulfilled some of the courses required for the supervisor certification, the courses will not be repeated. As with all certification, 50 percent of the required courses must be taken at Marywood University.

A candidate must provide evidence of having completed five (5) years of satisfactory teaching experience on a valid special education teaching certificate.

A practicum is a requirement in the Special Education Supervisor Certification Program. The minimum requirement for the initiation of the practicum is the

completion of twelve (12) credit hours of the required certification program. At least six (6) of the credit hours must have been completed at Marywood. The practicum must be completed at the level at which the student seeks certification. (Ordinarily this would be the district or Intermediate Unit level, with a broad range of PK-12 experiences.) The practicum includes a minimum of 300 hours of administrative experience. Practicums are usually arranged during the fall and spring semesters.

**Master of Science in Administration
and Supervision of Special Education**

30 semester hours

I. PROFESSIONAL EDUCATION AND CORE COURSES

EDUC 501 Research Theory..... 3
EDUC 554 Learning Theories..... 3

II. CONCENTRATION

SPED 507 Characteristics & Remedial Strategies for the Mildly Impaired 3
SPED 511 Curriculum Adaptations for Special Learners..... 3
SPED 539 Behavior Management Approaches 3
SPED 540 Administration & 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 552 Personnel Leadership in Schools 3

* Prerequisite of SPED 500 Special Education Law and Service Delivery

**Master of Arts in Teaching and Certification in
PK-4 Education**

49-60 semester hours (Variable)

Prior to admission to the M.A.T./PK-4 certification program, all applicants must meet with the chair of the Education Department or designated department faculty member and the director of professional field experience. The Pre-Service Academic Performance Assessment (PAPA) Basic Skills Test must be taken and passed within the first nine credits of coursework. Failure to submit passing scores within the required time frame may delay program completion.

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.

- thirty hours in specialty area courses which provide an understanding of the curriculum taught at the elementary school level.
- six hours in 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 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 – A three-hour block of time 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 20 hours required)

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 150 hours)

Pre-Student Teaching – 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 and Adaptations for Special Needs Learners during the student teaching semester; candidates seeking Special Education PK-8/PK-4 certification are required to take EDUC 520: Universal Design for Learning 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 Field Experience (minimum of 190 clock hours of observation and participation)	0
EDUC 500 First Semester Certification Seminar (required for students seeking an Instructional I Certificate)	0
EDUC 501 Research Theory	3
*EDUC 502 Multidisciplinary Foundations of Education	3
EDUC 510 Emergent Literacy: An Interdisciplinary Approach	3
EDUC 554 Learning Theories.	3
EDUC 561 Methods, Materials and Assessment ESL	3
*PSYC 5XX Child Development	3
*SPED 507 Characteristics of Mildly Impaired	3
*SPED 539 Behavior Management Approaches	3
*EDUC 591 Student Teaching.	6

II. CONCENTRATION

30 semester hours

*EDUC 506 Problems and Issues in ECE	3
*EDUC 508 Integrated Curriculum	3
*SPED 511 Curriculum Adaptations for Special Needs Learners	3
*SPED 523 Programming for At-Risk Infant/Preschool Child	3
*R ED 524 Creative Teaching of Language Arts	4
*R ED 526 Teaching Content Area Reading	3
*EDUC 470F Mathematics	3
*EDUC 470G Science	3
*EDUC 470H Social Studies	3
*EDUC 005A, 005B Practicum I and Practicum II	2
*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 additional coursework will be required for dual certification:

SPED 500 Special Education Law and Service Delivery	3
SPED 536 Cognitive Assessment and Remediation	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 and Certification in Secondary/K-12 Education

37-40 semester hours (Variable)

Prior to admission to the M.A.T. program with certification in Secondary/K-12 Education all applicants must meet with the Chair of Education Department or

designated department faculty member and the Director of Professional Field Experience. The Pre-service Academic Performance Assessment (PAPA) basic skills test must be taken and passed within the first nine credits of coursework. Failure to submit passing scores within the required time frame may delay program completion.

The M.A.T. program in Secondary/K-12 Education is designed for the teaching candidate whose goals include initial certification in Secondary/K-12 Education and an M.A.T. degree. This program consists of a minimum of 37 hours of graduate work. Candidates with no education courses may need to take up to 40 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.
- six credit hours in 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. Courses in the M.A.T. in Secondary/K-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 – A three-hour block of time 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 20 hours required)

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 150 hours)

Pre-Student Teaching – 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/K-12 certification are required to take SPED 511: Curriculum and 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

22 semester hours

*EDUC 000 Field Experience (minimum of 190 clock hours of observation and participation)	0
EDUC 500 First Semester Certification Seminar	0
EDUC 501 Research Theory	3
*EDUC 502 Multidisciplinary Foundations of Education	3
*EDUC 523 Seminar: Psychology of Education	3
EDUC 554 Learning Theories	3
*PSYC 514 Human Development	3
*EDUC 591 Student Teaching	6
*EDUC 005D Practicum	1

II. CONCENTRATION

18 semester hours

*EDUC 411A Effective Instruction Secondary/K-12	3
*R ED 526 Teaching Content Area Reading	3
*SPED 507 Characteristics of Mildly Impaired.	3
*SPED 511 Curriculum for Special Needs Learners.	3
*SPED 539 Behavior Management Approaches	3
*EDUC 561 Methods, Materials and Assessment ESL.	3
*Courses leading to certification.	

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

Teacher Certification Programs

Students may obtain a Pennsylvania Instructional I Certificate in Elementary Education and in specialized K-12 and 7-12 areas. Determination of individual student requirements for certification will be made after all previous transcripts have been evaluated. A student seeking only certification is required to take at least fifty percent of the required credits at Marywood University. Eligibility for certification is determined by fulfillment of state requirements. State regulations in Chapter 49 of the Pennsylvania Code, 22 PA Code 49.18 require that those seeking

their initial or first Instructional I Certificate must demonstrate that they have successfully completed a teacher certification exam in these areas:

- Pre-service Academic Performance Assessment (PAPA) Basic Skills Test
- PRAXIS II Specialty Area test (required in each area of certification)

Instructional Certification Programs K-12 or 7-12

The following are requirements for all K-12 and 7-12 certifications in Art, Biology, Communication Arts, English, French, General Science, Health/Physical Education, Family and Consumer Science, Library Science, Mathematics, Music, Social Studies, Spanish, and Home School Visitor:

(37 credits)

EDUC 500 First Semester Certification Seminar	0
EDUC 000 Field Experience (190 clock hours minimum)	0
EDUC 502 Multidisciplinary Foundations of Education	3
EDUC 523 Seminar: Psychology of Education	3
PSYC 514 Human Development	3
R ED 526 Teaching Content Area Reading	3
SPED 507 Characteristics and Remedial Strategies for Mildly Impaired	3
EDUC 411A Effective Instruction in Secondary and K-12 Education	3
*SPED 511 Curriculum for Special Needs Learners.	3
*SPED 539 Behavior Management Approaches.	3
EDUC 561 Methods, Materials and Assessment ESL.	3
EDUC 442A-Q Student Teaching	6
EDUC 005D Practicum	1

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.
- More specific explanations regarding certification requirements can be found in the certification handbook available in the Certification Office (McGowan 2010).

Art K-12

General Requirements, plus:

I. FOUNDATION

ART 110 Basic Drawing	3
ART 118 2-D Design & Color	3
ART 241 Computer Graphics	3
ART 116 Drawing I	3
ART 212 3-D Design	3
ART 233 Painting I	3

II. CORE COURSES

ART 218 Art in the Modern Era	3
ART 113 Art History I.	3
ART 114 Art History II	3
ART 223 Basic Ceramics	3

ART 226 Basic Printmaking	3
ART 261 Sculpture I	3
ART 301 Art Ed in the Elementary School	3
ART 302 Fibers and Related Media	3
ART 315A Basic Photography	3
ART 322A-C Portfolio Review	0
ART 325 Jewelry-Metal I	3
ART 345 Painting II.	3
ART 411B Art Curriculum Methods and Materials	3
ART 485 The History of Art Education	3
PHIL 325 Philosophy of Art	3

Biology 7-12

General Requirements, plus:

BIOL 122 & 122L Anatomy and Physiology.	4
BIOL 150 & 150L General Biology I.	4
BIOL 151 & 151L General Biology II (Preq. BIOL 150, 150L)	4
BIOL 235 & 235L General Microbiology (Preq. BIOL 151, 151L)	4
BIOL 351 Evolution (Preq. BIOL 151, 151L).	3
BIOL 411B Curriculum Methods.	4
BIOL 440 & 440L Molecular & Cellular Biology (Preq. BIOL 235, 235L, CHEM 132, 132L).	4
OR	
BIOL 446 & 446L Genetics (Preq. BIOL 235, 235L, CHEM 132, 132L)	4
BIOL 410 Science Literacy Capstone	2
CHEM 131 & 131L General Chemistry	4
CHEM 132 & 132L General Chemistry (Preq. CHEM 131, 131L)	4
CHEM 331 & 331L Organic Chemistry (Preq. CHEM 132, 132L)	4
ENVS 420 & 420L Ecology	4
PHYS 213 & 213L General Physics (Preq. MATH 170 or 201)	4
MATH 170 Mathematical Applications in Biology.	3
MATH 201 Calculus/Analytic Geometry.	3
OR	
MATH 216 Statistics for the Behavioral and Social Sciences	3



Communication Arts 7-12 Non-Print Media

General Requirements, plus:

NON-PRINT MEDIA CORE

COMM 112 Communication Theory	3
COMM (varies) Practicum	5
COMM 231 Audio Production	3
COMM 233 Video Production I	3
COMM 237 New Communications Technology	3
COMM 433 Educational Telecommunications	3
ENGL 412A Teaching Writing	3
ENGL 412B Teaching Literature	3
ENGL (varies) English electives	6

Choose 6 credits from the following:

THEA 113 Introduction to Theatre	3
THEA 241 Fundamentals of Acting	3
THEA 247A Stage Management	2
THEA 247B Scenic Design	2
THEA 247C Lighting and Sound Design	2
THEA 347 Fundamentals of Directing	3

THEATRE CORE

COMM 112 Communication Theory	3
THEA 130A Practicum	1
THEA (varies) Practicum	3
COMM 241 Fundamentals of Acting	3
COMM 247A Stage Management	2
COMM 247B Scenic Design	2
COMM 247C Lighting and Sound Design	2
THEA 341 Theatre History	2
THEA 342A Tragedy and Dramatic Literature	2
THEA 342B Comedy and Dramatic Literature	2
COMM 347 Fundamentals of Directing	3
ENGL 412A Teaching Writing	3
ENGL 412B Teaching Literature	3

Choose 6 credits from the following:

COMM 231 Audio Production	3
COMM 233 Video Production I	3
COMM 237 New Communications Technology	3
COMM 433 Educational Telecommunications	3

English 7-12

General Requirements, plus:

ENGL 160 Writing Skills	3
ENGL 170 Introduction to Literary Studies	3
ENGL 180 World Literature	3

ENGL 370 Shakespeare	3
ENGL 412A Teaching Writing	3
ENGL 412B Teaching Literature	3
1 course from ENGL 310-329 Genre	3
1 course from ENGL 330-349 Theme	3
1 course from ENGL 350-359 American Period	3
1 course from ENGL 360-369 British Period.	3
1 course from ENGL 370-390 Major Writers	3
ENGL 400 Structure of Linguistics	3
Choose from 3 of the following:	
ENGL 357A Early American Literature	3
ENGL 357 American Literature 1865 - present	3
ENGL 360 Medieval & Early Modern British Writers	3
ENGL 364 Major British Writers	3

French 7-12

30 semester hours

General Requirements, plus:

FREN 101* & 102* Elementary French	3, 3
FREN 211 & 212 Intermediate French	3, 3
FREN 221 & 222 Language & Culture (or equivalent course)	3, 3
FREN 275 & 276 Conversational French.	3, 3
FREN 302 & 303 Introduction to Literature	3, 3
FREN 306 & 307 French Cinema & Culture I,II	3, 3
FREN 311 & 312 Readings in French Literature I,II	3, 3
FREN 333 & 334 French Civilization	3, 3
FREN 411B Curriculum Methods & Materials for Languages	3
ENGL 400 Structure of Linguistics	3

*For those who enter the program and have not studied the language previously.

General Science 7-12

General Requirements, plus:

BIOL 121, 121L Anatomy & Physiology	4
BIOL 122, 122L Anatomy & Physiology	4
BIOL 150, 150L General Biology I	4
BIOL 151, 151L General Biology II (Preq. BIOL 150, 150L).	4
BIOL 351 Evolution (Preq. BIOL 151, 151L).	3
BIOL 411B Current Methods in Science	4
BIOL 410 Science Literacy Capstone	2
ENVS 420, 420L Ecology.	4
CHEM 131, 131L General Chemistry	4
CHEM 132, 132L General Chemistry (Preq. CHEM 131, 131L)	4
CHEM 331, 331L Organic Chemistry (Preq. CHEM 132, 132L)	4
PHYS 213, 213L General College Physics (Preq. MATH 170 or 201)	4
PHYS 214, 214L General College Physics (Preq. PHYS 213, 213L)	4

MATH 170 Mathematical Applications in Biology	3
MATH 201 Calculus/Analytic Geometry	3
OR	
MATH 216 Statistics for the Behavioral and Social Sciences	3

Health/Physical Education K-12

General Requirements, plus:

HPE 115 Aquatics	1
HPE 132 Personal and Community Health	3
HPE 140 Field Hockey	0.5
HPE 142 Basketball	0.5
HPE 160 Foundations of Health and Physical Education	3
HPE 210 Anatomical Concepts	1
HPE 215 Introduction to Sports Medicine	3
HPE 221 Kinesiology and Applied Anatomy	3
HPE 223 Rhythms	1
HPE 225, 225L Physiology of Exercise	3
HPE 226 Bowling/Golf	1
HPE 241 Methods in Elementary Physical Education	3
HPE 242, 243 Elementary Physical Education Methods Lab	1
HPE 245 Volleyball	0.5
HPE 247 Soccer	0.5
HPE 322 School Health Education	3
HPE 324 Motor Learning	2
HPE 326 Tests & Measurements	3
HPE 340 Gymnastics and Movement Education	1
HPE 344 Adapted Physical Education	3
HPE 346 Methods in Secondary Physical Education	2
HPE 348 Racquet Sports	1
BIOL 121, 121L Anatomy and Physiology	4
BIOL 122, 122L Anatomy and Physiology	4

Family and Consumer Science N-12

General Requirements, plus:

FCS 145 Behavioral Aspects of Clothing and Housing	3
FCS 251 Family Resource Management	3
EDUC 507 Inclusive Early Childhood Education Settings and Assessments	3
EDUC 508 Integrated Curriculum	3
FCS 320 Professional Practice for FCS	3
FCS 411B Methods/Vocational Education	3
FCS 450 Family Services	3
FCS 452 Parentology	3
N D 103 Basic Foods	3
N D 111 Basic Nutrition	3
BIOL 107 Sexually Transmitted Diseases	3
OR	

BIOL 130 Principles Anatomy/Physiology.....	3
SSCI 425 Children’s Rights.....	3

Library Science K-12

General Requirements, plus:

LS 502 Issues/Trends in Library Information Environment	3
LS 504 New Technologies for Searching, Retrieval, and Presentation of Information	3
LS 505 Meeting Information Needs and Services through Instructional Collaboration	3
LS 507 Building K-12 Multi-Media Collections	3
LS 509 Cataloging, Classification, and Collection Management in an Electronic Age	3
EDUC 511 Children’s Literature	2
EDUC XXX Literature for Young Adults	2

Library Science K-12 (Second Certification)

Required Courses:

LS 502 Issues/Trends in Library Information Environment	3
LS 504 New Technologies for Searching, Retrieval, and Presentation of Information	3
LS 505 Meeting Information Needs and Services through Instructional Collaboration	3
LS 507 Building K-12 Multi-Media Collections	3
LS 509 Cataloging, Classification, and Collection Management in an Electronic Age	3
EDUC 511 Children’s Literature	2
EDUC XXX Literature for Young Adults	2
LS 515 Seminar	1.5
LS 520 Practicum (required for advanced certification)	3

Mathematics 7-12

General Requirements, plus:

MATH 142 Programming in C++.....	3
MATH 201 Calculus with Analytic Geometry I	3
MATH 202 Calculus with Analytic Geometry II.....	3
MATH 203 Calculus with Analytic Geometry III.....	3
MATH 204 Calculus with Analytic Geometry IV.....	3
MATH 216 Statistics for the Behavioral and Social Sciences	3
MATH 219 History of Mathematics.....	3
MATH 271 Transitions to Advanced Mathematics	3
MATH 321 Abstract Algebra.....	3
MATH 322 Linear Algebra	3
MATH 323 Number Theory	3
MATH 324 College Geometry	1
MATH 411B Curriculum Methods and Materials in Mathematics	3

MATH 495 Senior Seminar	3
PHYS 213, 213L General Physics	4

Music K-12

General Requirements, plus:

MUSC 118 Percussion Methods	2
MUSC 215A Violin Methods	2
MUSC 215B Cello/Bass Methods	2
MUSC 311B Music Education in Elementary Schools	2
MUSC 312 Music Education in Secondary Schools.....	2
MUSC 315A Brass Methods	2
MUSC 315B Woodwind Methods	2
MUSC 315C Instrumental Lab.....	0

Additional courses 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.

Social Studies 7-12

General Requirements, plus:

SOC 211 Introductory Sociology	3
SOC 218 Anthropology	3
ECON 100 Basic Economics	3
PS 210 American Government and Politics	3
PS 211 State and Local Government	3
GEOG 210 Principles of Geography	3
HIST 100 Roots of the Modern World	3
HIST 101 Global History of the 21st-Century.....	3
HIST 105 Ethnicity and Diversity in the Modern World.....	3
HIST 252 U.S. History to 1865.....	3
HIST 253 U.S. History since 1865	3
HIST 350 Ancient and Medieval World History	3
HIST XXX Modern Europe Elective	3
HIST XXX Modern Third World Elective	3
HIST 320A-J Topics in American History	3
SSCI 411 Curriculum & Methods	3

Spanish K-12

30 Semester hours

General Requirements, plus:

SPAN 101* & 102* Elementary Spanish.....	3, 3
SPAN 211 & 212 Intermediate Spanish.....	3, 3
SPAN 213 & 214 Spanish for Social and Public Services I, II.....	3, 3
SPAN 217 Conversational Spanish for the Public Service Professional	3
SPAN 223 Spanish for Reading and Review	3
SPAN 275 Conversation Spanish	3

SPAN 280 Contemporary Cultural Trends in Spanish Speaking Films	3
SPAN 300 Intensive Grammar Review.	3
SPAN 302 & 303 Introduction to Hispanic Literature	3, 3
SPAN 325 Latin America: Civilization and Culture	3
SPAN 330 Advanced Spanish Composition and Conversation.	3
SPAN 333 Spanish Civilization.	3
SPAN 421 Modern Spanish Novel	3
ENGL 400 Structure of Linguistics	3
LANG 411B Curriculum Methods and Materials for Languages	3
*For those who enter the program and have not studied the language previously.	

Home School Visitor K-12

General Requirements, plus:

EDUC 502 Multidisciplinary Foundations of Education	3
EDUC 549 Law and the School	3
EDUC 554 Contemporary Learning Theories	3
EDUC 604 School, Community, Public Relations.	3
SW 501, 502 Theory and Practice I and II.	3, 3
SW 601 Human Behavior I: Psychosocial Analysis of Human Behavior	3
OR	
PSY 514 Human Development.	3
SW 602 Human Behavior II: Social Science Perspectives on Human Behavior.	3
SW 801 Social Welfare Policy I	3
SW 591, 592 Practicum Instruction	3, 4

Courses

Education (EDUC)

General Requirements for degree and certification areas:

EDUC 000* Field Experience (0) - Section 09

Involves weekly experience with children and youth in participating public and private local schools and service agencies. Requires registration in the Office of Educational Field Experience each semester. A minimum of 190 clock hours must be met for “satisfactory” grading.

EDUC 411A Effective Instruction in Secondary and K-12 Education (3)

Integrates the theory and practice of teaching; topics include classroom management, planning, techniques and strategies, evaluation, reading in the content area, and instructional materials, and technology.

EDUC 451 Student Teaching/A-Q (6,6)

Involves supervised, full-time classroom teaching with gradual assumption of total teaching responsibilities in two different placements according to the scope of certificate. (Select appropriate section of 442 A-Q.) Requires sign-up in the Field Experience Office. (Prerequisite: student teaching clearance by Education Department.)

EDUC 470 Elementary Curriculum and Instruction (Block)

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 470F Elementary Curriculum and Instruction: Mathematics (3)

Engages pre-service students in an active, materials-based, collaborative investigation of mathematics learning/teaching, in light of NCTM Standards. Students are required to pass a basic skills test in order to successfully complete the course.

EDUC 470G Elementary Curriculum and Instruction: Science (3)

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

EDUC 470H Elementary Curriculum and Instruction: Social Studies (3)

Encompasses strategies that promote informed, responsible citizenship in a pluralistic society. Emphasis on interdisciplinary approaches and NCSS Curriculum Standards.

EDUC 473 A, B 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, he/she must register for this course. Marywood's teacher intern supervisors participate in the supervision of the intern during the semester. Student must be enrolled in Marywood University's intern certification program, must have completed all coursework and must have passed all tests in Teacher Certification:

- PAPA Pre-Service Academic Performance Assessment – Reading, Writing, Mathematics
- PRAXIS II Specialty Area (required in each area of certification)

EDUC 501 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.

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 511 Children's Literature for Early Childhood and Elementary School Teachers (1.5 or 2)

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 520: Universal Design for Learning: Principles, Practice and Leadership (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. Mentoring 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 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.

EDUC 555 Professional Contribution (0)

Thesis, project, series of demonstrations or professional performance.

EDUC 561 Methods, Materials, and Assessment for Teaching ESL (3)

This course is designed to expand the participants' knowledge of current issues related to teaching English Language Learners, as well as effective assessment practices, teaching methods, and appropriate ESL materials. Linguistic as well as socio-cultural factors affecting learning will be addressed. ESL standards, modifications for ELLs, and support services for ELLs will be discussed.

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 562A Linguistics for Second Language Teachers Practicum (1)

The purpose of this course is to give the student practical experience in linguistics. A minimum of 15 clock hours must be spent in the field. This is accomplished under the supervision of a certified supervisor, according to a definite schedule, mutually approved by the instructor and cooperating supervisor. To be taken concurrently with EDUC 562 Linguistics.

EDUC 563 Perspectives on Teaching ESL Practicum (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 US culture.

EDUC 563A Perspectives on Teaching ESL Practicum (1)

The purpose of this course is to give the student an understanding of the experiences of an ELL in the school setting. A minimum of 15 clock hours must be spent in the field. This is accomplished under the supervision of a certified supervisor, according to a definite schedule, mutually approved by the instructor and cooperating supervisor. To be taken concurrently with EDUC 563 Perspectives on Teaching ESL.

EDUC 564 Structure of English for ESL (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 564A Structure of English for ESL Practicum (1)

The purpose of this course is to give students practical experience in helping ELLs to improve their spoken and written English. A minimum of 15 clock hours must be spent in the field. This is accomplished under the direction of a certified supervisor, according to a definite schedule, mutually approved by the instructor and cooperating supervisor. To be taken concurrently with EDUC 564 Structure of English.

EDUC 565 Internship for ESL (1)

The purpose of the Internship in ESL is to provide the candidate with an opportunity for in-depth, varied and continuous experiences working with English Language Learners. These experiences will enable the intern to apply the knowledge and skills acquired through his/her study and previous experience to actual situations with English Language Learners.

EDUC 591 M.A.T. Student Teaching (3,3) – Master of Arts in Teaching Students

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 Education Department.

School Leadership/Instructional Leadership (EDUC)

EDUC 545 Administrative Theory for School Leaders (3)

Examines the role of the administrator as instructional leader, manager, and leader of the community within the school environment. Theory is derived from leadership principles and current concepts of administration. Communication and decision-making skills are emphasized.

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

Examines practical issues of current concern in education.

EDUC 547 Curriculum Planning for Schools (3)

Designed to aid the school administrator, special education supervisor, and curriculum/media specialist in the role of curricular and instructional leader. Augments, through practical application, various curriculum theories and trends. Instructional design, curriculum standards, and curriculum building competencies are stressed.

EDUC 548 Supervision and Evaluation of Instruction (3)

Provides the administrator with the knowledge and skills needed to supervise faculty, including special education faculty, in evaluating quality of program instruction. Various approaches will be investigated with an emphasis on models of clinical supervision and adult development.

EDUC 549 Law and the School (3)

Includes an analysis of the legal issues, including special education mandates in school.

EDUC 551 School Finances (3)

Focuses on aspects of financing needed by school administrators. Includes areas such as budgeting, marketing, and planning.

EDUC 552 Personnel Leadership in Schools (3)

Designed to aid in the development of those skills needed for effective leadership in the area of recruitment and hiring of faculty and staff, including special education staff, and for developing relationships among faculty, students, and the community. Communication and decision-making skills are emphasized.

EDUC 593 Administrative Internship (3)

Designed to give the potential school leader practice in school administration; structured internship at a selected educational institution.

EDUC 604 (D/ED 1011) School, Community, Public 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.

EDUC 605 (D/ED 1012) Theories of Educational Organizations (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.

EDUC 606 (D/ED 1013) Labor Relations and Negotiations (3)

Explores collective bargaining, negotiation skills, union movements and related contemporary issues critical to central office leadership.

EDUC 607 (D/ED 1014) Business and Facilities Management (3)

Examines financing and construction of educational facilities. Explores current state regulations on new and renovated facilities. Gives special emphasis to bonding initiatives and aesthetic and environmental concerns.

EDUC 608, 609 Field-Based Internship (6)

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 (D/ED 1005) Models of Teaching (3)

Integrates learning theory and the actual practice of instruction. Models of effective teaching are explored, including methodologies and authentic assessment strategies. A major component of the course will be opportunities for actual college classroom teaching experience.

EDUC 611 (D/ED 1007, MED 524) Instructional Design: Theory and Applications (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 613 (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 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 (D/ED 1150) Practicum in Resources Utilization 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-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.

EDUC 615 (D/ED 1151) Practicum in Resource Utilization 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 (D/ED 1017) School Leadership and Special Education (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; and federal, state and local regulations, as well as trends and strategies to accommodate diverse learners. The course focuses on special education from the perspective of school administrators.

Higher Education Administration (HE)

HE 525 (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.

HE 530 (D/HE 1030) 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 605 (EDUC 605) Theories of Educational Organizations (3)

Stresses effective communication skills. Explores organizational systems and related social structures. Stresses motivation theory and change dynamics.

HE 609 (D/HE 1109) Higher Education Law and Policy (3)

Law in higher Education 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.

HE 640 (D/HE 1140) Program Evaluation (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.

HE 592 Internship in Higher Education (3 or 1.5,1.5)

An on-site, individually designed internship/practicum will conclude work in this program. Students must address at least 8 of 13 competencies in higher education administration during the internship experience. The internship is 300 hours which may be taken full time (300 hours) in one semester or part time (150 hours) in each of two consecutive semesters. Internships are only available in fall and spring semesters. A manual is available to help students plan their experience. Students need to inform the department of their intent to begin internship by January 15 or September 15 to begin the following semester.

HE 555 – Professional Contribution (0)

Thesis, project, series of demonstrations, or professional performance.

Education-Early Childhood (EDUC)

EDUC 506 Problems and Issues in Early Childhood Education/Intervention (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 Early Childhood Education 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.

EDUC 508 Integrated Curriculum (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.

EDUC 509 Administration, Organization and Supervision of Early Childhood Education/Intervention 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.

EDUC 592 Supervised Early Childhood Education 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.

Library Science (LS)

LS 502 Issues and Trends in the (Library) Information Environment (3)

Legal, ethical, and economic challenges in the delivery of information, particularly electronic, including the development of policies to address copyright, access, censorship, and ownership issues. Guidelines for fair use, filtering procedures, acquisition of multimedia products and electronic books and journals, licensing, as well as implications for distance learning technologies, local area network servers, and online resource sharing are emphasized.

LS 503 Management Role of the Information Professional (3)

An introduction to the technological, social, and economic aspects of information delivery as well as to the role of management, professional information organizations and publications. Theories and structure of management in today's information agencies with primary emphasis on the educational environment are stressed,

including such topics as resources allocation, decision-making and planning, budget administration, facilities and supervisory issues, the development of mission and program statements, impact of current technology.

LS 504 New (Communications) Technologies for Searching, Retrieval and Presentation of Information (3)

An overview of the communications technologies that provide the underpinnings for modern information storage and retrieval and of the telecommunications technologies that facilitate today's information systems and networks. Understanding search interfaces and retrieval methods from databases and the Internet are emphasized. Using and organizing information with automated tools, spreadsheets and word processing, presentation programs, multimedia systems, digital technology and web formats are included as they relate to instruction and responsible delivery of information.

LS 505 Meeting Information Needs and Services through Instructional Collaboration (3)

Integrating information resources and technologies and information-seeking skills into the curriculum through the design of instructional strategies, lesson planning, and cooperation with administrators and classroom teachers. The development of library programs related to school curriculum, educational objectives, critical thinking, and assessment standards will be required.

LS 507 Building K-12 Multi-Media Collections (3)

The processes and procedures for developing and maintaining a multi-media collection that is responsive to curricular needs and student interests. Methods and reviewing sources for the selection and evaluation of culturally diverse and developmentally appropriate materials are covered. The preparation of policy, criteria for acquisition and weeding, and literary standards are studied.

LS 509 Cataloging, Classification and Collection Management in an Electronic Age (3)

The purpose and structure of basic organizational methods for library collections with emphasis on contemporary practices. The defining principles of Dewey Decimal Classification, the Library of Congress system, ALA filing rules and MARC cataloging, and other procedures are introduced. Basic automated systems and their administration, current trends in electronic access, and collection management, choosing outsourcing of technical processing are covered.

LS 515 Seminar (1)

Monthly campus support meetings for participants in the required internship or Student Teaching experience. Group discussion and seminar format for exploration of current research, issues, and concerns. Suggested topics include school library advocacy, methods of research, teaching responsibilities and liabilities, storytelling/other promotional activities, new children's and young adult literature, professional development.

LS 520 Practicum (3)

Practical application of library routines and procedures in a field-based internship under the supervision of a qualified school library media specialist. Open to students who are certified as teachers and wish to extend certification to include Library Science K-12. Minimum of 100 hours of field work.

(OR)

LS 591 Student Teaching Librarian Internship (9)

For those with no teaching certification, twelve weeks of observation and participation in a school library program under the guidance of a certified professional librarian are required. Working relationships with students and faculty are emphasized, including reading, guidance, development of teaching strategies, application of library theory, and technical skills.

Reading Education (RED)

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 on the phases of reading process, 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 under the supervision of an experienced clinician. Case studies analyzing the testing information are a requirement of the course.

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.

RED 540 Practicum/Seminar (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.

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)

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 mentor. Experiences with instruction and assessment will be included. The internship can be accomplished under supervision at the candidate’s school.

RED 593 Internship For Reading Supervisor (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.

EDUC 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.

Special Education Courses (SPED)

SPED 500 Special Education Law and Service Delivery (3)

Presents litigation and legislation involving the rights to treatment, to a fair classification, and to education. Discusses student and teacher rights and responsibilities as well as models for delivery of services.

SPED 507 Characteristics and Remedial Strategies for Students with Disabilities (3)

Detailed examination of etiology, characteristics and intervention for those who need learning, emotional and physical support. Emphasis on the interrelatedness of the disabilities imposed on the processes of motivation, learning, and social adaptation.

SPED 511 Curriculum Adaptations for the Special-Needs Learner (3)

A course dealing with the analysis of performance characteristics of the mildly impaired learner and with the development of remedial procedures, teaching strategies and inclusive practices for amelioration of learning deficits.

SPED 518 Special Topics (variable)

From time to time, offered to give in-depth consideration to a topic of importance. (Prerequisite: two courses in Special Education.)

SPED 519 Practicum in Special Education (3)

Classroom experience relating theory and practice with individuals with disabilities 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 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 objective of this course is to develop the skills required to assess the level of cognitive functioning of students and to develop programs of remediation and treatment based on existing strengths and challenges.

SPED 539 Behavior Management Approaches (3)

Provides competency in individual and group technology following a format that aims at facilitating setting up and implementing a behavior-change program in applied settings. Design of intervention programs using a variety of strategies is required.

SPED 540 Administration and Supervision of Special Education Programs (3)

Consideration of the determination, establishment, and function of educational programs for exceptional children; designed for administrative and supervisory personnel.

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 100 clock hours 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: SPED 540.)

SPED 545 A, B, C Individual Research in Applied Settings (1, 1, 1)

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 and implementation of a research project. Presentation of the completed investigation is required. The Master's thesis process takes a minimum of two semesters to complete. (Prerequisites: prior topic approval by department faculty; EDUC 501.)

HUMAN DEVELOPMENT PROGRAM

Director: TBA

Interdisciplinary Ph.D. Program in Human Development

Program Philosophy

Human beings grow and develop as unique individuals within complex networks of familial, societal, and cultural structures; they grow physically, emotionally, spiritually, and socially. The study of the processes of human development is at once the most fundamental and the most far-ranging of exercises in which a scholar may engage.

Mission

Consistent with the mission of Marywood University, the Ph.D. program in Human Development has as its primary goal the development and mastery of the professional and leadership skills necessary for meeting human needs. Through a strong interdisciplinary focus, the program emphasizes the complexity of human development. Students are prepared to meet the challenges of the 21st century, providing unifying leadership in an increasingly interdependent world.

Program Goals

1. Students will demonstrate an interdisciplinary understanding of human behavior that reflects the complexity of human beings from philosophical, physiological, psychological, spiritual, economic, social, and cultural dimensions.
2. Students will demonstrate an understanding of underlying interdisciplinary and discipline-specific ethics.
3. Students will demonstrate an ability to engage in interdisciplinary scientific inquiry to address the complex problems of today's society.



4. Students will develop depth of knowledge in their chosen disciplinary focus.
5. Students will demonstrate preparation and competence for leadership related to social change.

An Interdisciplinary Approach

The Ph.D. program in Human Development instills in students an interdisciplinary understanding of human development while allowing for depth in a disciplinary specialization. The program combines the knowledge and skills of more traditional doctorates, including strong research and instructional skills, with a balanced interdisciplinary focus.

Marywood's Ph.D. program is unique in its interdisciplinary focus at the doctoral level. Emphasizing critical, multifaceted analysis of complex problems, the interdisciplinary approach enables students to make creative connections across disciplines and to learn from the synergy of multiple points of view. Furthermore, interdisciplinarity allows for better exploration of the complex relationships inherent in the problems and issues of the 21st century.

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

Expert faculty from disciplines across the University are engaged in the Ph.D. program through teaching the interdisciplinary core courses, serving as dissertation mentors and committee members, and serving as qualifying examination evaluators. Specialization tracks in education, social work, and health promotion capitalize on the particular strengths of Marywood's faculty.

Program Structure

This 60-credit program leading to the degree of Doctor of Philosophy (Ph.D.) has interdisciplinary and research courses as its core, to which discipline-focused areas of concentrated specialization are added.

Flexible program options enable students to pursue the doctoral degree either full- or part-time and to design a program of studies geared to meet their professional objectives. The program does not require residency. Continuous registration is required. Degree completion is expected within seven years of program entry.

Specialization Tracks

The Educational Administration Specialization Track is recommended for those planning a career in the leadership of educational institutions at the elementary or secondary level or similar academic institutions. It incorporates the regulations of the Pennsylvania Department of Education for the post-master's Letter of Eligibility for School Superintendents.

The Higher Education Administration Specialization Track is recommended for those who are planning a career in the leadership of higher education institutions or who plan to serve at the college or university level as faculty or as administrators, such as in student affairs.

The Instructional Leadership Specialization Track is recommended for individuals who plan careers as faculty members in teacher and adult training at the college or university level. It also prepares individuals to direct corporate training and professional development. It incorporates the requirements for the Pennsylvania Department of Education post-master’s Supervisor of Curriculum and Instruction certification.

The Health Promotion Specialization Track is recommended for those interested in administration, consultation, and evaluative research in the evolving health care and health promotions environments. Students will develop knowledge, research, and other skills necessary for work opportunities in the implementation and evaluation of health promotion programs.

The Social Work Specialization Track is recommended for those seeking careers within the broad scope of social work practice, such as in human services, administration, policy and program development, or as a faculty member of a school of social work in an accredited college or university.

Curriculum

This 60-credit program leading to the degree of Doctor of Philosophy (Ph.D.) combines core courses common to all students, including team-taught interdisciplinary and research core courses, with discipline-based areas of concentrated specialization.

The Interdisciplinary Core (15 credits)

D/HD 1021 Development and Change: Theoretical Foundations	3
D/HD 1031 Social and Economic Dimensions of Human Development	3
D/HD 1041 The Physiological and Psychological Bases of Human Development. .	3
D/HD 1051 Selected Topics Dissertation Seminar	3
D/HD 1100 Professional Ethics	3

The Research Core (12 credits)

D/HD 1011 Advanced Statistical Analysis.....	3
D/HD 1013 Advanced Correlation.....	3
D/HD 1015 Qualitative Research.....	3
D/HD 1017 Quantitative Methodology	3

Dissertation (9 credits)

The Specialization Tracks (24 credits)

Education Administration Specialization

Required Courses (18 credits)

D/ED 1011 School, Community, and Public Relations.....	3
D/ED 1012 Communication Theory and Organizational Dynamics	3

D/ED 1013 Labor Relations and Negotiations	3
D/ED 1014 Business and Facilities Management	3
D/ED 1200, 1201 Administrative Internship	6
Electives (6 credits required)	
D/ED 1015 Dynamics of Leadership and Change	3
D/ED 1109 Public Policy	3
D/HD 1112 The Grantmanship Process	3
D/HD 1140 Program Evaluation.	3
D/HE 1021 Academic Curriculum	3
D/HE 1025 Student Issues in Higher Education	3
D/HE 1109 Law in Higher Education	3
D/HE 1140 Program Evaluation (Learning Outcomes/Assessment)	3

Instructional Leadership Specialization

Required Courses (12 credits)

D/ED 1005 Models of Teaching: Crossdiscipline Integrating Seminar	3
D/ED 1007 Instructional Design: Theory and Application	3
D/ED 1012 Communication Theory and Organizational Dynamics	3
D/ED 1150 Practicum I	3

Electives (12 credits required)

D/ED 1011 School, Community, and Public Relations.	3
D/ED 1013 Labor Relations and Negotiations	3
D/ED 1015 Dynamics of Leadership and Change	3
D/ED 1109 Public Policy	3
D/HD 1112 The Grantmanship Process	3
D/HD 1140 Program Evaluation.	3
D/HE 1021 Academic Curriculum	3
D/HE 1025 Student Issues in Higher Education	3
D/HE 1109 Law in Higher Education	3
D/HE 1140 Program Evaluation (Learning Outcomes/Assessment)	3

Higher Education Administration Specialization

Required Courses (15 credits)

D/HE 1020 History of American Colleges/Universities	3
D/HE 1021 Academic Curriculum	3
D/HE 1030 College Finance and Strategic Planning	3
D/HE 1109 Law in Higher Education	3
D/HE 1202 Internship in Higher Education	3

OR

D/HE 1203 Internship in Higher Education	1.5, 1.5
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Electives (9 credits required)

D/ED 1005 Models of Teaching: Crossdiscipline Integrating Seminar	3
D/ED 1007 Instructional Design: Theory and Application	3
D/ED 1012 Communication Theory and Organizational Dynamics	3
D/HD 1112 The Grantmanship Process	3

D/HD 1140 Program Evaluation.	3
D/HE 1015 Dynamics of Leadership and Change	3
D/HE 1021 Academic Curriculum	3
D/HE 1025 Student Issues in Higher Education	3
D/HE 1140 Program Evaluation (Learning Outcomes/Assessment)	3

Social Work Specialization

Required Courses (9 credits)

D/SW 1011 Paradigms of Social Work Practice	3
D/SW 1109 Models of Policy Analysis	3
D/SW 1160 The History of Social Welfare and the Social Work Profession.	3

Electives (15 credits required)

D/HD 1112 The Grantmanship Process	3
D/HD 1140 Program Evaluation.	3
D/SW 1007 Social Work Education Curriculum Development and Policy	3
D/SW 1009 Mentored Teaching Experience	3
D/SW 1120 Program Administration	3
D/SW 1130 Planning in Human Services and Program Development	3
D/SW 1150 Ethnic and Cultural Dimensions of Professional Practice	3

Health Promotion Specialization

Required Courses (15 credits)

D/HP 1101 Scientific and Theoretical Basis of Health Promotion	3
D/HP 1102 Health Promotion Epidemiology.....	3
D/HP 1103 Management of Health Promotion Programs.....	3
D/HP 1104 Health Promotion Methods, Material, and Delivery	3
D/HP 1105 Health Promotion Economics	3

Electives (9 credits required)

D/HD 1112 The Grantmanship Process	3
D/HD 1140 Program Evaluation.	3
D/HP 1005 Models of Teaching: Crossdiscipline Integrating Seminar	3
D/HP 1049 Sports Nutrition	3
D/HP 1066 Independent Study	3
D/HP 1077 Nutrition and Exercise in Chronic Disease.....	3
D/HP 1078 Issues in Geriatric Care	3
D/HP 1110 Psychosocial Influences and the Biological Basis of Disease.....	3
D/HP 1111 Alternative Medicine	3
D/HP 1112 Health Promotion Seminar	3

Qualifying Experience

Upon successful completion of 30 credits in the program (including D/HD 1021, D/HD 1031, D/HD 1041, and D/HD 1100), students complete a Qualifying Examination, assessing both written and oral competency. The written component requires an integrative literature review, reflecting an interdisciplinary response to a question of the student's choice. This written work of approximately 20 pages is reviewed blindly by three university faculty. If the paper is deemed to be satisfac-

tory, students then present their papers orally before the review committee and interested members of the University community. Successful completion qualifies the student for Ph.D. candidacy.

Transfer of Credits

The core interdisciplinary courses **will not** be waived in any case. Normally, no more than six credits will be accepted as transfer credits. In special cases, where students have successfully completed comparable advanced level graduate courses, a greater number of credits may be transferred. Academic rigor and curricular parallels of transferable graduate level courses will be determined by the specialty area faculty. Such a determination will be made after the student has matriculated in the Ph.D. program.

Standards for Continuation

A cumulative QPA of 3.25 is the minimum for continuation in the program. Students who fail to maintain a 3.25 average in their coursework will be given one semester to re-establish the required 3.25 average. A minimum grade of B- is required for all coursework. Continuous registration is required. Students must successfully complete their Qualifying Experience prior to registration for dissertation credits. Professional conduct is expected at all times.

Time Limitation Policy

All work must be completed within seven years of program entry. Extensions of the terminal date are considered only when there is substantial evidence that the student has made regular and consistent progress toward completion of degree requirements. Extensions will be granted only if the student has been granted a leave of absence for medical or other acceptable reasons. *Written application for extension, with full documentation of serious cause, must be made to the Dean of the Reap College of Education and Human Development.* This period of time is rarely extended. Any extension must have the approval of both the Program Director and the Dean.



Admission

Admission to the Ph.D. program in Human Development is competitive. The faculty are seeking a diverse student body which manifests superior academic achievement, a sensitivity to interdisciplinary inquiry, and evidence of the potential for leadership in their respective careers. Admission requirements include:

1. A master's degree from a regionally-accredited college or university in a field related to the selected specialization track; an M.S.W. is required for the Social Work specialization track, as well as an interest in social justice.
2. Recent coursework in Research Methodology and Statistics (may be graduate or undergraduate).
3. Official undergraduate and graduate transcripts.
4. Three letters of recommendation from people (at least two from instructors or current supervisors) who can address in depth the academic achievement and professional accomplishments of the applicant.
5. A reflective essay of approximately 1000 words, addressing the personal and/or professional goals which would be met through participation in this interdisciplinary program.
6. Graduate Record Examinations (GRE) General Test scores. Official scores from exams taken within the past five years may be submitted.
7. TOEFL (Test of English as a Foreign Language) score, if an international student.
8. Personal interview (by invitation).

Interdisciplinary Core Courses

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 is the first of a five course interdisciplinary series required of all doctoral students.

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 life-cycle. Students will gain a better understanding of the social nature of humankind, symbolic interaction and social systems theory, major economic theories, life-cycle theory, social control and organizational theory, and of the primary social institutions influencing human development.

D/HD 1041 The 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.

D/HD 1051 Selected Topics 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.

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.

Research Core Courses

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 contrasts.

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.

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 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 examination of probability theory, hypothesis testing, sampling, and measurement issues as the basis of inferential statistics.

Electives and Specialization Track Courses

D/ED 1005 (EDUC 610) 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/ED 1007 (EDUC 611) 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.

D/ED 1011 (EDUC 604) 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.

D/ED 1012 (EDUC 605) Theories of Educational Organizations (3)

Stresses effective communication skills. Explores organizational systems and related social structures and stresses motivation theory and change dynamics.

D/ED 1013 (EDUC 606) 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 (EDUC 607) 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 (EDUC 613) 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 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 1150 (EDUC 614) 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 (EDUC 615) 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.

D/ED 1200, 1201 (EDUC 608, 609) Administrative Internship (6)

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/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 1140 Program Evaluation (3)

Presents a continuum of program evaluation methods, from more formative to more summative approaches. Emphasizes the systematic application of research methods to assess intervention programs.

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.

D/HE 1021 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 philosoph-

ical 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.

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.

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.

D/HE 1109 Law 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.

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/HP 1005 Models of Teaching: Cross-discipline 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/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 1077 Nutrition and 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 (3)

A comprehensive update on current topics in the field of gerontology presented by well-known authors from an interdisciplinary perspective.

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.

D/HP 1102 Health Promotion Epidemiology (3)

Studies the concepts and principles of epidemiology. Includes types of study design, strengths and limitations of designs, and analysis and interpretation of data, as well as the sources and nature of information to assess the health of populations.

D/HP 1103 Management of Health Promotion Programs (3)

An overview of health promotion program management, including management functions and contemporary issues.

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.

D/HP 1105 Health Promotion Economics (3)

Explores the context of health care finance including pricing and payment models.

D/HP 1110 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 sociocultural 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/SW 1007 Social Work Education Curriculum Development (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 Paradigms 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.

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 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 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.

PSYCHOLOGY AND COUNSELING PROGRAMS

Chairperson: Edward J. 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 K-12 school counseling; post-master's certification, elementary and secondary school counseling; and school psychology. Those interested in a broader area of service may consider the Master of Arts in 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.

Master's and Post-Master's Certification Programs in Psychology and Counseling

Psychology 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 either a Miller Analogies Test score or a Graduate Record Examination Aptitude Test score. Scores at or above the 50th percentile are preferred for the Miller Analogies Test or 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.

All applicants must submit either a Miller Analogies Test score or a Graduate Record Examination Aptitude Test score. No more than **six credits** earned prior to full admission may be applied to a degree in the Department of Psychology and

Counseling. Admission to the program is based upon a holistic review of undergraduate GPA, letters of recommendation, and test scores. Additionally, degree applicants may be required to participate in an on-campus interview.

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, Professional Contribution, 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

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

1. Fulfill any and all Admissions Committee requirements.
2. Complete twelve credits at Marywood with a QPA of 3.00 or better.
3. Apply for candidacy after completing twelve credits in the department.
4. Submit a career goal statement.
5. Receive departmental approval of a planned 60 credit program.
6. Successful completion of semi-annual performance of academic, interpersonal, and professional behavior.

Degree requirements include a 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

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

1. Fulfill any and all Admissions Committee requirements.
2. Complete twelve credits at Marywood with a QPA of 3.00 or better (3.25 in Clinical Services programs).
3. Apply for candidacy after completing twelve credits in the department.

Students seeking candidacy in the Clinical Services program must also provide the following at the time of candidacy:

- a. Goal statement reflecting their objectives and goals upon completion of the program and specific program in which the student intends to earn a degree.

- b. List of projected courses planned for the completion of the program, including anticipated dates of courses and projected completion date.
- c. Letter of support from a full-time Clinical faculty member (preferred) or a licensed practitioner.
- d. Appropriate clearances as detailed in the Department Handbook.

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

Degree requirements include 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.

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 School Psychology Programs, 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 the department 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-based 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 with a Counseling major are required to adhere to the ethical code of the American Counseling Association (ACA). Students with a psychology major are required to adhere to the ethical code of the American Psychological Association (APA). Students in the Counseling and Clinical Services tracks in Psychology 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 or APA requirements or who fail to show the required interpersonal and professional behavioral skills may be placed on probation. In the case of egregious violations of ethical requirements, students may be dismissed immediately. Students on probation will be required to successfully complete a corrective action plan in order to be released from probationary status. This plan will be tailored to remediate the specific deficiencies demonstrated by the student and will be authored by a committee of at least three graduate psychology faculty, in consultation with the college dean. Students who do not successfully complete the corrective action plan in the time frame articulated by the plan may be dismissed from the program. 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 that students receive upon matriculation into the Psychology and Counseling programs*.

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 clearance. Details are available in program handbooks. Students whose clearances come back with 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.

Certification/Licensure

Current Pennsylvania State regulations require a minimum of sixty (60) graduate credits to be considered for licensure as a professional counselor. Further, Pennsylvania State regulations require a degree from a graduate program that requires a minimum of forty-eight (48) credits. In order to assist both Psychology and Counseling graduates to academically meet this qualification, the Psychology and Counseling Department offers a specialized licensure compliance program. The program is individualized for Psychology and Counseling graduates and is based on the educational requirements of the National Board for Certified Counselors (NBCC) for counseling graduates or the North American Association of Masters in Psychology (NAMP) for psychology graduates. Credit requirements are solely based on the individual graduate's needs. The Licensure Compliance program is

open to both Marywood and non-Marywood graduates. For further information, contact the department.

A student enrolled in the Master's of Arts in Psychology with aspirations to become a Licensed Professional Counselor in Pennsylvania is advised to complete the 48 credit program and consult with his/her advisors and with the Pennsylvania Department of State licensing board for Professional Counseling (<http://www.dos.state.pa.us/bpoa>), so as to facilitate the most efficient completion of licensing requirements. Students who graduate from the 48 credit psychology program will need to complete a minimum of 12 additional graduate credits 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 K-12 School Counseling and the Master of Arts in Mental Health Counseling are 60 graduate credit programs. Students in either program meet the academic requirements for Licensed Professional Counselor (LPC) in Pennsylvania. Note that these standards require supervised counseling experience after earning the degree and passing a national licensing exam (NCE).

The K-12 School Counseling, and Mental Health Counseling Programs are accredited by the Council for Accreditation of Counseling and Related Programs (CACREP). Graduates from these programs thus meet all requirements for National Certified Counselor (NCC) status and can complete the NCC certification examination immediately upon completion of the program.

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

The K-12 School Counseling program, leading to the Master of Science in Counselor Education degree, is designed to provide the counselor-in-training with the personal and professional skills necessary for developing competencies in individual and group counseling, consultation, educational planning, and career development. It meets the certification requirements of the Pennsylvania Department of Education for Educational Specialist I.

MASTER OF ARTS PROGRAM IN MENTAL HEALTH COUNSELING, prepares counselors for careers in settings such as mental health, child welfare, and family counseling agencies; institutions for the aging; employment and personnel

offices; parishes; college counseling centers; and fields dealing with chemical dependency and other addictions.

Master of Science in Counselor Education

K-12 School Counseling Program — Certification: Educational Specialist I

60 semester hours

I. CORE COURSES

42 semester hours

COUN 505 Career Development I	3
* COUN 518 Applied Practice I	3
COUN 525 Theories of Counseling and Psychotherapy	3
COUN 530 Ethics and Professional Development	3
COUN 531 Child and Adolescent Psychopathology	3
COUN 532 Multicultural Issues for Counseling Professionals	3
COUN 543 The Group Process in Counseling	3
* COUN 544 Counseling Techniques	3
COUN 561 Introduction to Psychological Testing	3
EDUC 501 Research Theory	3
EDUC 561 Methods, Materials and Assessment in Teaching ESL	3
PSYC 514 Human Development	3
SPED 507 Characteristics of the Mildly Impaired	3
SPED 539 Behavioral Management Approaches	3

SPECIALIZATION COURSES

12 semester hours

COUN 510 Principles/Practices of Professional School Counseling	3
COUN 540 Developing a Successful School Counseling Program	3
COUN 535 Consultation, Collaboration, and Critical Issues	3
Elective	3

FIELDWORK COURSES

6 semester hours

COUN 500 Field Placement Prep	0
* COUN 522 Applied Practices II: K-12 School Counseling	3
* COUN 522A Applied Practices II: K-12 School Counseling (Supervision)	0
COUN 560 Internship in K-12 School Counseling	3
* “B” grade required	

Master of Arts in Mental Health Counseling

60 semester hours

I. CORE COURSES

6 semester hours

PSYC 514 Human Development	3
PSYC 503 Research Methods and Statistics I	3

II. COUNSELING CONCENTRATION

42 semester hours

COUN 500 Field Placement Prep	0
COUN 505 Career Development	3
COUN 507 Principles and Practices of Mental Health Counseling	3
* COUN 518 Applied Practice I	3
COUN 525 Theories of Counseling and Psychotherapy	3
COUN 530 Ethics and Professional Conduct in Counseling and Psychotherapy. .	3
COUN 532 Multicultural Issues for Counseling Professionals	3
COUN 543 The Group Process in Counseling	3
* COUN 544 Counseling Techniques	3
* COUN 557 Applied Practice II in Counseling	3
* COUN 552A,B,C,D Internship in Mental Health Counseling	3 total
COUN 561 Introduction to Psychological Testing	3
COUN 584 Marital Counseling and Therapy	3
COUN 586 Chemical Dependence	3
PSYC 531 Psychopathology	3
* “B” grade required	

III. ELECTIVES

12 semester hours

Twelve credits are taken in counselor or related disciplines, depending on the experiential background, interests, and professional goals of the student.

Suggested Counseling Electives

COUN 506 Career Development II	3
COUN 538 Psychopharmacology	3
COUN 574 Family Counseling	3
COUN 575 Counseling the Aged	3
COUN 582 Counseling the Abuser of Drugs and Alcohol	3
COUN 583 Human Sexuality	3
COUN 587 Counseling the Divorced and Separated.	3
COUN 588 Introduction to Pastoral Counseling: Foundation, Theory, Practice . . .	3
COUN 589 Seminar in Pastoral Counseling	3

Psychology and other University courses can be elected with the advice of and/or permission of the student's advisor and the program director.

Sequence of Counseling Courses

Students are reminded that certain courses are sequential and may not be taken out of sequence. Students are not permitted to take Applied Practice II and Internship simultaneously. Students who are seeking their M.A. degrees in Mental Health Counseling must complete their degrees prior to applying for and enrolling in school certification programs. The counseling sequence is:

- COUN 518 Applied Practice I
- COUN 525 Theories of Counseling & Psychotherapy

COUN 544 Counseling Techniques
COUN 522/COUN 551 Applied Practice II
COUN 560/COUN 552 Internship

Certain courses (i.e., COUN 544, COUN 522 and COUN 551) are not available during summer sessions. Some courses (i.e., COUN 535) are summer only courses. Internship (excluding M.A. program) course availability is variable during summer sessions.

Full-time students in the Counseling Programs should expect to spend a minimum of five (5) academic semesters in order to complete their degree requirements. Admission to Applied Practice II and Internship require permission of the academic advisor or Applied Practice/Internship instructor. All degree students must take a minimum of six credit hours (part-time) or nine credit hours (full-time) per semester and follow the program cohort model (see Counseling Programs *Student Handbook* for details).

Psychology Programs

Graduate study in Psychology at Marywood attempts to provide 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 doctoral level in a more specialized area. Program concentrations leading to the Master of Arts in Psychology are available in the following areas:

- General/Theoretical Psychology
- Clinical Services

A School Psychology – Educational Specialist (Ed.S.) is also offered.

A. General/Theoretical Concentration (45 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 556.

I. CORE COURSES

21 semester hours

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
OR	
PSYC 518 Advanced Human Development	3
PSYC 517 Personality Psychology	3

PSYC 521 Social Psychology	3
PSYC 522 Cognitive/Affective Bases of Behavior	3
OR	
PSYC 523 Contemporary Learning Theories	3

B. 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 program. Choice of electives and their sequencing should be discussed with the advisor and/or chairperson.

II. Assessment and Diagnostic Methods (9 credits minimum)

PSYC 531 Psychopathology (required) ¹	3
OR	

PSYC 532 Child Psychopathology (required) ¹	3
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PSYC 561 Introduction to Psychological Testing (required)	3
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PSYC 562 Cognitive Assessment (elective).	3
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PSYC 580 Assessment of Adult Personality and Psychopathology (required)	3
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OR

PSYC 581 Socio-emotional Assessment of Children and Adolescents (required)	3
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III. Intervention Methods (9 credits minimum)

* PSYC 571 Individual Psychotherapy (required)	3
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* PSYC 577 Practicum (required)	3
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* COUN 518 Applied Practice I (elective) ²	3
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COUN 584 Marital Counseling and Therapy (elective)	3
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PSYC 572 Group Psychotherapy (elective)	3
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PSYC 573 Therapy with Children (elective)	3
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PSYC 574 Cognitive-Behavioral Therapy (elective)	3
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IV. Electives (9 credits)³

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

V. Closure Experience (3-6 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

¹ Students are required to complete either Psychology 531 or Psychology 532.

² Students may take Psychology 559 or Counseling 518 as an elective, but not both courses.

³ Number of elective credits will depend on whether students take PSYC 556 and/or PSYC 578 (see section D).

* "B" Grade required for this course.

requirements of this concentration. Two of these (PSYC 556, 578) are credit-bearing courses which reduce the number of elective credits from nine to six (see above).	
PSYC 554 Master's Thesis Preparation	0-3
PSYC 555 Professional Contribution	0
PSYC 556 Master's Thesis	3
PSYC 578 Internship (variable credit, 3 credit minimum)	3

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 upon completion of the seven required courses. Further details regarding the comprehensive exam are available in the *Student Handbook*.

C. School Psychology Educational Specialist (Ed.S.) Degree Program

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 K-12, school psychologist. The Ed.S. degree program is designed as a 68 graduate credit program for students who wish to work in schools or related agencies. 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 integrated and sequential program is based on national standards and the Pennsylvania Department of Education (PDE) standards.

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 a 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. Those seeking entrance post baccalaureate, earn the 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 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 School Psychology Program. Full-time students should expect to complete 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. Part-time students are expected to enroll in a minimum of 15 credits per academic year. All students will be admitted annually for the fall semester only. The Field Work Experience of at least 1,200 contact hours is required. The Field Work component includes the internship (school-based experience), but is preceded by a series of practicum (campus-based experience) within the Psychological Services Center. The Educational Specialist in School Psychology program is fully approved by the Pennsylvania Department of Education.

**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 of 3.25).
- 3. GRE
- 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 materials must be received by the application deadline.

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: 1) have completed two college level math and two college level English courses, and 2) successfully pass the Praxis I (Reading, Math, Writing) and Praxis II (School Psychology) standardized examinations. Note: Program requirements and curricula are subject to change, pending Pennsylvania Department of Education Regulations 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 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
SPED 507 Characteristics and Remedial Strategies	3
SPED 511 Curriculum Adaptations for Special-Needs Learner	3

III. ASSESSMENT PRINCIPLES AND TECHNIQUES

12 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

IV. INTERVENTION PRINCIPLES AND TECHNIQUES

12 semester hours

COUN 518 Applied Practice I	3
COUN 532 Multicultural Issues for Counseling	3
PSYC 585 Family-School Interventions	3
SPED 539 Behavioral Management Approaches	3
OR	
PSYC 539 Behavioral Management.	3

V. SCHOOL PSYCHOLOGY PROFESSIONAL PRACTICE

15 semester hours

PSYC 551 School Psychology Law and Ethics.	3
PSYC 552 School Based Consultation Methods.	3
PSYC 549 Fieldwork Experience.	9
PSYC 549A Practicum.	3
PSYC 549B Internship (<i>Fall & Spring</i>)	6

VI. CURRICULUM AND ORGANIZATION IN EDUCATION

3 semester hours

PSYC 547 Introduction to School Psychology	3
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VII. RESEARCH AND STATISTICS

6 semester hours

PSYC 503 Research Methodology and Statistics I	3
PSYC 504 Research Methodology and Statistics II	3
PSYC 555 Professional Contribution.	0
OR	
PSYC 554 Thesis Preparation	0-3
AND	
PSYC 556 Master's Thesis.	0-3

Transfer Credits

Up to 15 transfer credits in graduate coursework will be accepted for courses excluding PSYC 549A Practicum and PSYC 549B Internship. All credits transferred must reflect at least a "B" grade, be from a regionally accredited institution, be similar in content and demand of equivalent Marywood courses, and have been earned within the preceding five years. Official transcripts and syllabi must accompany each request for transfer credit. The Director of the School Psychology Program must approve all transfer credits.

Course Sequence

Upon entering the Educational Specialist Program post baccalaureate, students work to complete the requirements for the Master's of Arts Degree in General Theoretical Psychology and gradually enroll in courses specific to school psychology certification. The MA degree is earned after completion of 45 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 the satisfying requirements for Educational Specialist degree.

Internship Guidelines

The internship is the culminating training experience. This field-based experience occurs after the completion of all coursework, University based practica, and confirmation of master's degree. The internship is 1200 hours at minimum and it occurs in a school-setting during the course of one academic year. All internships begin at the start of the fall semester and are not to be conducted at a student's current place of employment. Internship sites must be approved by the Director of the program.

Certificate of Advanced Graduate Studies (CAGS)

This program is intended for practitioners of counseling or psychology who are functioning in clinics, agencies, schools, and colleges. Open to holders of master's degrees in counseling, psychology, social work, or related area, it offers a highly trained practitioner's certificate at the completion of 24 semester hours of graduate coursework and training. CAGS is an individually oriented program designed to meet the needs of its students for advanced study and field work in counseling and is flexible enough to provide training for a variety of specialists. Each student, with an assigned advisor, will plan his/her program of studies and draw up a contract which will be reviewed each semester until completion of the program.

Doctoral Program in Clinical Psychology

Clinical Psychology Doctoral Program (Psy.D.)

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

*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, DC 20002-4242. Phone: 202-336-5979.

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

Psy.D. Program Philosophy and Training Model

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

Typically, eight students are admitted annually at the post-bachelor's level. These students are in residence for four years prior to internship and are awarded a master's degree (M.A. in Psychology, Clinical Services) upon degree requirement completion, typically after their second year. As the curriculum is very structured and sequential, we accept only up to 15 transfer credits which may be applied toward the master's degree. These credits must be approved by the Director of Clinical Training.

Admission Application Process

See the application materials for deadline and mailing address information. All applicants must provide the completed application form, official undergraduate/graduate transcripts, 3 letters of recommendation (at least 2 from psychologists), and a personal statement. All these materials must be sent by the application dead-

line. Both the general and the Psychology GREs (taken within the last 5 years) are required for post-bachelor's admission applicants and scores must be received by the application deadline.

Prerequisites

Admission to the Psy.D. program requires at least 18 credits of Psychology coursework at the undergraduate level, including: statistics, experimental methods/research design, and abnormal/psychopathology. A major in Psychology is preferred. Combined Verbal and Quantitative GREs greater than 1000 are preferred. Analytical = 520, Psychology subtest = 540. A minimum overall GPA of 3.30 on a 4.00 scale is expected, for both general curriculum and psychology courses.

Transfer Credits

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

Admission Post-Master's

Up to two students will be accepted annually at post-master's degree in psychology, to join the third year doctoral students. Students must have completed their degrees no more than five years prior to application. Demonstrated excellence in academics and clinical work is expected. Applicants also must have completed an empirical master's thesis. Students accepted post-master's must pass the Marywood Master's Comprehensive Exam upon admission. Two of the applicant's letters of recommendation must be from full-time graduate Psychology faculty at the institution where the master's degree was completed. All other application procedures are the same as for the post-bachelor's admissions. Preference will be given to students who completed their psychology master's degree in the clinical services or the clinical child/school 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 and Statistics I	3
PSYC 504 Research and Statistics II	3
PSYC 508 Biological Bases of Behavior	3
PSYC 514 Human Development	3
PSYC 517 Personality Theories	3
PSYC 521 Social Psychology	3
PSYC 522 Cognitive/Affective Bases of Behavior	3
PSYC 531 Psychopathology	3
PSYC 532 Child Psychopathology	3
AND	

PSYC 580 Assessment of Adult Personality and Psychopathology	3
PSYC 556 Master's Thesis	3
PSYC 561 Introduction to Psychological Testing (graduate or undergraduate).	3
PSYC 571 Introduction to Individual Psychotherapy	3
OR	
COUN 518 Applied Practice	3
PSYC 574 Cognitive-Behavioral Therapy	3
PSYC 577 Practicum I	3
PSYC 587 Practicum II	3
OR	
PSYC 578 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 at the time of admission and implemented by the student's academic advisor. Annual written evaluations of the student's progress in the program are provided by the Director of Clinical Training, who is available to every student for consultation or advisement. Community practicum and internship site preparation and selection, as well as academic advising, occur under the guidance of the Director of Practica and Internships.

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. ([Http://www.Marywood.edu/departments/Psyd/](http://www.Marywood.edu/departments/Psyd/))

Curriculum

The Psy.D. curriculum is sequential, cumulative, increasing in complexity, and designed to prepare the student for further formal training. The program requires 113 total credits: (51 at the master's level; 62 doctoral credits).

The Psy.D. program is full-time, with required coursework scheduled during daytime and evening hours within the traditional two academic semesters (fall, spring). There are no required courses scheduled for the summer; however, students may choose to fulfill some of their electives during the summer months.

The six-semester (18 credits) on-campus practicum series builds from initial work in the Psychological Services Center (PSC), to later work in which students provide clinical supervision to junior Psy.D. students on work in the clinic. Additionally, in the fourth year, students are involved in a two-semester community-based practicum.

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 primarily is cognitive-behavioral in focus, with additional training provided in interpersonal psychotherapy and exposure to other therapeutic approaches.

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 Registers’ website: www.nationalregister.org.

Comprehensive Examination

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

Qualifying Clinical Examination

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

Sample Schedule

Year 1

Fall Semester (15 credits)

PSYC 503 Research Methods and Statistics I	3
PSYC 508 Biological Bases of Behavior	3

PSYC 531 Psychopathology	3
PSYC 559A Prepracticum.	3
PSYC 561 Introduction to Psychological Testing	3
PSYC 700 Professional Ethics	3

Spring Semester (12 credits)

PSYC 504 Research Methods and Statistics II	3
PSYC 517 Personality Psychology	3
PSYC 522 Cognitive/Affective Bases of Behavior	3
PSYC 554A Master's Thesis Preparation.	0
PSYC 559B Prepracticum.	0
PSYC 571 Introduction to Individual Psychotherapy	3

Year 2

Fall Semester (15 credits)

PSYC 518 Advanced Human Development	3
PSYC 521 Social Psychology	3
PSYC 532 Child Psychopathology	3
PSYC 554B Master's Thesis Proposal.	0
PSYC 574 Cognitive-Behavioral Therapy	3
PSYC 577 Practicum.	3

Spring Semester (15 credits)

PSYC 556 Master's Thesis	3
PSYC 562 Cognitive Assessment.	3
PSYC 580 Assessment of Adult Personality and Psychopathology.	3
PSYC 587 Practicum II.	3
PSYC 815 Child Psychotherapy.	3
DEAN 056 Graduate Degree Candidacy/RCEHD (M.A.)	0

Year 3

Fall Semester (15 credits)

PSYC 611 Advanced Statistical Analysis I	3
PSYC 704 Multicultural Issues in Psychology	3
PSYC 805 Interpersonal Intervention Strategies	3
PSYC 850 Educational Assessment Practicum	1.5
PSYC 860 Practicum III	3
PSYC 880A Community Practicum I.	1.5

Spring Semester (13.5 credits)

PSYC 706 Supervision and Consultation Seminar	1.5
PSYC 707 Seminar in Adjustment and Psychopathology	3
PSYC 851 Geriatric Assessment Practicum	1.5
PSYC 861 Practicum IV	3
PSYC 880B Community Practicum I.	1.5
Elective	3

Year 4

Fall Semester (12 credits)

PSYC 701 Introduction to Psychotherapy Practice	1.5
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PSYC 870 Practicum V	3
PSYC 881A Community Practicum II	1.5
PSYC 895A Doctoral Project	3
Elective	3

Spring Semester (13.5 credits)

PSYC 802 Marital and Family Therapy	3
PSYC 871 Practicum VI	3
PSYC 881B Community Practicum II	1.5
PSYC 895B Doctoral Project	3
Elective	3

Year 5

Fall Semester (1 credit)

PSYC 897A Internship (Predoctoral)	1
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Spring Semester (1 credit)

PSYC 897B Internship (Predoctoral)	1
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Counseling Courses (COUN)

COUN 500 Field Placement Prep (0)

Field Placement Prep is a 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.

COUN 505 Career Development (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.

COUN 506 Career Development II (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. (Prerequisite: COUN 505.)

COUN 507 Principles and Practices of Mental Health Counseling (3)

This course explores the issues of mental health service delivery in a 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 mental health counselor within a community agency setting. Students will be exposed to current professional issues within the field of counseling and psychology.

COUN 510 Principles/Practices of Professional School Counseling (3)

An introductory course designed to provide the student with knowledge of the history, philosophies, trends, and current issues related to the school counseling profession. Topics include components of comprehensive school counseling programs, especially those of the ASCA National Model for School Counseling programs, legal and ethical issues, accountability strategies, and specific duties and responsibilities of elementary and secondary school counselors.

COUN 518 Applied Practice I (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 522 Applied Practice II: K-12 School Counseling (3)

Initial fieldwork experience in an approved educational setting. Students are provided with individual and group 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. Students are encouraged to provide constructive feedback to one another in order to develop case conceptualization skills. Topics include: professional identity development, building relationships with on site staff, self reflection, legal and ethical issues, and cultural responsibility. (Admission by permission of chairperson.)

COUN 525 Theories of Counseling and Psychotherapy (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. (Prerequisite: COUN 504 or equivalent.)

COUN 530 Ethics and Professional Conduct in Counseling and Psychotherapy (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.

COUN 531 Child and Adolescent Psychopathology (3)

This course will review the etiology, assessment, diagnosis, and treatment of common psychological disorders and developmental issues in children and adolescents. The majority of this course will focus on the defining features, associated

characteristics, prevalence, course, theories, causes, and treatments associated with disorders or circumstances for which children and adolescents are most often referred for counseling services. This course is likely to be beneficial for all students who interact with or are interested in children and adolescents.

COUN 532 Multicultural Issues for Counseling Professionals (3)

This 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.

COUN 535 Consultation, Collaboration, and Critical Issues (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 of effective collaboration with educational partners. Secondly, significant issues impacting the academic and life success of children and adolescents 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.

COUN 538 Psychopharmacology (3)

An in-depth, systematic study of the properties and behavioral effects of psychoactive drugs. Emphasis on the appropriate role of the nonmedical professional in therapeutic programming involving drugs.

COUN 540 Developing and Managing a Successful School Counseling Program (3)

The primary purpose of this advanced specialization 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 all students' academic, career, and personal/social needs; that is grounded in collaboration, advocacy, and leadership; and is connected to the academic mission of the school district.

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.

COUN 544 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. (Prerequisites: COUN 504, 518, 525.)

COUN 550 Directed Readings (1-3)

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. (Admission by permission of chairperson.)

COUN 551A Applied Practice II Mental Health 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 mental health-type setting is required. (Admission by permission of chairperson.)

COUN 553A,B,C,D Internship in Mental Health Counseling (2, 2, 2, 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 560A,B,C,D Internship in K-12 School Counseling (6)

Field work experience in an approved education setting, under the direction of an Internship Supervisor from the Department of Psychology and Counseling and 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 each level. This experience follows the formal educational and preparation program. It is at this point that practica, field experiences, and the whole preparation program come together, and the intern is given the freedom and independence to demonstrate acquired competencies in a real counseling situation. The internship includes activities that a regularly employed school counselor should be expected to perform.

COUN 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 ethical and legal issues related to psychological testing. Includes laboratory exposure to testing materials.

COUN 562 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.

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 574 Family Counseling (3)

Planned to provide the counselor-in-training with an overview of the theories, techniques, and processes involved in family relationships. (Prerequisite: COUN 525.)

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. (Prerequisite: PSYC 561 AND PSYC 532 OR COUN 572.)

COUN 582 Counseling the Abuser of Drugs and 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. (Prerequisite: PSYC 514 and COUN 525 or PSYC 517.)

COUN 583 Human Sexuality (3)

Provides the counselor-in-training with fundamental knowledge about human sexuality and specific sexual concerns that contribute to the effectiveness of a coun-

seling relationship. Focus on important sex-related ethics and issues in counseling. (Admission by permission of chairperson.)

COUN 584 Marital Counseling and Therapy (3)

Studies theoretical approaches to marital therapy, couple therapy, and marital group therapy; also describes therapeutic processes and techniques. (Prerequisite: COUN 525 or equivalent.)

COUN 586 Chemical Dependence (3)

An investigation of the dynamics of mood-altering chemical substance use, abuse, and dependence.

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 Introduction to Pastoral Counseling: Foundation, Theory and 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. (Prerequisite: COUN 588.)

Psychology Courses (PSYC)

PSYC 501 Research Methods (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.

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.

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.

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 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.

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.

PSYC 521 Social Psychology (3)

Examines social influences on thought and behavior. Covers multicultural and cross-cultural 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.

PSYC 522 Cognitive/Affective Bases of Behavior (3)

A review of core theories of Cognition and Affect examining how humans process information and organize their knowledge and emotional experiences. Topics include models of memory, attention, language, and amnesia, and the impact of

emotion on memory (e.g., flashbulb memories, repression). Includes primary-source readings on applied aspects of cognition (amnesia, emotional expression, aging).

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.

PSYC 525 Industrial/Organizational 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 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 in Counseling and Psychology (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.

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. (Prerequisite: PSYC 514.)

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 547 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 549 Field Work Experience—School Psychology

549A Practicum (3 credit hours)

Campus-based experience in a supervised program designed to develop and apply the range of competencies of the school psychologist.

549B Internship (6 credit hours)

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 550 Directed Readings (1-3)

A program of individually directed readings designed to meet the needs of the student.

PSYC 551 School Psychology Law and Ethics (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 552 School-Based Consultation Methods (3)

This course covers the rationale, theory, and methods of various models of consultation. Students will develop competencies in consultation with teachers, parents, students/clients, and other program staff. These competencies include problem identification, problem analysis, treatment development and implementation, and evaluation of treatment outcomes. Consultation will be considered from the vantage point of organizational and systems level factors that impact on effectiveness of consultation in schools and mental health programs.

PSYC 554 Master's Thesis Proposal (0-3 credits)

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 PSYC 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: successful completion of PSYC 554 and accepted thesis proposal.)

PSYC 560 Cognitive-Behavioral Assessment Techniques (3)

Identification and measurement of meaningful cognitive and behavioral responses for the purpose of assessment and devising change strategies. Examination of self-monitoring, physiological measures, behavioral enactment, observer-based coding systems, n=1 assessment designs. (Prerequisite: PSYC 561 .)

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. (Prerequisite: PSYC 561 or equivalent.)

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. (Prerequisite: PSYC 561 or equivalent.)

PSYC 566 Contemporary Methods In Projective Personality Testing (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. (Prerequisite: PSYC 561; either PSYC 531 or 531; either PSYC 580 or 581).

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. (Prerequisite: PSYC 517 or permission of instructor.)

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, audio-visual aids, and other applications included.

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. (Prerequisites: PSYC 517, PSYC 531, or admission through chairperson.)

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. (Prerequisite: COUN 518 OR PSYC 571. Recommended: PSYC 532.)

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). (Prerequisite: PSYC 517 or 571.)

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 (1-3)

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 I (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). Three hours a week will be spent in small group supervision. Additional individual supervision will be scheduled on an as needed basis. Students will be expected to complete 15 clinical contact hours. Other opportunities for learning may be added at the discretion of the course instructor. (Prerequisites: PSYC 571 or COUN 518; PSYC 531 or PSYC 532; candidacy in clinical services or child clinical/school concentration.) 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 Internship (variable credit)

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 Professional Contribution requirement. (Prerequisite: PSYC 577.)

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. (Prerequisites: Psychology 561 and 531.)

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. (Prerequisites: PSYCHOLOGY 561 AND 532 OR COUN 572.)

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.

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 PSYC 577. (Prerequisite: PSYC 577.)

Doctoral Level Courses (PSYC)

Research, Evaluation, and Basic Science

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.

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 895 A, B Doctoral Project (3, 3)

The doctoral project 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 895C Doctoral Project Continuation (1)

Following successful completion of PSYC 895A and 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.

Consultation/Education

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.

Relationship

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 charac-

teristics, 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.

PSYC 802 Marital and Family Therapy (3)

This course provides an overview of the history and contemporary application of behavioral and systems based marital and family therapy. Particular focus will be placed on the empirical support for using psychotherapeutic approaches to treat a variety of DSM-IV disorders, ethical, legal, and professional issues in marital and family psychotherapy. Learning methods will include reading, didactic presentation, discussion, role play, and case review.

Assessment

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.

Intervention

PSYC 559 A,B Prepracticum (Variable Credit)

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 587 Practicum 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 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. (Prerequisite: Practicum I.)

PSYC 805 Interpersonal Intervention Strategies (3)

Provides an overview of the theory and technique associated with interpersonal psychotherapy. Object relations and interpersonal theory are reviewed to illustrate the development of psychopathology, followed by a focused review of applied intervention strategies. Emphasis is placed on mastering techniques which address the development of a therapeutic alliance, transference, counter-transference, interpretation and termination.

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 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. (Prerequisite: PSYC 532).

PSYC 840 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 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 with 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. Students will conduct geriatric assessments focused on mood, mental status, and dementia evaluations. Over the course of the semester students learn to administer, score, and interpret assessment measures and develop cogent screening reports. Students also learn to work with other disciplines and review empirical literature as it pertains to this population.

PSYC 897 A, B Internship (Predoctoral) (1,1)

One year, full-time internship or two years, half-time internship in an approved setting.

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 861 Practicum IV (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 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 880 A,B 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. Prerequisite: PSYC 851. (Practicum II).

PSYC 881 A,B 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. Prerequisite: PSYC 880 (Community Practicum I).

Management/Supervision

PSYC 700 Professional Ethics (PSYC 530) (3)

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.

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 practiced by supervising student role-plays. Various consultation settings will be considered.

PSYC 870 Practicum V (3)

This is an on-campus applied clinical experience that is designed to extend for the entire semester. The focus of this practicum is to train the student how to conduct clinical supervision. Each student will be assigned one supervisee. The supervisee will be a student enrolled in Practicum I. All supervised clinical work will occur

with clients of the Psychological Services Center (PSC). Students will schedule at least five hours of activity per week. One hour a week will be spent in individual supervision with the assigned supervisee. One hour a week will be spent observing the clinical work of the supervisee. Three hours a week will be spent in group supervision with the course instructor; two of these hours will include students in Practicum I while the last hour will include only students in Practicum V. The student will be expected to complete 15 hours of individual supervision and 15 hours of live observation of the supervisee's clinical work. Other opportunities for learning may be added at the discretion of the course instructor.

PSYC 871 Practicum VI (3)

This is an on-campus applied clinical experience that is designed to extend for the entire semester. Essentially it is a continuation of Practicum V. It is expected that students will carry on with supervision work that was started in the previous semester. This course carries the same expectations and opportunities as Practicum V.

Electives

PSYC 817 Family Systems: Assessment and Diagnosis (3)

Examination of the legal, ethical, and practical issues associated with the assessment and diagnosis of family dysfunction. Multimodal assessment procedures are explored within the context of family systems theory and through the review of recent research efforts.

PSYC 811 Behavioral Medicine and Health Psychology (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. Admission of master's level students to this course is by permission of the instructor. In addition, master's level students should have completed COUN 504, 518, 525, 544 or their equivalents.

SPEECH-LANGUAGE PATHOLOGY PROGRAM

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 prepares students to:

1. Acquire academic knowledge and develop clinical skills pertaining to the scientific study of human communication processes that are necessary to perform competent practice of speech-language pathology, according to the current ASHA certification standards.
2. Evaluate the etiologies, pathologies, social-emotional, cognitive, and educational factors associated with disorders of language, articulation-phonology, voice, fluency, swallowing, and hearing.
3. Exemplify knowledge of ethical, legal, regulatory, and financial aspects of professional clinical practice.



4. Critically evaluate and be sensitive to issues pertaining to cultural and linguistic diversity.
5. Become eligible to earn certification from ASHA and state licensure as a speech-language pathologist in Pennsylvania.
6. Pursue teacher certification from the Commonwealth of Pennsylvania Department of Education (optional).
7. Work in a variety of settings such as schools, rehabilitation clinics, hospitals, community clinics, nursing homes, and private practice.

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

The professional (graduate) phase of Marywood University's five-year program leading to a Master of Science degree Speech-Language Pathology is accredited by the Council on Academic Accreditation (CAA) of ASHA.

Program Overview

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

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 bachelors degree from an accredited university may earn their master's in SLP in approximately two years; those with an out-of-field bachelor's degree from an accredited university may earn their master's degree in SLP in approximately three years

Program Admission and Matriculation Requirements

1. A minimum SAT score of 1050 is required for admission to the program (Pre-Professional Phase); SATs below 1050 are reviewed on a case by case basis by the CSD department chair.

2. Enrollment is limited to 25 students in any given academic year due to ASHA FTE guidelines.
3. 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 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, graduate program director, and the clinic director may also be required. After one semester if the primary 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, graduate program director, academic advisor, and course instructor(s) 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 re-take a course are only permitted to re-take 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 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 5-year program.
7. Students who earn below a C+ in any CSD graduate course/practicum (Professional Phase) will be expected to develop an academic 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.

For students entering the five-year program at the Professional 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 on-line 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 6 credits of academic coursework into the Professional Phase of the 5 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 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 bachelors 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 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 SLP 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 primary QPA of “B” in the fall semester before being permitted to enroll for courses offered during the spring semester.”

CSD PREREQUISITE COURSE SEQUENCE	
CSD 164 Phonetics	3
CSD 166 Anatomy and Physiology of Speech and Hearing.	4
CSD 261 Speech Science	3
CSD 265 Speech and Language Development	3
CSD 265L Language Sample Analysis Lab.	2
CSD 266 Introduction to Language Disorders in Children.	3
CSD 270 Hearing Science.	2
CSD 271 Introduction to Articulation and Phonological Disorders.	3
CSD 363 Audiology.	3
CSD 363L Audiology Lab	0
CSD 364 Auditory Amplification and Aural Rehabilitation.	3
25 hours of clinical observation directed by an ASHA-certified SLP	
Total	29 credits

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

Typical Course Sequence for the Five-Year Program Leading to a Master's Degree in Speech-Language Pathology

Pre-Professional (Undergraduate) Phase

First Year Curriculum: (34 UG credits)

Fall 1

CSD 163 Introduction to Communication Disorders	2
CSD 164 Phonetics	3
BIOL 130 Principles of Anatomy and Physiology	3
PHIL 113 Introduction to Philosophy.	3
ENGL 160 Writing Skills	3
PSYC 211 General Psychology	3
UNIV 100 Living Responsibly in an Interdependent World.	1
Total: (5 UG CSD & 13 LA).	18

Spring 1

CSD 166 Anatomy and Physiology of Speech and Hearing.	4
CSD 261 Speech Science	3
PSYC 251 Development Psychology.	3
R ST 112 Modern Belief.	3
ENGL 180 Introduction to World Literature	3
Total: (7 UG CSD & 9 LA).	16

Second Year Curriculum: (40 UG credits)

Fall 2

CSD 265 Speech and Language Development	3
CSD 265L Language Sample Analysis Lab.	2
CSD 241 American Sign Language I.	3
ENGL 400 Linguistics.	3
FL Foreign Language	3
PHYS or CHEM or ENVIS Physical Science (<i>Required for ASHA</i>).	3
Total: (8 UG CSD & 9 LA).	17

Spring 2

CSD 270 Hearing Science.	2
CSD 271 Introduction to Articulation and Phonological Disorders.	3
CSD 266 Introduction to Language Disorders in Children.	3
CSD 242 American Sign Language II (elective)	3
OR	
L A General Elective (<i>Educ PSYC required for Teacher Certification</i>).	3
PHIL 315 Ethics.	3
OR	
PHIL 404 Biomedical Ethics	3
** FL Foreign Language	3
Total: (8 or 11 UG CSD & 6 or 9 LA)	17

****3 credits of FL may be replaced with a LA General Elective if student meets core curriculum requirements for years taken.**

Summer 1 (Session I)

L A General Elective	3
L A General Elective	3
Total: (6 LA)	6

Third Year Curriculum: (47 credits; 42 UG credits – 5 Grad credits)

Fall 3

CSD 363 Audiology.	3
CSD 363L Audiology Lab	0
CSD 366 Communication Disorders in Adults	3
MATH 216 Statistics for the Behavioral and Social Sciences	3
F A Fine Arts	3
HIST History	3
L A General Elective (<i>Social Fnd required for Teacher Certification</i>)	3
Total: (6 UG CSD & 12 LA).	18

Spring 3

CSD 364 Auditory Amplification and Aural Rehabilitation.	3
CSD 361 Clinical Methods and Processes.	3
CSD 469 Special Topics	1
HIST 105 Ethnicity and Diversity in the Modern World	3
R ST Religion (above 100 level).	3

L A General Elective (<i>Method/Assess ESL required for Teacher Certification</i>)	3
Total: (7 UG CSD & 9 LA).	16

Summer 2 (Session I)

CSD 508 Fluency Disorders	2
CSD 505 Augmentative and Alternative Communication Systems	3
L A General Elective	3
Total: (5 GRAD CSD & 3 LA).	8

Summer 2 (Session II)

CSD 468 Introduction Clinical Practicum in Speech-Language Pathology (begins Summer I – 10 weeks).	2
L A General Elective	3
Total: (2 UG CSD; 3 LA)	5

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 121 credits have been earned. The undergraduate degree can be granted with 126 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, five CSD graduate credits that are earned during the Fall IV semester will be applied toward the completion of the undergraduate degree. Up to twelve CSD graduate credits can be applied toward the B.S. degree, which can be awarded at the end of the Fall IV semester (Fourth Year Curriculum).

Professional (Graduate) Phase

Fourth Year Curriculum: (39 or 41 CSD graduate credits for 5-year students; 45–47 CSD graduate credits for 2-year students) and (3–9 additional EDUC graduate credits if pursuing Teacher Certification and not previously taken)

Fall IV Graduate

CSD 502 Seminar in Aphasia	3
CSD 504 Language Learning Disorders in School-Age Children and Adolescents	4
CSD 506P Diagnostic Tests/Measurements and Scientific Clinical Writing	3

CSD 515 Dysphagia.	3
CSD 516A Clinical Practicum in Speech-Language Pathology.	1
CSD 518P* Independent Study in Clinical Methods and Processes.	1
CSD 524 Neuroscience.	2
Total: CSD graduate credits for students completing five-year program.	16
*CSD graduate credits for two-year graduate students.	17

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 511 Pediatric Neuromotor Speech Disorders.	2
CSD 514 Adult Neurogenic Motor Speech Disorders.	2
CSD 516B Clinical Practicum in Speech-Language Pathology.	1
CSD 521 Diagnostic Practicum in Speech-Language Pathology (½ cohort).	2
Total: CSD graduate credits.	14 or 16

Summer III Graduate (Session I)

CSD 505** Augmentative/Alternative Communication.	3
CSD 525* Autism.	2
CSD 508** Fluency Disorders.	2
EDUC 502 Multidisciplinary Foundations of Education (Required for Teacher Certification).	3
AND/OR	
EDUC 523 Seminar: Psychology of Education (Required for Teacher Certification).	3

Total: CSD graduate credits for students completing five-year program.	2
CSD graduate credits for two-year graduate students.	7
EDUC credits if pursuing Teacher Certification and not already completed.	3 to 6

Summer III Graduate (Session II)

CSD 501 Family Systems and Counseling: Multicultural Perspectives.	2
CSD 512* Cleft Palate.	2
(schedule varies)	
CSD 516C Clinical Practicum in Speech-Language Pathology.	1
(begins Summer I – 10 weeks)	
CSD 517P Professional Issues in Speech-Language Pathology.	1
(begins Summer I – schedule varies)	
CSD 521*** Diagnostic Practicum in Speech-Language Pathology (½ cohort).	2
(begins Summer I – 10 weeks)	
CSD 522**** Audiology/Aural Rehabilitation Practicum.	1
(begins Summer I – schedule varies)	
EDUC 561 Method/Assessment in Teaching English as a Second Language.	3
Total: CSD Graduate Credits depending on elective option(s)* and semester where CSD 521 and 522 are taken.	5-9

EDUC credits if pursuing Teacher Certification and

not already completed3

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

**5-year students take these during Summer II of third year.

***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: (8 CSD Graduate Credits) or (19 Graduate Credits; 7 CSD Graduates Credits & 12 EDUC Credits if Pursuing Teacher Certification)

Fall V Graduate

CSD 510 Communication Disorders in High-Risk Infants, Toddlers,
and Preschoolers 3

CSD 513 Communication Disorders Related to Traumatic Brain Injury,
Dementia, and Right Hemispheric Dysfunction 3

CSD 519I Clinical Internship in Speech-Language Pathology..... 1

Total: CSD graduate credits7

Spring V Graduate

CSD 520E Clinical Externship in Speech-Language Pathology 1
OR

EDUC 597 CSD Student Teaching Clinical Internship
(Required for Teacher Certification)..... 12

Total: CSD graduate credit 1

OR

EDUC graduate credits 12

NOTE: ****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 52 credits must be earned at the graduate level for the master's degree in SLP. Students are encouraged to enroll in CSD 523: Independent Research Study.

Master's Speech Language Pathology Degree Requirements

In addition to completing a minimum of 52 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 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 and clinic director to ensure that all paperwork regarding academic coursework and clinical practicum experiences (e.g., Knowledge and Skills Acquisition form–KASA) required by ASHA are accurate and complete.

Courses (CSD)

The Pre-Professional Phase (undergraduate) Required Courses

CSD 163 Introduction to Communication Disorders (2)

Provides an overview of various speech-language and hearing disorders; discusses the role of the speech-language pathologist and audiologist in various work settings and exposes students to career opportunities.

CSD 164 Phonetics (3)

Motor and acoustic characteristics of speech, classification of phoneme types, and transcription of speech using the International Phonetic Alphabet. CSD majors or permission of CSD chair.

CSD 166 Anatomy and Physiology of Speech and Hearing (4)

Comprehensive study of the structure and function of the auditory, speech, and neurological mechanism as they relate to the communicative process. (Prerequisite: BIOL 130 Principles of Anatomy and Physiology; meets core requirement.) CSD majors or permission of CSD chair.

CSD 241 American Sign Language I (3)

Introduction to American Sign Language. Provides Intensive signed vocabulary development. Reviews variety of sign language systems with emphasis on American Sign Language.

CSD 242 American Sign Language II (3)

Continuation of signed vocabulary development. Studies the form and use of American Sign Language (ASL), the native language of Deaf people. (Prerequisite: CSD 241.)

CSD 261 Speech Science (3)

Physics of sound, perceptual and productive processes of speech, basic instrumentation, and the interrelationships of these areas to communication. (Prerequisites: CSD 164, 166.) CSD majors or permission of CSD chair.

CSD 265 Speech and Language Development (3)

Study of the phonological, syntactic, semantic, and pragmatic aspects of normal communication, speech, and language development in children, ranging in age from birth through adolescence. Various theories of language acquisition will be discussed. Emphasis on functionalist models of language development and the social-communicative bases of the language-learning process. (Prerequisites: CSD 164, 166.) CSD majors or permission of CSD chair.

CSD 265L Language Sample Analysis Lab (2)

Students will learn to conduct a Bloom & Lahey content-form-use pediatric language sample analysis. Emphasis will be placed on analysis and interpretation of data from a socio-communicative functionalist perspective of the language development and learning process. (Co-requisite: CSD 265.) CSD majors or permission of CSD chair.

CSD 266 Introduction to Language Disorders In Children (3)

An overview of the nature and causes of pediatric language disorders across clinical population and age groups. Provides a basic understanding of theoretical frameworks, identification protocols, and general assessment in intervention approaches. (Prerequisite: CSD 265 and 265L.) CSD majors or permission of CSD chair.

CSD 270 Hearing Science (2)

Focuses on physical concepts, acoustics, measurement of sound; reviews anatomy and physiology of the ear and introduces concepts in psychoacoustics. CSD majors or permission of CSD chair.

CSD 271 Introduction to Articulation and Phonological Disorders (3)

The nature, causes, and treatment of articulation and phonological disorders and dysarthria. (Prerequisites: CSD 164, 166, 265, and 265L.) CSD majors or permission of CSD chair.

CSD 361 Clinical Methods and Processes (3)

Principles, methods, and procedures necessary for the development of clinical competencies required for a positive transition into the clinical practicum experience. CSD majors or permission of CSD chair.

CSD 363/363L Audiology/Audiology Lab (3+0)

Fundamental aspects of hearing measurement and the nature and prevention of auditory disorders. (Prerequisite: CSD 270. Run concurrent with CSD 363L Audiology Lab.) CSD majors or permission of CSD chair.

CSD 364 Auditory Amplification and Aural Rehabilitation (3)

Presents theory and practice of aural habilitation/rehabilitation. Contemporary practices regarding hearing aids, speech-reading, and auditory training. (Prerequisite: CSD 363 and 363L.) CSD majors or permission of CSD chair.

CSD 366 Communication Disorders in Adults (3)

The nature, causes, and treatment of neurogenic communication disorders in adults. CSD majors or permission of CSD chair.

CSD 469 Special Topics in Communication Disorders (1)

Varying topics, periodic offerings in specific areas reflecting contemporary needs and interests. (Prerequisite: upper division status or approval of department chair.)

CSD 470 Assistantship In Audiology (2)

Students observe and assist in the provision of audiology services. Goal is to learn first hand the varied activities involved in clinical audiology. (Prerequisites: 25 ASHA observation hours, 3.25 primary and overall QPA, and permission of department chair.)

CSD 499 Independent Study in Communication Sciences and Disorders (variable credit)

An option for developing an enriching experience by working with a faculty mentor. (Prerequisites: College-governed eligibility, consent of faculty, approval of department chair.)

CSD 499R Independent Study in Communication Sciences and Disorders – Research (variable credit)

An option for completing research in conjunction with a faculty member to include literature review, method, subject(s), procedure, data analysis, and discussion of a topic in communication sciences and disorders. (Prerequisites: College governed eligibility, consent of faculty, approval of department chair.)

The Professional Phase (graduate) Required Courses

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. (Prerequisite: Statistics.)

CSD 501 Family Systems and Counseling: Multicultural Perspectives in Speech-Language Pathology (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.

CSD 502 Seminar in 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.

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.

CSD 504 Language Learning Disorders in School-Aged Children and Adolescents (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. (Prerequisite: coursework in normal speech-language development.)

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. (Prerequisites: coursework in normal speech-language development and pediatric language disorders.)

CSD 506P Diagnostic Tests/Measurements and Scientific Clinical Writing (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.

CSD 506L Language Sample Analysis Computer Lab: SALT (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). (Prerequisite: CSD 506P or permission from graduate program director.)

CSD 507 Voice Disorders (2)

Clinical assessment and treatment of organic and psychogenic voice disorders in children and adults. Exploration of clinical instrumentation.

CSD 508 Fluency Disorders (2)

Study of etiology, assessment, treatment, and management of children and adults who exhibit dysfluent speech patterns.

CSD 510 Communication Disorders in High-Risk Infants, Toddlers, and Preschoolers (3)

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. (Prerequisite: coursework in normal speech-language development.)

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.

CSD 513 Communication Disorders Related to TBI, Dementia, and Right Hemispheric Dysfunction (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.

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. (Prerequisite: CSD 524 or permission from graduate program director.)

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.

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 speech-language-pathology. Emphasis will be placed on ethical issues, universal precautions, resume writing, interviewing, etc.

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 are not required to take CSD 361.)

CSD 523 Independent Research Study in Communication Sciences and Disorders (variable credit)

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. (Prerequisites: Consent of faculty member and approval of graduate program director and CSD department chair.)

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.

Elective Courses

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. (Prerequisite: CSD 503.)

CSD 525 Autism (2)

Study of etiology, assessment, treatment, and management of children with autistic spectrum disorders. (Prerequisite: Coursework in normal speech-language development.)

Required Clinical Practicums

In regard to clinical practicum experiences, all students will be required to provide documentation of a minimum of 25 directed clinical observation hours under the supervision of an ASHA-certified speech-language clinician before enrolling in CSD 468 Introduction to Clinical Practicum in SLP (see Pre-Professional Phase) or CSD 516A Clinical Practicum in Speech-Language Pathology A (see Professional Phase). 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.

The Pre-Professional Phase

CSD 468 Introductory Clinical Practicum in Speech-Language Pathology (2)

Students conduct clinical work under supervision. Includes weekly discussion time. (Prerequisites: 25 ASHA observation hours, minimum 3.25 primary and overall QPA, successful completion of CSD 361 with a minimum final grade of C, and permission of department chair.)

The Professional Phase

CSD 516 A, B, C Clinical Practicum in Speech-Language Pathology (1, 1, 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 observation of an ASHA certified speech-language pathologist. Prerequisite for CSD 516B: Successful completion of CSD 516A with a minimum final grade of B-. Prerequisite for CSD 516C: Successful completion of CSD 516B with a minimum final grade of B-.)

CSD 519I Clinical Internship in Speech-Language Pathology I (1)

Students are encouraged to seek placements in sites that offer experiences consistent with their clinical areas of interest. Placements must be approved by the Clinic Director, 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 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 Clinic Director in conjunction with off-campus clinical supervisors. (Prerequisites: successful completion of CSD 516C or EDUC 597 (based on CSD grading form) with a minimum final grade of B- and permission of graduate program director.)

CSD 520E Clinical Externship in Speech-Language Pathology II (1)

Students are encouraged to seek placements in sites that offer experiences consistent with their clinical areas of interest. Placements must be approved by the Clinic Director, and a signed contract must be obtained prior to beginning the externship. Requirements for students include planning and implementing diagnostic and/or treatment procedures, data collection and analysis, and clinical report writing. Additional responsibilities such as participation in clinical staffings may be required by the off-campus supervising speech-language pathologist at the facility. (Prerequisites: Successful completion of CSD 519I with a minimum final grade of B- and permission of graduate program director.)

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. (Prerequisite: CSD 502, 504, 506P. To be taken either prior to or concurrently with CSD 501, 503, 506L. Successful completion of CSD 506P with a minimum final grade of C.)

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 current ASHA certification and PA state licensure requirements. (Prerequisite: Coursework in Audiology and Aural Rehabilitation.)

Requirements for Post-baccalaureate Teacher Certification

(approximately 24 credits)

The Teacher Certification track is undertaken in addition to earning the master's degree in Speech-Language Pathology. Only matriculated CSD graduate students are eligible for this track. Alumni of the master's program in Speech Language Pathology may be eligible for this track if an opening exists. Earning Teacher Certification from the PA Department of Education (DOE) is a separate certification from the ASHA

Certificate of Clinical Competence. Therefore, students may need additional semesters to complete these requirements. Students interested in pursuing Teacher Certification must meet with either the CSD Graduate Program Director or the CSD Clinic Director 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

PSYC 514 Human Development (3)

An examination of human development throughout the life span, with in-depth coverage of developmental theories and research methods. Critique of empirical studies required. Previous coursework in developmental psychology suggested.

EDUC 523 Seminar: Psychology of Education (3)

This 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 502 Multidisciplinary Foundations of Education (3)

Basic principles of educational theory derived from a study of major works and integrated theories from theology, philosophy, and social sciences. Research of social sciences on educational problems, processes and value. Contemporary issues and practice explored.

EDUC 561 Methods, Materials, and Assessment in Teaching English as a Second Language (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 the K-12 ESL classroom.

EDUC 597 CSD Student Teaching Clinical Internship (12)

Involves full-time supervised practicum as a speech-language pathologist in a public school setting. Must be taken by students seeking certification as a speech-language pathologist (K-12) by the Pennsylvania Department of Education. Placements are made by the CSD Clinic Director in conjunction with the Education Field Placement Officer. (Prerequisites: Successful completion of 516C or 519I with a minimum final grade of B-, passing scores on Praxis reading, writing, and math subtests, and completion of all prerequisite Education courses.)

Mission Statement

- The Insalaco College of Creative and Performing Arts is a unique and progressive blend of programs focused on educating students to research critically, evaluate, and produce creatively.
- We develop highly skilled and ethical professionals who impact and influence a culturally diverse and interdependent society.
- We challenge our faculty and students to explore and cultivate both individual and collaborative avenues for creative expression and problem solving.
- We provide a variety of vehicles for the development of leadership, aesthetic sensibility, and creative expression including:
 - music and theatre performances
 - art exhibits and galleries
 - therapeutic application of the creative arts
 - television, radio, and digital production
 - original academic research
 - practicums and internships for *in profit and nonprofit organizations*
- We are dedicated to providing a well-rounded education through a student-centered and holistic approach, which prepares students for living responsibly in an interdependent world.

Goals and Objectives

The programs of study in the Insalaco College of Creative and Performing Arts are designed to help students attain full development as creative problem solvers through the integration of studies in their majors with a liberal arts education. Accreditation by such organizations as the National Association of Schools of Art and Design (NASAD), National Association of Schools of Music (NASM), National Council for Accreditation of Teacher Education (NCATE), and the American Art Therapy Association enable students to acquire competencies necessary for a career in a variety of settings.

The programs in the Insalaco College of Creative and Performing Arts are designed to develop students' skills to successfully meet the continual challenge of a technological society and nurture values conducive to ethical and socially responsible behavior in the arts. In keeping with the mission and goals of Marywood University,

the comprehensive education of the programs in visual art, communication arts, theatre, dance, and music, provides a framework for students to master the professional and ethical leadership skills necessary for various careers in their fields of study, while at the same time enabling them to develop their highest human potential.

The opportunity for students to experience diverse creative processes through recitals, exhibits, production, internships, technology projects, and other results-oriented activities, promote student self-discovery, self-evaluation, research, and presentation of products.

The programs are designed to:

- Provide comprehensive quality education in art, communication arts, theatre, dance, and music so that students attain proficiency within their areas of study.
- Enable students to gain an understanding of key concepts within the areas of study offered through ICCPA, while learning to think critically and creatively.
- Raise students' awareness of creative activity throughout the entire university curriculum, and recognize the importance of a variety of aesthetic and cultural values.
- Enable students to demonstrate professional competence and ethical leadership skills that will be used in meeting the artistic and entrepreneurial needs of today, and are directed effectively toward an interdependent, diverse and socially responsible society.

Areas of Study

Art, Communication Arts, Music Theatre and Dance Music.

ART PROGRAMS

Department Chair: Mathew R. Povse, M.F.A.

Philosophy Statement of the Degree and the Department

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

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

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

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

The Master of Arts Program in Art Education is intended for graduates of schools and departments of art/art education who are certified to teach. The program is designed to enrich the scope of their professional work and to extend their academic status.



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

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

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

Application Requirements

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

M.A. Degrees in Studio Art and Art Education Requirements

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

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

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

1. For the Art Education program only, successful completion of the Graduate Record Examination or the Miller Analogies Test.
2. Maintenance of a "B" or 3.00 quality point average or better in twelve studio credits taken at Marywood.
3. Submission of a portfolio of work from the studio courses taken at Marywood.
4. 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 by means of a written comprehensive examination (for the Art Education program only) and execution of a Professional Contribution.

M.A. Degree in Art Therapy 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.

M.F.A. Degree Prerequisites

1. A Bachelor of Arts or a Bachelor of Fine Arts degree.
2. Completion of at least eighteen undergraduate credits of upper division work in the area of concentration chosen and a "B" or 3.00 quality point average in that area. Students who possess outstanding or unusual qualifications that promise a significant contribution to the Master of Fine Arts program, but do not meet the 3.00 or credit requirements, may petition for a special review by the Art Faculty.
3. A portfolio of studio work indicative of above-average or exceptional ability. Submit twenty images of current work (slides, or CD – jpeg or pdf file format). The majority of these should be in the area of the applicant's interest, but the portfolio also should include a lesser emphasis in related areas. All slides and digital images must be labeled with the applicant's name, date of execution, size and medium.
4. A statement of purpose, 150-200 words in length.

In addition, a personal visit to talk to the Department Chair 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 9 credit hours. Transfer of graduate credits from the M.A. to the M.F.A. program may be limited to 9 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 Insalaco College of Creative and Performing Arts. 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.

Course of Study

Master of Arts in Studio Art

36 semester hours

I. CORE COURSES

9 semester hours

ART 546 Design Research	3
ART 600 Seminar.....	0
ART 642 Art Criticism or 549 Aesthetics.....	3
ART History Elective.....	3

II. CONCENTRATION IN STUDIO ART

18 semester hours

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

III. 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.

IV. 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.

Master of Arts in Art Education

36 semester hours

I. CORE COURSES

12 semester hours

EDUC 501 Research Theory	3
EDUC 502 Multidisciplinary Foundations of Education	3
ART 549 Aesthetics	3
ART History Elective.	3

II. CONCENTRATION IN ART EDUCATION

9 semester hours

In the concentration, the student must take a minimum of nine credits of graduate Art Education courses.

ART 590 Current Trends in Art Education.	3
ART 592 Professional Practice Skills in Art Education	3
ART 600 Seminar.	0
ART Education Elective.	3

III. ART ELECTIVES

15 semester hours

The student must take at least 15 credits in graduate studio courses.

IV. PROFESSIONAL CONTRIBUTION (NO CREDIT)

ART 555 or ART 555E. Students are required to select one of the culminating experiences at a designated time prior to graduation. It may be a research paper or exhibit.

Master of Arts in Art Therapy

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.

I. 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 540 A,B,C,D Practicum in Art Therapy	3, 3, 3, 3
AT 545 Developmental Dynamics in Art Therapy.	3
AT 595 A,B,C Professional Thesis	1, 1, 1

II. REQUIRED ART STUDIO COURSES

6 credits
Graduate Level Studio Courses 3, 3

III. REQUIRED PSYCHOLOGY COURSES

9 credits
PSYC 501 Research Methodology 3
PSYC 531 Psychopathology 3
PSYC 532 Child Psychopathology 3

IV. 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 Art Therapies: Creative Art Therapies in the Treatment 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.

The Master of Fine Arts in Visual Arts

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

I. CORE COURSES

15 semester hours
ART 600 MFA Seminar 0
ART 642 Art Criticism 3
ART 549 Aesthetics 3
ART History 9

II. VISUAL ARTS CONCENTRATION

30 semester hours
Chosen from one of the specific studio areas listed above 30

**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 see <http://www.marywood.edu/art/graduate-programs/mfa/aboutus.html> and contact the Art Department for specific information.

III. STUDIO ELECTIVES

15 semester hours

Chosen from other graduate level studio courses or practicum offerings 15

IV. PROFESSIONAL CONTRIBUTION

ART 639 A,B, Thesis Project, Exhibit 0,0

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

**MFA Degree in Visual Arts
With Opportunity for Study in Florence, Italy**

Marywood/SACI MFA Option

The Marywood M.F.A. program offers an option for graduate students in the fine arts to complete a portion of their MFA 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.

Courses (ART)

Asterisk(*) indicates courses restricted for students enrolled in the “Get Your Masters with the Masters,” MFA Program for educators and working professionals.

***500 W 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.

502 History of Photography (3)

A critical evaluation of the development of photography. Study of photographers, techniques and aesthetics.

504 History of Printmaking and Graphics (3)

A survey of the historical development of printmaking—its media, techniques, and masters.

507, *507W 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. *507W is restricted to students in the “Get Your Masters with the Masters” MFA Program for educators and working professionals.

509, *509W History of American Illustration (3,2)

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. (2)

510 The Art of Calligraphy (3)

A study of the evolution of handwriting that transmits ideas and inspires beauty, with practical development of a personal style of beautiful lettering.

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.

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.

513 Advanced Color Photography (3)

The latest processes in photographic color printing. Advanced techniques, aesthetics, and communication in color as a medium of expression.

514 Contemporary Photography (3)

Advanced course in nonverbal communication photography. Study of the accelerating dynamics of contemporary photography through exploration of issues raised by other photographers.

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.

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.

517 View-Camera Photography (3)

Exploration of the traditional use of the view camera and its related accessories. Technical instruction, including use and mastery of sheet film, exposure and development procedures, sensitometry, and use of the zone system. A foundation of wet darkroom printing experience is required.

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.

519 Research in Photography (3)

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.

520 A, B Survey of Printmaking (3, 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.

522 Relief Printmaking (3)

An in-depth study of the relief processes. (Prerequisite: ART 520 or equivalency).

524 Serigraphy (3)

An in-depth study of the fine art of serigraphy and commercial screen process. (Prerequisite: ART 520 or equivalency.)

526 Intaglio (3)

An in-depth study of the intaglio process. Prerequisite: ART 520 or equivalency.

527 Lithography (3)

An in-depth study of the planographic processes using stone, metal, and paper plates.

530 A, B Figure Drawing I, II (3, 3)

Individual and unique interpretations of the human figure, using live models and varying techniques and materials, such as pencil, conté, pastel, ink, washes, collage, and paint.

531 A, B Book Illustration (3, 3)

Theory and history of the illustrated children's book; workshop in creating the art for an illustrated book.

532 A, B, C Advanced Drawing I, II, III (3, 3, 3)

Development of drawing skills, with emphasis on transmission of ideas.

539 A, B, C, D Advanced Painting I, II, III, IV (3, 6, 3, 6)

Advanced problems in painting, with emphasis on individual creative search and idea development.

540 Batik (3)

Study of the ancient art of painting on cloth, using the resist techniques of wax and dyes.

541 A, B, C Computer Aided Design I, II, III (3, 3, 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.

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 alternative wet darkroom processes. Digital negatives allow for creative expression that was formerly very difficult to attain. This course investigates a means of marrying the newest and the oldest of photographic technologies and has applications in collage, printmaking, and mixed media. Prior Photoshop and wet darkroom experience required.

543 Green Piece (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.)

546 A, C, D, E, F, H, *546W Design Research (3, 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.

547 A, B, C Jewelry—Metals I, II, III (3, 3, 3)

The design and creation of body adornment, hollowware, and objects of art made primarily of metal.

549 Aesthetics (3)

This course examines theories both of art and of the aesthetic experience beginning

with Plato and Aristotle. Issues include the nature of art, the nature of the aesthetic experience, creativity and inspiration, art and nature, art and mortality.

***549 W Aesthetics (2)**

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.

550 Directed Reading (variable credit)

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.

551 A Study Tour in Art (3)

When initiated by faculty, these study tours will specify goals, objectives, and assessment procedures. When initiated by a student, the study tour plan must adhere to program specifications/documentation/assessment and be approved by the director.

***551 W, *552 W, *553 W, *554 W Professional Practices I, II, III, IV (2.5, 2.5, 2.5, 2.5)**

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.

552 Study Tour in Art (Europe or Americas) (3)

555 Professional Contribution (0)

This Professional Contribution will take the form of a research paper.

***555 W Professional Contribution (0)**

This Professional Contribution will involve the student with a creative project involving historical/descriptive research.

555 E Professional Contribution (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. For MA Art Education students, an exhibition is one of three closure options for professional contribution (see ART 555 and ART 555W).

557-A, B, C, D Sculpture I, II, III, IV (3, 6, 3, 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.

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 the theory and practical application of good design.

560-A, B, C, D, E Creative Problem-Solving (3.5, 3.5, 3.5, 3.5, 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 “Get Your Masters with the Masters” M.F.A. Program for educators and working professionals.)

563-A, B, C, D Ceramics I, II, III, IV (3, 6, 3, 6)

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.

564 Nineteenth-Century Art (3)

Critically surveys nineteenth-century art and the roots of modernism within diverse historical, social, and cultural contexts.

565 Twentieth-Century Modern 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.

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.

571 A Utilitarian Weaving I (3)

Individual preference in weaving pursued to produce purposeful art works. Previous experience in weaving recommended.

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.

575 W Off-Loom Weaving (3)

A course based upon the use of looms from primitive origins. Includes exploration of backstrap, “card,” rigid heddle and frame looms. Applications in art education (K-12) will be explored.

576-A 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.

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.

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.

600 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.

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.

606I Green Piece (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.)

606J The History of Art Education (3)

Inquiry into the meaning and impact of art education trends in America from the first introduction as a formal part of public school education in the late 1800's to contemporary time. The course will encompass a review and analysis of the discipline's level of development within philosophical and sociopolitical contests, inclusive of community organizations and cultural institutions. Restricted to MA Art Education majors.

606K Studies in Roman Art (3)

This seminar course will introduce students to Roman art and architecture from the time of the Republic to the Late Empire. It will examine the role of art and architecture in the society of ancient Rome, with a special focus on the art of the non-elites.

610,611,612,613 Graduate Studio/Painting I,II,III,IV (6,9,6,9)

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 profes-

sional career artists. Regular visits by other faculty and artists, periodic trips to galleries and museums. Restricted to MFA Painting students.

615,616,617,618 Graduate Studio/Ceramics I,II,III,IV (6,9,6,9)

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.

620,621,622,623 Graduate Studio/Sculpture I,II,III,IV (6,9,6,9)

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.

636 A,B Practicum I,II (3,3)

Ceramics/Sculpture/Painting/Printmaking/Photography

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.

Gallery

In conjunction with the gallery coordinator, the student will experience the preparation for a visiting artist gallery exhibition in the student's area of study. Through this experience the student works directly with the artist and curator on publicity, research, production of gallery poster, exhibit administrative duties, and the set-up and display of the actual exhibits.

639 A,B Thesis Project and Exhibit (0,0)

(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.

642 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.

***642 W 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.

***643 W 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.

***644 W 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.

***645 W 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.

***646 W Communication Concepts (3)**

Further application and study of conceptual thinking techniques as they apply to current visual communication needs.

***647 W 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.

***648 W 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.

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.

660, 661, 662, 663 Graduate Studio/Photography (6, 9, 6, 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.

670, 671, 672, 673 Graduate Studio/Printmaking (6, 9, 6, 9)

Courses provide the facility and means of production to explore various possibilities of self expression in relief, screen, intaglio, planographic, mixed media, and mono-print 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 Therapy (A T)

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.

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.

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.

528 Psychology of Art (3)

Study of perceptual and motivational theories, with particular focus on symbols, expressions and related behavioral manifestations. Emphasis on theories of Arnheim, Piaget and Lowenfeld.

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.

530 Art in Special Education (3)

Study of the art of the exceptional child. Slides and visual materials presented.

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.

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. (Prerequisites: AT 545 Developmental Dynamics in Art Therapy, AT 520 Introduction to Art Therapy.)

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.

535 Adolescent Art Therapy (3)

This course offers instruction in the theory and methods of adolescent art therapy in mental health settings. Attention is given to the developmental tasks of adolescence, theoretical aspects of residential care, theoretical aspects of adolescent outpatient art therapy, and the typical phases of treatment in adolescent art therapy.

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.

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.

540 A, B, C, D Practicum/Group Supervision in Art Therapy (3, 3, 3, 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.

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.

560 Art Therapies in the Treatment 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.

595A,B,C Professional Thesis (1, 1, 1)

Research leading to the completion of the thesis requirement for the Master of Arts degree in Art Therapy.

606A Art Therapy in Alternative Settings

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.

Course descriptions for the graduate Psychology courses, core and electives, in the Art Therapy program may be found in the Psychology program section of this catalog.

COMMUNICATION ARTS PROGRAM

Chairperson: Douglas Lawrence, Ph.D.

Philosophy Statement

In conjunction with the mission of the Insalaco College of Creative and Performing Arts, the M.A. in Communication Arts will prepare the student to assume a leadership role in varied institutional settings. The program serves public relations managers, communications directors, healthcare professionals, video producers, and other communication professionals who wish to enhance their skills. The program also serves individuals who are interested in entering the communications field or who wish to pursue an advanced graduate degree.

Program Information

The M.A. in Communication Arts consists of an 18 credit core and three 18 credit concentrations. A student selects one of three concentrations in consultation with an advisor. The department has adopted an interdisciplinary approach to graduate education in light of the communications field's interdisciplinary nature. Accordingly, specific program courses are offered in the Education, Health, Art and Public Administration Departments. This will enable students to study computer applications and photography, management procedures, research and other specialized topics with academic and professional personnel who work in these fields. Some courses may also be taught on-line.

Admission Requirements

Applicants to the M.A. in Communication Arts program must meet the general admission requirements for the University. The program is designed to accommodate students with or without a communications degree or background.



Transfer Credits

Please see the University statement for information. Depending on the course (e.g., media production) a student may be required to demonstrate additional, specific competencies to be granted transfer credit.

Master of Arts in Communication Arts

36 semester hours

I. CORE COURSES

18 Semester hours

COMM 501 New Communications Technology: Theory and Practice 3

EDUC 501 Research Theory 3

OR

COMM 522 Leadership in Communications 3

COMM 502 Professional Writing 3

COMM 503 Public Presentation 3

COMM 595 Internship 3

COMM 555 Professional Contribution
(thesis, project) or a comprehensive examination 0

COMM Elective; choose from:

COMM 504 Film History 3

COMM 505 TV Criticism 3

COMM 506 Communications Law and Policy 3

COMM 531 Media Production I 3

COMM 561 Media Management 3

COMM 500 Independent Study 3

COMM 520 Health Communication 3

II. CONCENTRATIONS (Select one track with your advisor)

Concentration 1: Production

18 semester hours

COMM 531 Media Production I 3

COMM 532 Media Production II (Prerequisite: Media Production I) 3

Elective; choose from:

COMM 533 Advanced Media Production 3

COMM 534 Video Editing 3

COMM 535 PC-Based Media Production 3

COMM 536 Introduction to Theater Production 3

COMM 598 Special Topics (Digital Filmmaking) 3

A suitable production course in another department may be substituted with the approval of the Chairperson.

Select one of the following sequences:

1. ART 541A Computer Aided Design I 3

ART 541B Computer Aided Design II 3

ART 541C Computer Aided Design III 3

OR

2. ART 512 Advanced Advertising and Illustrative Photography	3
ART 513 Advanced Color Photography	3
ART 515 Newspaper and Magazine Photography	3

Please Note: The student who selects sequence 2 must have undergraduate courses/ experience in advanced and color photography or may be required to take prerequi- site undergraduate courses.

Concentration 2: Media Management

18 semester hours

COMM 561 Media Management	3
COMM 562 Media Promotion and Publicity.	3
PUB 502 Problem-Solving Methods for Modern Management.	3
PUB 507 Organizational Dynamics	3
PUB 511 Ethics in Management.	3

Elective; choose from:

PUB 505 Financial Management in Public and Nonprofit Organizations	3
PUB 508 Human Resources Administration and Personnel Systems.	3
PUB 512 The Grantsmanship Process	3
PUB 513 Strategic Planning	3
PUB 519 Administrative Law	3

Please note: A suitable management course in another department may be substi- tuted with the approval of the Chairperson.

Concentration 3: Health Communication

18 semester hours

COMM 520 Health Communication	3
COMM 522 Leadership In Communications.	3
COMM 561 Media Management	3
HSA 524 Health Care Systems Analysis	3
COMM 540 Complementary Health Care.	3
Elective	3

Electives: (3)

- ND 530 Health Promotion
- PUB 512 The Grantsmanship Process
- HSA 562 Marketing of Health Care Organization
- COMM 562 Media Promotion and Publicity
- PUB 519 Administrative Law
- D/HP 1120 Epidemiology

Concentration 4: Interdisciplinary

18 semester hours

The student designs her or his own program in consultation with the faculty advisor.

Sample concentration:

COMM 531 Media Production I.	3
COMM 532 Media Production II	3
ART 541A Computer Aided Design I	3
COMM 561 Media Management	3

PUB 502 Problem-Solving Methods for Modern Management 3
PUB 519 Administrative Law 3

Courses (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, and digital technology. Intellectual property and other legal as well as ethical, economic, and aesthetic issues are covered, as is their impact in the production process (e.g., PC-based multimedia presentations). Hands-on activities supplement lectures and class discussions.

502 Professional Writing (3)

Examines practical writing tools and techniques appropriate for varied institutional settings and publics. The tools and techniques include an examination of desktop publishing, technical communications, and traditional as well as electronic document design. Students may also explore topics of their particular interest, ranging from technical documentation to documents designed for electronic distribution.

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.

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.

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.

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.

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 health-care 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.

522 Leadership In Communications (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 organizations process message. It provides a sound basis for the acquisition of leadership skills, including both management and administration.

531 Media Production I (3)

Introduces students to broadcast and non-broadcast production equipment and operations, including basic scriptwriting skills. 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.

532 Media Production II (3)

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. (Prerequisite: COMM 531.)

533 Advanced Media Production (3)

Examines advanced broadcast and non-broadcast production techniques. Topics can range from advanced lighting to aesthetics to designing and short 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.)

534 Video Editing (3)

Examines A/B roll editing techniques and underlying aesthetic principles. Students will also be introduced to non-linear editing and may be required to spend additional hours outside class to complete various projects. (Prerequisites: COMM 531; COMM 532.)

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. The latter range from disk-based multimedia and hypermedia presentations to the Internet. Students may be required to spend additional hours outside class to complete various projects.

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.

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.

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.

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.

561 Media Management (3)

Examines administrative principles and procedures relevant for broadcast and nonbroadcast media operations. Topics include staffing issues, management styles, and how to remain competitive in a highly volatile environment.

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.

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.

598 Special Topics (variable credit)

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.

599 Independent Study (variable credit)

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.

MUSIC PROGRAMS

Chairperson: Sister Joan McCusker, IHM, Ph.D.

Philosophy Statement

The Master of Arts degree in music education offers music K-12 teachers an opportunity to become exceptional artist-educators at all levels of music teaching and learning. This 36-credit program provides academic and practical training based on current issues and best research practices. The M.A. program guides students through philosophical, historical and psychological foundations of music learning, as well as music K-12 teaching methods. Students may choose concentrations in vocal, instrumental, or general music/music history.

Accreditation

The graduate music program is accredited by the National Association of Schools of Music (NASM).

Admission Requirements

General

Admission to the M.A. degree program must meet general requirements for University admission as an education major. Applicants must audition, and take entrance exams in music theory and history. Pennsylvania Department of Education requires all applicants to teacher education programs to have a 3.00 undergraduate QPA. Requirements for teacher certification are subject to change according to Pennsylvania Department of Education guidelines. Courses are offered in fall/spring academic semesters, as well as during summer session and online.



Master of Arts in Music Education

Applicants for the M.A. in Music Education must have an undergraduate degree in music education and hold music K-12 teaching certification. Applicants seeking initial teacher certification should possess an undergraduate degree in music.

Professional Contribution

The required capstone experience for the graduate music degree candidates is the Professional Contribution (PC). This may be a professional thesis, research project, or lecture-recital performance. Degree candidates work under the guidance of a faculty mentor in designing and implementing the Professional Contribution. Candidates choosing the thesis or research project give a public presentation of the professional contribution.

Master of Arts in Music Education

36 semester hours

MAJOR COURSES: (15 hours required)

EDUC 502 Multidisciplinary Foundations of Education	3
MUSC 506 Psychology of Music	3
MUSC 521 Seminar in Elementary Education	3
MUSC 522 Seminar in Secondary Education	3
MUSC 543 Introduction to Music Bibliography and Research	3

OR

EDUC 501 Research Theory	3
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SUPPORTIVE COURSES: (12 hours required)

MUSC 501 Computers and Technology for the Musician	3
MUSC 511 Analytical Techniques	3
MUSC 519 Seminar in World Music	3
MUSC 525 Administration and Supervision of Music Education	3

ELECTIVES: (9 hours)

Music Education/Music History Emphasis:

* MUSC varies Seminar in Music History	3
MUSC 527 History and Philosophy of Music Education	3
MUSC 528 Seminar in Working with Special Needs Students	3

*music history seminars offered on rotation: MUSC 507, 512-513, 516-518.

Vocal Emphasis:

MUSC 530 Choral Arranging	3
MUSC 531 Choral Literature and Conducting	3
MUSC 545 Seminar in Vocal Pedagogy I	3
MUSC 546 Seminar in Vocal Pedagogy II	3
MUSC 537C Ensemble Participation	varies

Instrumental Emphasis:

MUSC 520 Instrumental Literature and Conducting	3
MUSC 526 Care and Repair of Instruments	3

MUSC 536 Instrumental Arranging	3
MUSC 550-554, 558 Applied Music.	1-3
MUSC 537A, 537B, 537D, or 537E Ensemble Participation	varies

Courses (MUSC)

MUSC 501 Computers and Technology for the Musician (3)

Hands-on approach to computer-based technology in the general music classroom and rehearsal setting.

MUSC 506 Psychology of Music (3)

A study of the nature of musical behaviors related to learning in the K-12 setting. Topics include an introduction to developmental learning theories, testing and authentic assessment issues, and research studies applied to music teaching.

MUSC 507 Music in the Middle Ages (3)

Course covers Western European monophonic and polyphonic music from the ninth through fourteenth century.

MUSC 511 Analytical Techniques (3)

Musical analysis of various genres and major works from the Middle Ages through Modernity.

MUSC 512 Music in the Renaissance (3)

Course covers sacred and secular music from the fifteenth through seventeenth century.

MUSC 513 Music in the Baroque Era (3)

Course covers various genres of vocal and instrumental music from the seventeenth through mid-eighteenth century.

MUSC 515 Improvisation and Transposition (3)

Various styles, idioms, and performance practices specific to improvisation and transposition.

MUSC 516 Music in the Classic Era (3)

Course covers various genres of vocal and instrumental music from the mid-eighteenth through early nineteenth century

MUSC 517 Music in the Modern Era (3)

Course covers major developments and concepts in music from twentieth century to present-day.

MUSC 518 Music in the Romantic Era (3)

Course covers various genres of vocal and instrumental music of the nineteenth century.

MUSC 519 Seminar in World Music (3)

This seminar investigates both classical and popular musical traditions of selected non-Western societies, examining performance venues, relationships to other traditions, and the unique meanings of music within different cultures.

MUSC 520 Instrumental Literature and Conducting (3)

Introduction to instrumental literature as well as rehearsal and conducting techniques for orchestra, band, and stage band.

MUSC 521 Seminar in Elementary Education (3)

This seminar examines current research practices in music education and curricular design for elementary general music K-6.

MUSC 522 Seminar in Secondary Education (3)

This seminar examines current research practices in music education, interdisciplinary arts and curricular design for secondary general music 7-12.

MUSC 525 Administration and Supervision of Music Education (3)

Course covers pedagogical and administrative issues affecting music K-12 programs today; including arts advocacy, scheduling, mentoring novice teachers in the field.

MUSC 526 Care and Repair of Instruments (3)

Practical course in proper care of band and orchestral instruments and procedures for minor repairs.

MUSC 527 History and Philosophy of Music Education (3)

This course addresses the changes and issues that have radically shaped American music education from the 1950s to the present.

MUSC 528 Seminar in Working with Special Needs Students (3)

This seminar focuses on trends in music education for exceptional children identified by Public Law 94-142 and current policies on inclusion in the general music classroom.

MUSC 530 Choral Arranging (3)

Arranging for vocal ensembles of treble and mixed voices.

MUSC 531 Choral Literature and Conducting (3)

A survey of choral literature from the Renaissance to the present. Advanced rehearsal and conducting techniques; includes a lab component.

MUSC 536 Instrumental Arranging (3)

Review of orchestration fundamentals and the writing of practical arrangements for various instrumental ensembles.

MUSC 537A Ensemble Participation: Wind Ensemble (0)**MUSC 537B Ensemble Participation: Orchestra (0)****MUSC 537C Ensemble Participation: Campus Choir (0)****MUSC 537D Ensemble Participation: Jazz Ensemble (0)****MUSC 537E Ensemble Participation: String Quartet/Chamber Music (0)**

MUSC 541 Composition (3)

Composition of works in small and large form for vocal and/or instrumental ensemble.

MUSC 543 Introduction to Music Bibliography and Research (3)

A seminar designed as an introduction to basic research methodology appropriate to music study.

MUSC 545, 546 Seminar in Vocal Pedagogy I, II (3, 3)

Vocal seminars emphasize physiology of the voice, and application of proper vocal technique for training and conducting choirs; includes International Phonetic Alphabet (IPA) and Alexander Technique. MUSC 545 is prerequisite for MUSC 546.

MUSC 550 Applied Music—Voice (variable credit)**MUSC 551 Applied Music—Piano (variable credit)****MUSC 552 Applied Music—Organ (variable credit)****MUSC 553 Applied Music—Strings (variable credit)****MUSC 554 Applied Music—Woodwinds (variable credit)****MUSC 558 Applied Music—Brass (variable credit)****MUSC 555 Professional Contribution (0)****MUSC 555R Professional Contribution: Recital (0)****MUSC 555T Professional Contribution: Thesis (3)****MUSC 599 Independent Study (variable credit)**

A project or course designed for the individual student's interest and needs through self-directed learning. Prior approval of the department chair and dean is required.

Graduation Requirements

At the completion of the required academic credits, the candidate must complete written comprehensive examination and a Professional Contribution (thesis, workshop, or lecture recital), under the direction of a music faculty mentor.

SCHOOL OF ARCHITECTURE

Dean: Gregory K. Hunt, M.Arch., F.A.I.A.

Mission Statement

Founded in 2009, Marywood's School of Architecture is the University's newest professional school and the first school of architecture established in northeast Pennsylvania. The School was established to further the University's mission of service and excellence in education by preparing its graduates to make significant contributions to improving the quality of our built and natural environment.

The cornerstone of our various degree tracks is the firm belief that all design professionals must address the earth's diminishing natural resources, build sustainably, and confront our present and future environmental challenges with creative effectiveness. Above all, we strive to educate individuals that will assume leadership roles in the creation of inspiring, socially-responsible, and sustainable interiors, buildings and communities for all citizens.

Goals

Students pursuing graduate degree tracks within our programs deal with advanced studies focusing on the design of physical worlds that directly impact people at many different scales and in many different contexts—interiors, houses, buildings, plazas, and streetscapes, as well as consumer products, graphics, and digital environments.

Consistent with the University's tradition of educating students to live responsibly in an interdependent world, Marywood University's School of Architecture is dedicated to the education of a new generation of architects—environmental stewards who will assume major responsibility for the built environment of the region, the



nation, and the world. Their studies are therefore explicitly bound to social responsibility and societal well-being, and our curricula have been created to enable our graduates to deal effectively with the many future challenges they will inevitably confront as design professionals.

Architects must be educated to think critically, to assess holistically, to synthesize comprehensively, and design with environmental responsibility. The School's programs—in both Architecture and Interior Architecture/Design—recognize that architecture, both as a discipline and as a profession, engages the realms of art and science. Buildings and physical spaces created by architects involve design and aesthetics, along with laws of gravity and requirements of constructability. Architects create unique and inventive realities that emphasize spatial organization, proportion, and beauty, as well as materials, budgets, codes, and structural/environmental systems.

The School of Architecture offers graduate degree programs in **Architecture** and **Interior Architecture/Design**.

Application Requirements

Applicants for graduate study in either Architecture or Interior Architecture/Design 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 petition for a special review by the School's Graduate Admissions Committee.

Architecture

Degree Track: Master of Architecture (M. Arch.)

Program Director: James Eckler, M.Arch., M.S.:Ped.

Commencing in the fall of 2014, the School of Architecture will offer a Master of Architecture (M.Arch) professional degree track. This four-semester (typical), 36-credit degree option will be available to students who have completed a four-year pre-professional degree in Architecture from a regionally accredited college or university and can demonstrate equivalent credit background in the discipline that would support master's degree work.

Depending on the course content of this pre-professional degree program, applicants may be able to complete this M.Arch. degree track in two years. However, the length of time required to complete this program will depend on the nature of the applicant's pre-professional degree. Applicants are advised to consult with the Director of the Graduate Architecture Program to ascertain the total number of credits and length of study that will be required to complete the degree track.

Those who obtain the Bachelor of Environmental Design in Architecture (B.E.D.A.) pre-professional degree at Marywood are eligible to apply for this graduate degree track in the fourth year of their architectural studies. Upon satisfactory completion of an additional two years of study (54 credits) at Marywood, students earn the M.Arch. professional degree.

Additional M.Arch. degree tracks for those holding a 5-year B.Arch. professional degree (M.Arch. 1) and for those with 4-year baccalaureate degrees in other fields (M.Arch. 3) are currently being explored.

Students in the M.Arch degree track pursue a Design Thesis exploring a self-formulated, extensively-researched issue and/or proposition involving architecture, urban design, or discipline-related technology. In addition, program core courses and professional electives augment focused design studies to establish a broader context for research and creative inquiry and project formulation.

Accreditation

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a six-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards.

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

The School of Architecture will apply for candidacy status for its M.Arch degree program when permission to do so is received from the NAAB.

Course of Study 54 credits

Year I : Fall

ARCH 550 Design Studio IX (B)	6
ARCH 551 Art & Craft of Building II	3
ARCH 552 Digital Media III	3
ARCH XXX Program Elective (Grad level).	3
Total	15

Year I: Spring

ARCH 560 Design Studio X (B)	6
ARCH 595 Thesis Research	3
ARCH 562 Professional Practice w/Office Practicum	3
ARCH XXX Program Elective (Grad level)	3
Total	15

Year II: Fall

ARCH 610 Design Thesis	6
ARCH 611 LEED Accreditation II	3
ARCH XXX Environmental Law	3
General Elective (Grad level)	3
Total	15

Year II: Spring

ARCH 620 Thesis Documentation	3
ARCH XXX General Elective (Grad level)	3
ARCH XXX Environmental Management & Policy	3
Total	9

Courses

ARCH 550 Design Studio IX (B) (6)

The experimental design studio in which students explore new building technologies. This studio 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 (B) (6)

Students may continue the design research of their previous project or elect to begin a new, but similar type of architectural inquiry through design. Continuing projects will focus on design investigation at the scale of building components and their combinations as innovative assemblies.

ARCH 562 Professional Practice with Office Practicum (3)

Includes the content of ARCH 462 but requires students to track aspects of office practice directly with an area architectural firm through office visits, site visits, interviews, and attendance at project meetings.

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.

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 his/her position through in-depth investigation and project synthesis in the design studio.

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.

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)

Course topics include an examination of environmental policy and the relationship between local, state, and federal agencies. The responsibilities of industry and the role of society in decision-making regarding environmental issues are addressed.

Interior Architecture

Degree Track: Master of Art in Studio Art (concentration in Interior Architecture/Design)

Program Director: Maria MacDonald, M.A.

This 36-credit degree option is available to students who have completed a 4-year baccalaureate degree in Interior Architecture/Design from a regionally accredited college or university. The degree is intended for those who wish to pursue more advanced studies, particularly in areas of professional concentration such as Sustainability and Adaptive Re-use. The School's commitment to the ethic of Environmental Stewardship resonates throughout studio projects and related coursework. As interior architects are increasingly called upon to utilize sustainably-produced products in building interiors, we are also obligated make our graduates aware of the many new processes, assemblies and materials available to designers.

The graduate program is a full-time program consisting of an initial intensive two-week summer session of 6 credits, followed by a sequential two-semester, 30-credit course of study (Fall: 15 credits; Spring: 15 credits).

One of two degree options may be pursued:

A. 4+1 Fast -Track Option

This track is designed for those students who have received their 4-year Bachelor of Fine Arts (Interior Architecture/Design) undergraduate degree from Marywood. Course content for this graduate degree is formulated to build sequentially on this earlier degree track.

B. One-Year Option

This track is designed for individuals who have completed a 4-year undergraduate degree in Interior Architecture/Design and can demonstrate equivalent credit background in the discipline that would support Master's degree work.

Accreditation

The Master of Art in Studio Art (concentration in Interior Architecture/Design) degree is accredited by the National Association of Schools of Art and Design (NASAD). With this accredited degree, followed by a required period of professional work experience, graduates are eligible to take the NCIDQ Examination for

licensure. The curriculum content also aligns with current Council for Interior Design Accreditation's (CIDA's) Professional Standards.

Course of Study 36 credits

Summer

IARC 508 History of Interior Architecture	3
IARC 549 Aesthetics	3
Total	6

Fall

IARC 510 Design Thesis I	6
IARC 512 LEED for Interior Architects	3
IARC 514 Issues in Contemporary Interior Architecture	3
ARCH 552 Digital Design III.....	3
Total	15

Spring

IARC 520 Design Thesis II.....	6
IARC 521 Lighting Fundamentals	3
IARC 522 Detailing Interior Architecture	3
IARC 524 Professional Competencies.....	3
Total	15

Courses (IARC)

IARC 508 History of Interior Architecture (3)

Examines the major ideas, movements, individuals, and socio-cultural forces that have shaped interior architecture over time. Emphasis is on how design has dealt with human use and experience in interior spatial realms. Includes discussion of furnishings, textiles, color, lighting, and systems of spatial enclosure.

IARC 510 Design Thesis I (6)

An advanced, comprehensive interior architecture project in which students will select a complex project involving an existing abandoned building in need of new life and function within the community. Students will select a project from an array of unused buildings harboring high transformational potential. Students will investigate existing conditions, develop realistic building programs, and create comprehensive schematic design alternatives for the building they choose to explore. Weekly lectures augment design studies inquiries.

IARC 512 LEED for Interior Architects (3)

Presentation and analysis of the Leadership in Energy and Environmental Design (LEED®) Green Building Rating System for Commercial Interiors established by U.S. Green Building Council (USGBC). Covers sustainable sites, water efficiency, energy and atmosphere, materials and resources, indoor air quality and innovation, and the design process.

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.

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 design.

IARC 521 Advanced Lighting Design (3)

Examines the effect of interior lighting in the creation of interior spaces. Includes case studies and an analysis of sustainable practices related to daylighting, energy consumption and related topics.

IARC 522 Detailing Interior Architecture (3)

This course explores the detail as an expression and extension 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 in the technical awareness of the student. 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.

IARC 524 Professional Competencies and the NCIDQ (3)

A review of subjects covered in the National Council for Interior Design Qualification (NCIDQ) professional exam.

IARC 549 Aesthetics (3)

An examination of theories of aesthetic experience beginning with Plato and Aristotle. Issues include the nature of architecture and art, the nature of the aesthetic experience, creativity and inspiration, art and nature, and art and mortality.

ARCH 552 Digital Media III (3)

Advanced computer application for analysis, design, and presentation.

College of Health and Human Services

Dean: Mark E. Rodgers, D.S.W.

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 recognized scholarship and community service.

Areas of Study

Health and Physical Education: The mission of the Department of Health and Physical Education is to promote personal and community health, fitness, and wellness through dedicated faculty delivering accredited physical education and athletic training programs. These values are taught through individual and team sports activities, professional treatment of athletic injuries, and healthy living behaviors that serve to prevent disease and promote wellbeing and longevity.

Nutrition and Dietetics: The mission of the Department of Nutrition and Dietetics is to provide dedicated faculty, quality facilities and a diverse environment which support nationally recognized undergraduate and graduate education, research, and service in the areas of nutrition, dietetics, sports nutrition/exercise science, and family/consumer sciences.

Physician Assistant Program: The Physician Assistant Program at Marywood University is committed to exceptional education in a supportive and nurturing environment providing the knowledge necessary to diagnose, treat, educate, and empower patients. This program is committed to preparing the student to deal with the changing health care environment while promoting the PA profession and appreciation for the patient's spirit, mind, and body. The Marywood Physician Assistant Program acknowledges and supports the need for quality health care both regionally and globally and learning to live/practice responsibly in an interdependent world.

School of Social Work and Administrative Studies: The Marywood University School of Social Work and Administrative Studies provides graduate programs in Social Work (MSW), Public Administration (MPA), Health Services Administration (MHSA), and Gerontology (MS in Gerontology). Dual degree programs are available with the MSW and each of the other degrees, as well as the MSW and Master of Divinity (M.Div.) and Master of Arts in Pastoral Counseling (MAPC), both in cooperation with the Moravian Theological Seminary. The School is an engaging participant in the community, fostering mutually helpful partnerships with commu-

nity agencies that identify talented prospective students, facilitate successful practice experiences for current students, and provide professional opportunities for graduating students, while fulfilling client/community needs.

HEALTH AND PHYSICAL EDUCATION PROGRAM

Chairperson: Shelby Yeager, M.Ed., ATC, LAT

Mission

The mission of the Graduate Department of Health and Physical Education is to provide dedicated faculty, quality facilities, and a diverse environment, which supports nationally recognized graduate education, research, and service in the area of 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 synthesize, interpret, and apply research for the advancement of their discipline and improvement in their practice.

Goals and Objectives

The overall goals of the sports nutrition/exercise science program are to develop proficient professionals who will be proactive in scholarship and leadership in their respective fields.

The objectives of the program are:

1. To foster a learning environment that leads to quality teaching and learning, original research contributions, and scholarly pursuits within the sports nutrition and exercise science discipline.
2. To prepare students who can think critically in the theoretical and practical areas of exercise science and sports nutrition.
3. To promote student commitment to life-long learning, professional development, and community service.
4. To encourage mentoring, teamwork, and collaboration among students and faculty.
5. To empower students to excel in their knowledge and skill development in order to competitively enter the job market or doctoral programs.

M.S. in Sports Nutrition and Exercise Science

The M.S. in Sports Nutrition and Exercise Science is jointly administered by the Department of Nutrition and Dietetics and the Department of Health and Physical Education. Applicants to the program leading to a degree in Sports Nutrition and

Exercise Science usually have an undergraduate degree in nutrition/dietetics or an exercise-related field. Individuals with other backgrounds are encouraged to apply with the understanding that they will need at least one year of anatomy and physiology (minimum six credits) and one chemistry course (minimum three credits). These courses may be completed at Marywood during the first year of graduate coursework. GREs are required for admission into the program. The M.S. in Sports Nutrition and Exercise Science is a 36-credit program requiring 21 credits in core nutrition and exercise 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. Students, after consultation with the chairperson, will be assigned a member of the Nutrition/Dietetics or Health and Physical Education faculty as a mentor. The mentor and two other committee members will work with the candidate on an individual basis throughout the research project.

Program of Study

36 semester hours

CORE COURSES

21 semester hours

SNES/N D 502 Exercise Testing and Nutrition Assessment (with lab)	3
SNES/N D 510 Biomechanics	3
SNES/N D 549 Sports Nutrition.	3
SNES/N D 574 Exercise Physiology (with lab).	3
SNES/N D 578 Sports Supplements	3
SNES/N D 581 Energy Nutrients and Alcohol	3
SNES/N D 582 Vitamins and Minerals	3

RESEARCH SEQUENCE

9 semester hours

SNES/N D 590 Research Methodology	3
SNES/N D 591 Statistical Analysis	3
SNES/N D 595A, B, C Research Thesis (1 credit each).	3

ELECTIVES

6 semester hours

SNES/N D 503 Endocrine Disorders, Nutrition, and Exercise.	3
SNES/N D 509 Principles of Strength and Conditioning	3
SNES/N D 513 Exercise and Aging	3
SNES/N D 523 Immunology, Exercise and Nutrition	3
SNES/N D 525 Fluid and Electrolyte Balance/Pharmacology	3
SNES/N D 575 Nutrition and Exercise for Weight Management	3
SNES/N D 577 Exercise and Nutrition Prescriptions in Health and Disease	3

Additional courses may be selected from graduate courses offered in Nutrition, Health and Physical Education, or other departments with permission of the advisor.

Courses (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.

503 Endocrine Disorders, Nutrition and Exercise (3)

Study of recent developments in the dietary treatment 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.

509 Principles of Strength and 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 spotting techniques. Classroom lectures will focus on the current body of knowledge within the field and will be complemented by experiences in the weight room.

510 Biomechanics (3)

Provides the student with a working knowledge of kinesiology and the ability to identify major muscles of the extremities and trunk by their structural design, action, nerve innervations, physical location, and action. The student will demonstrate a working “hands-on” knowledge of the structure and functions of the human body as it applies to an active population.

523 Immunology, Nutrition and Exercise (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.

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.

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.

534 Private Practice in Nutrition, Exercise Science and Health Promotion (3)

An examination of the various areas required to establish and maintain a successful private practice in nutrition, exercise, and health promotion.

536 Communication Techniques in Nutrition and 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.

541 Nutrition and Women's Health (3)

The study of nutrition issues affecting women's health, focuses on normal and preventative nutrition and chronic diseases.

549 Sports Nutrition (3)

The interrelationships between physical fitness, athletic performance, nutrient intake, and nutritional status. Dietary recommendations for enhancement of human performance.

572 Sports Psychology (3)

Introduction of psychological concepts relevant to competitive and recreational athletes. Topics will include motivation, aggression, skill acquisition and development of confidence. Special attention will be paid to those psychological techniques to speed recovery from injury and interventions to enhance performance.

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.

575 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.

577 Exercise and Nutrition Prescriptions In Health and 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 are analyzed.

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.

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.

582 Vitamins and Minerals (3)

Physiological basis of the utilization of vitamins and minerals. Review of current scientific literature.

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.

591 Statistical Analysis (3)

Application of statistics to data analysis and use of SPSS.

595 A, B, C Research Thesis (1, 1, 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 corequisite: approved research course and prior topic approval by department faculty.)

598 Field Work Experience (3)

Supervised field work in selected facilities to allow for hands-on experience with clients. Registration by special permission of chairperson.

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.

NUTRITION AND DIETETICS PROGRAMS

Chairperson: Lee Harrison, Ph.D., R.D., F.A.D.A.

Mission

The mission of the Department of Nutrition and Dietetics 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 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, original research contributions, and scholarly pursuits within the nutrition discipline.



2. To prepare students who can think critically in the theoretical and practical areas of nutrition, exercise science, and sports nutrition.
3. To promote student commitment to life-long learning, professional development, and community service.
4. To encourage mentoring, teamwork, and collaboration among students and faculty.
5. To empower students to excel in their knowledge and skill development in order to competitively enter the job market or doctoral programs.

General Program Requirements

M.S. in Nutrition

Applicants to the program leading to a degree in Nutrition are required to have earned a degree in nutrition, foods, or dietetics from an accredited undergraduate institution. Individuals with other degrees are encouraged to apply with the understanding that they need to have at least 3 credits in chemistry and 6 credits in anatomy and physiology as prerequisite to satisfy the departmental admissions committee. If they wish to meet the academic requirements for an RD, other prerequisites will be necessary which vary depending on what the applicant has taken as an undergraduate. GREs are required for admission into the program. The M.S. in Nutrition is a 36-credit program requiring 9 credits in core nutrition courses, 9 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. Students, after consultation with the chairperson, will select a member of the Nutrition/Dietetics faculty as a mentor. The mentor and two other committee members will work with the candidate on an individual basis throughout the research project.

Program of Study

36 semester hours

CORE COURSES

9 semester hours

N D 560 Biochemistry of Nutrition and Exercise	3
N D 581 Advanced Nutrition: The Energy Nutrients and Alcohol	3
N D 582 Advanced Nutrition: Vitamins and Minerals	3

RESEARCH SEQUENCE

9 semester hours

N D 590 Research Methodology	3
N D 591 Statistical Analysis	3
N D 595 A, B and C Research Thesis (1 credit each)	3

ELECTIVE COURSES

18 semester hours

N D 501 Recent Trends in Medical Nutrition Therapy	3
N D 502 Exercise Testing and Nutrition Assessment (with lab)	3

N D 503 Endocrine Disorders, Nutrition and Exercise	3
N D 504 Nutrition and Gerontology	3
N D 505 Maternal and Child Nutrition.	3
N D 506 Nutrition and Human Behavior	3
N D 507 International Nutrition	3
N D 508 Recent Trends in Food Service Management	3
N D 511 Environmental Nutrition.	3
N D 520 Recent Trends in Normal Nutrition.	3
N D 523 Immunology, Exercise and Nutrition.	3
N D 525 Clinical Nutrition: Pharmacology and Fluid-Electrolyte Balance.	3
N D 530 Health Promotion.	3
N D 534 Private Practice in Nutrition, Exercise Science and Health Promotion. . .	3
N D 536 Communication Techniques in Nutrition and Exercise	3
N D 541 Nutrition and Women's Health.	3
N D 549 Sports Nutrition	3
N D 575 Nutrition and Exercise for Weight Management	3
N D 577 Exercise and Nutrition Prescriptions In Health and Disease	3
N D 598 Field Work Experience	3
N D 599 Independent Study	3

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

M.S. in Sports Nutrition and Exercise Science

The M.S. in Sports Nutrition and Exercise Science is jointly administered by the Department of Nutrition and Dietetics and the Department of Health and Physical Education. Applicants to the program leading to a degree in Sports Nutrition and Exercise Science usually have an undergraduate degree in nutrition/dietetics or an exercise-related field. Individuals with other backgrounds are encouraged to apply with the understanding that they will need at least one year of anatomy and physiology (minimum six credits) and one chemistry course (minimum three credits). These courses may be completed at Marywood during the first year of graduate coursework. GREs are required for admission into the program. The M.S. in Sports Nutrition and Exercise Science is a 36-credit program requiring 21 credits in core nutrition and exercise 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. Students, after consultation with the chairperson, will select a member of the Nutrition/Dietetics or Health and Physical Education faculty as a mentor. The mentor and two other committee members will work with the candidate on an individual basis throughout the research project.

Program of Study

36 semester hours

CORE COURSES

21 semester hours

SNES/N D 502 Exercise Testing and Nutrition Assessment (with lab)	3
SNES/N D 510 Biomechanics	3
SNES/N D 549 Sports Nutrition.	3
SNES/N D 574 Exercise Physiology (with lab).	3
SNES/N D 578 Sports Supplements	3
SNES/N D 581 Advanced Nutrition: Energy Nutrients and Alcohol.	3
SNES/N D 582 Advanced Nutrition: Vitamins and Minerals.	3

RESEARCH SEQUENCE

9 semester hours

SNES/N D 590 Research Methodology.	3
SNES/N D 591 Statistical Analysis	3
SNES/N D 595A, B, C Research Thesis (1 credit each).	3

ELECTIVES

6 semester hours

SNES/N D 503 Endocrine Disorders, Nutrition, and Exercise.	3
SNES/N D 509 Principles of Strength and Conditioning.	3
SNES/N D 513 Exercise and Aging.	3
SNES/N D 523 Immunology, Exercise and Nutrition	3
SNES/N D 525 Fluid and Electrolyte Balance/Pharmacology.	3
SNES/N D 575 Nutrition and Exercise for Weight Management	3
SNES/N D 577 Exercise and Nutrition Prescriptions in Health and Disease	3

Additional courses may be selected from graduate courses offered in Nutrition, Health and Physical Education, or other departments with permission of the advisor.

Dietetic Internship (DI)

The Department of Nutrition and Dietetics at Marywood University offers a Dietetic Internship leading to achievement of the Commission on Accreditation for Dietetics Education (CADE) Competencies/Learning Outcomes with a Health Promotion and Wellness Concentration. The Marywood University Dietetic Internship is an accredited CADE program. A copy of the accreditation approval standards and/or the commission's policy may be obtained by contacting CADE staff at the American Dietetic Association, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606, telephone number (312) 899-5400.

Mission Statement of the Dietetic Internship (DI)

The mission of the Dietetic Internship program is to provide a broad-based educational curriculum, preparing students to meet CADE Competencies/Learning Outcomes with a Health Promotion and Wellness concentration. The DI program provides the knowledge, skills, and values required not only for successful entry

into today's job market as competent entry-level dietitians, but also for the flexibility which permits changing roles and the development of skills needed for future specializations which the students wish to pursue. This educational framework also supports the mission of the college to educate graduate students in "an atmosphere of respect, individuality, and flexibility for the best collaborative practices to address current and emerging health and human service needs," together with the mission of Marywood University that "calls upon students to seek their full potential and invites all to engage in a lifelong process of learning."

Program Goals and Outcomes

1. The DI program will provide quality supervised practice experiences to produce competent entry-level dietitians.
2. The DI program will provide a foundation for expanded professional opportunities and/or for further academic studies.

Outcome with Target Measures:

Goal 1:

- 1a. Eighty percent of students will complete all program requirements within 150 percent of the time planned for program completion, which is 1.5 years.
- 1b. Over a five year period ≥ 70 percent of program graduates who sought employment in dietetics will be employed within one year of program completion.
- 1c. Over a five year period the one year pass rate for DI graduates taking the registration exam will be at least 80 percent.
- 1d. On the one year post completion survey, 90 percent of program graduates will indicate they agree that they would recommend Marywood University's internship to others.
- 1e. Upon completion of the self-evaluation >90 percent of the learning outcomes will be selected as at least moderately effective generating a mean value of ≥ 3.00 .
- 1f. On the post completion preceptor's survey, ≥ 90 percent of the preceptors will state the DI program compared favorably to other internship programs.
- 1g. One hundred percent of the students will achieve a score of 80 or better on the program final exam..
- 1h. On the one year completion employer survey, 90 percent of the knowledge/skill area will have a mean value of 2.00 or greater.

Goal 2:

- 2a. On the five and ten year post program completion survey, 90 percent will be professionally employed or enrolled in an academic program.
- 2b. One hundred percent of the students will present an acceptable student portfolio and a course binder after each completed rotation.

- 2c. 100 percent of interns will develop and implement at least one health promotion/wellness program (such as a health fair, eating disorder education program, diabetes treatment, weight maintenance, etc.)

Admission to the Dietetic Internship

Students who have completed a didactic program approved by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) are eligible to apply. The DI program has 2 tracks:

1. Onsite track.
2. Distance track. Students who live more than 125 miles from Marywood University are eligible to apply.

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

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

Applicants to the DI must participate in the April computer matching. Students must register for this online at: <http://www.dnndigital.com>, enter contact information and Dietetic internship preferences, and pay the D and D Digital fee with a credit card on or before the deadline date. Refer to Dates for the Computer Matching Process for each appointment date.

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

The admissions decision is based on: **1) A completed Dietetic Internship Centralized Application including GRE scores;** 2) Marywood University graduate admission application; 3) registration online for D and D digital computer matching at www.dnndigital.com; 4) Additionally, distance track applications need signed preceptor agreement statements from all individuals who have agreed to precept planned experiences. Back up preceptors are strongly encouraged. **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. If the student intends to complete an MS degree, a B or 3.0 average is needed for degree conferral.
3. A student must have at least a B- average to receive a Verification Statement.

Completion

On successful completion of all the internship requirements, students will be awarded a Marywood University certificate of completion and a signed verification statement of internship completion. The DI verification statement is required to take the RD 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 is in the greater Scranton/Wilkes-Barre area and for the distance track is the home area of the student.

The onsite internship requires 33 credits for completion. The distance track requires 18 credits. The cost per credit is listed in Marywood University Financial Facts.

The distance track provides 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

- 33 graduate credits for onsite and 18 graduate credits for distance
- books for three semesters
- transportation for 3 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

Call Program Director for details.

Courses

Onsite Track

Summer II – 7 credits

N D 565 Supervised Practice: Community Nutrition	4
* N D 536 Communication Techniques in Nutrition and Exercise	3

Fall Semester – 12 credits

N D 566 Supervised Practice: Food Systems Management	6
* N D 508 Recent Trends in Food Systems Management	3
* N D 581 Advanced Nutrition: The Energy Nutrients and Alcohol	3

Spring Semester – 14 credits

N D 500 Professional Practice in Dietetics/Staff Relief	2
N D 568 Supervised Practice: Clinical Dietetics	6
* N D 582 Advanced Nutrition: Vitamins and Minerals	3
* N D 590 Research Methodology	3

*Didactic Component of Program

Distance Track

N D 500 Professional Practice in Dietetics/Staff Relief	2
N D 565 Supervised Practice: Community Nutrition	4
N D 566 Supervised Practice: Food Systems Management	6
N D 568 Supervised Practice: Clinical Dietetics	6

Program Calendar

Onsite Track

Program begins in late June and lasts until early May – 10 months.

Community Nutrition update	Late June - Mid July
Community Nutrition Rotation	Mid July
Food Systems update	Late August/Early September
Food Systems Rotation	September-November
Medical Nutrition Therapy—LTC	Mid November-December
Holiday Break	December - January (2 weeks.)
Medical Nutrition Therapy—Acute Care	January - March
Staff Experience Rotation	Mid March - Early April
Choice Rotation	April - May

Distance Track

The required course sequence is:

- N D 565 Supervised Practice: Community Nutrition
- N D 566 Supervised Practice: Food Systems Management
- N D 568 Supervised Practice: Clinical Dietetics/
MNT including Long Term Care (LTC)
- N D 500 Professional Practice in Dietetics/Staff Relief

Courses (N D) and (SNES)

500 Professional Practice in Dietetics/Staff Relief (2)

Course includes the Dietetic Internship's Staff Relief Experience and the program's final exam, along with review of the CDR's domains for the registration examination. (Prerequisite: admission to the DI.)

501 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.

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 Performance Lab, where students will correctly calibrate and use the lab equipment to assess the physical and nutritional status of clients.

503 Endocrine Disorders, Nutrition and Exercise (3)

Study of recent developments in the dietary treatment 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.

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.

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.

506 Nutrition and Human Behavior (3)

An examination of the effects of diet on human behavior. Special emphasis on nutrition and central nervous system function including effects of diet on neurotransmitter synthesis.

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.

508 Recent Trends in Management (3)

Examination of current literature within the areas of financial management, human resources, and marketing with applications in nutrition and dietetics.

509 Principles of Strength and 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 spotting techniques. Classroom lectures will focus on the current body of knowledge within the field and will be complemented by experiences in the weight room.

510 Biomechanics (3)

Provides the student with a working knowledge of kinesiology and the ability to identify major muscles of the extremities and trunk by their structural design, action, nerve innervations, physical location, and action. The student will demonstrate a working “hands-on” knowledge of the structure and functions of the human body as it applies to an active population.

511 Environmental Nutrition (3)

An examination of testing technology for evaluating the safety of substances applied to, or included in, foods; food-borne illness; toxicants occurring naturally in foods; pesticide contamination of food; toxicology of food additives and various commercial food processing technologies.

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.

520 Recent Trends in Normal Nutrition (3)

A review of the medical literature and research pertaining to normal nutrition throughout the life cycle. Exploration of the relationship between food and health.

523 Immunology, Nutrition and Exercise (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.

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.

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.

534 Private Practice in Nutrition, Exercise Science and Health Promotion (3)

An examination of the various areas required to establish and maintain a successful private practice in nutrition, exercise, and health promotion.

536 Communication Techniques in Nutrition and 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.

541 Nutrition and Women's Health (3)

The study of nutrition issues affecting women's health, focuses on normal and preventative nutrition and chronic diseases.

549 Sports Nutrition (3)

The interrelationships between physical fitness, athletic performance, nutrient intake, and nutritional status. Dietary recommendations for enhancement of human performance.

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.

565 Supervised Practice: Community Nutrition (6)

In-depth experiential course emphasizing various public and private resources for the delivery of nutrition education information to all stages of the life cycle. (Prerequisite: admission to DI.)

566 Supervised Practice: Food Systems Management (6)

In-depth experiential course emphasizing management theory and functions. Includes quantity food ordering, receiving, inventory, storage and production, tray assembly and delivery, equipment cleaning and maintenance, non-patient food services, manpower and scheduling, regulatory compliance, policies and procedures, labor management and training, and financial management. (Prerequisite: admission to the DI.)

568 Supervised Practice: Clinical Dietetics (6)

In-depth experiential course emphasizing nutrition care services in acute and long-term care facilities. Includes the roles of dietitians in patient care, practitioner skills in patient/client interviewing, and therapeutic approaches in treating disease. (Prerequisite: admission to the DI.)

572 Sports Psychology (3)

Introduction of psychological concepts relevant to competitive and recreational athletes. Topics will include motivation, aggression, skill acquisition and development of confidence. Special attention will be paid to those psychological techniques to speed recovery from injury and interventions to enhance performance.

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.

575 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.

577 Exercise and Nutrition Prescriptions In Health and 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 are analyzed.

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.

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.

582 Vitamins and Minerals (3)

Physiological basis of the utilization of vitamins and minerals. Review of current scientific literature.

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.

591 Statistical Analysis (3)

Application of statistics to data analysis and use of SPSS.

595 A, B, C Research Thesis (1, 1, 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 corequisite: approved research course and prior topic approval by department faculty.)

598 Field Work Experience (3)

Supervised field work in selected facilities to allow for hands-on experience with clients. Registration by special permission of chairperson.

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.

PHYSICIAN ASSISTANT PROGRAM

Director: Karen E. Arscott, D.O., M.Sc., A.O.B.N.M.M.

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 knowledge necessary to diagnose, treat, educate, and empower patients in a variety of settings.

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

Marywood's Physician Assistant Program will emphasize the importance of sharing their knowledge with future Physician Assistant students while providing leadership in the community.

We acknowledge that a patient is more than his/her physical body and so the program is dedicated to teaching the students the appreciation of the patient's spirit as well as caring for the body.

The Marywood Physician Assistant 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/practice responsibly in an interdependent world.

PA Program Objectives:

1. To provide students with the basic medical sciences requisite to a foundation for the practice of medicine.
2. To expose students to all facets of primary care medicine as a foundation for their future practice of medicine.
3. To instruct students in techniques necessary for proper patient assessment such as the patient interview and physical exam.



4. To provide students with the means to communicate effectively with patients, families and other members of the health care team.
5. To aid students in the development of clinical skills with which to perform appropriate physical examinations.
6. To provide students with the principles of clinical pharmacology and pharmacotherapeutics so as to allow them to initiate appropriate pharmacotherapy.
7. To provide students with a clear understanding of the past, present, and future of the PA profession, and the role of the physician assistant in the delivery of health care.
8. To stress the importance of preventive medicine principles in the delivery of health care.
9. To provide instruction in health psychology, behavioral medicine, and the psychosocial factors that contribute to health with special attention given to the cultural differences encountered in the delivery of health care services.
10. To provide students with a forum for discussion of the legal and ethical issues in health care today.
11. To foster understanding of the special needs encountered in the delivery of health services to those in rural and underserved areas.

Clinical Objectives:

1. To expose students to the various aspects of provision of primary health services.
2. To provide the student with hands-on teaching and supervision by physician preceptors and physician assistants in actual clinical settings.
3. To initiate and foster the process of self-learning in the development of a competent health care provider.
4. To develop a realistic awareness and understanding of the role of the Physician Assistant as a functioning member of a health care team.

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 27 months.

Clinical Diversity: Students may choose to focus their studies and clinical experience in any one of the following areas of concentration:

- Primary Care
- Hospitalist

- Pediatrics
- General Surgery
- Emergency Medicine
- Orthopedics/Sports Medicine

Dual Degree Program: M.S./M.H.S.A. available.

Program Overview

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 seen in the undergraduate catalog.

The Professional Phase

This consists of 27 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 15 months are **clinical** and include six 6-week rotations and two 3-month preceptorships. These are performed at local, regional, and national clinical sites such as hospitals and medical offices, providing experiences in the areas of pediatrics, surgery, orthopedic surgery, obstetrics and gynecology, psychiatry, and emergency room medicine. During this phase students will be required to complete a Professional Contribution paper/project, or Thesis.

Clinical Concentration

In the **fifth year** of the program eligible students will be able to apply for specialty tracks to focus their graduate education and clinical acumen. These tracks are General PA Studies (Primary Care), Orthopedics and Sports Medicine, Hospitalist, Pediatrics, General Surgery, and Emergency Medicine. Students will have to petition to enter the Specialty tracks and the enrollment will be limited to 3-4 students per track. The Preceptorship and Thesis and/or Professional Contribution will likewise be defined by the track the student has chosen. 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 lab
 - 2 semesters of General Biology with lab
 - 1 semester of Microbiology with lab
 - 2 semesters of Anatomy and Physiology with lab
 - In most cases these courses must have been completed within the last seven years
- GRE scores
- Three letters of recommendation
- A minimum of 500 documented direct patient care hours
- A minimum of 30 hours shadowing a PA is recommended
- Completion of Technical Standards (upon acceptance to the program)
- Submission of an application through CASPA (Centralized Application Service for Physician Assistants). The application deadline is December 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, 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, a background check is required.

Degree Conferral and Certification

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

Accreditation and Memberships

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

Year 4 – PA Didactic Phase

Summer

P A 510 Clinical Assessment and Diagnosis I

P A 522 Medical Anatomy and Physiology I (at the Commonwealth Medical College)

P A 540 Diagnostic Methods I

P A 570 Developmental Medicine I

P A 580 Epidemiology/Research Methods

Fall

P A 511 Clinical Assessment and Diagnosis II

P A 520A Pathophysiology I

P A 530 Clinical Medicine I

P A 541 Diagnostic Methods II

P A 550 Basic Medical Science I

P A 571 Developmental Medicine II

P A 581 Research Methods II

P A 590 Seminar I

Spring

P A 531 Clinical Medicine II

P A 551 Basic Medical Science II

P A 560 Behavioral Sciences

P A 572 Developmental Medicine III

P A 591 Seminar II

GER 510 Concepts and Issues in Gerontology

Year 5 – PA Clinical Phase

Summer

P A 610 Clerkship I

P A 611 Clerkship II

Fall

P A 612 Clerkship III

P A 613 Clerkship IV

P A 614 Clerkship V

Spring

P A 615 Clerkship VI

P A 640 Preceptorship I

Summer

P A 650 Preceptorship II

Courses (P A)

510 Clinical Assessment and Diagnosis I (3)

This course is designed to provide students with the background and skills needed to make accurate assessments and diagnoses using detailed history-taking and an appropriate and thorough physical exam. The course will be taught using a system-

based approach, incorporating lecture, audio-visual aids, teaching models, and clinical laboratory sessions. Practical experience will enable the student to become more proficient in the technique of history-taking and physical findings.

511 Clinical Assessment and Diagnosis II (3)

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.

520A Pathophysiology 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.

522 Medical Anatomy and Physiology (4)

course delivered at The Commonwealth Medical College

Medical Anatomy and Physiology is an intense ten-week course that will take the student through the anatomical and physiological aspects of the human body via a systems-based approach. The instructional material will be presented in a multidisciplinary format to foster the integration of the basic disciplines of Gross Anatomy (full cadaver dissection), Histology, Embryology, Clinical Anatomy (which will include the surface anatomy and the physical examination), Radiological Anatomy, and Case based Physiology. The integration of these disciplines requires lectures, tutorials, and clinical case lectures as well as active learning with full cadaver dissection experiences in the Gross Anatomy Laboratory. Students will also learn how to “read” and interpret normal medical images and locate important geographic landmarks within the body.

530 Clinical Medicine I (4)

Includes instruction in disease processes and orthopedics. 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. The course includes components in clinical medicine (4 hours per week) and orthopedics (1.5 hours per week).

531 Clinical Medicine II (6)

Continuation of PA 530. This course is a combination of clinical medicine, dermatology, critical care, and genomic medicine. This course will focus on disease states of all organ systems of the human body, as well as diagnosis and treatment. Dermatology will instruct the student in common dermatological diseases, treatment, and referral. Critical care will instruct the student in the care of the critically ill patient, including respirator use, cardiac disease, pulmonary disease, and acutely ill post-operative patients and trauma patients. Genomic medicine will instruct the student in the basics of human genetics. The student will learn the presentation, diagnostic methods, and treatment of many genetic linked diseases. Consequences

of medical intervention is discussed based on the theories of pathogenesis. This course includes components in Clinical Medicine (4 hours per week), Critical Care (2 hours per week) and Pathophysiology II (3 hours per week).

540 Diagnostic Methods I (2)

Includes laboratory analysis and medical microbiology. Selection and interpretation of appropriate routine and special diagnostic, monitoring and screening laboratory tests. This is the first semester of a two semester course. This semester will cover clinical chemistry. Medical microbiology will review the basics of bacteriology and virology. It will also 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). The course includes components in lab medicine (1.5 hours per week), medical microbiology (1 hour per week).

541 Diagnostic Methods II (4)

Developing an understanding of various laboratory tests used in the diagnosis of disease including disturbances of the hematologic system, the coagulation system, immuno-hematology, and medical microbiology. Introduction to diagnostic imaging with radiographic studies, CT scan, and MRI. Recognition of normal and abnormal findings and rational for ordering appropriate studies. Interpretation of 12 lead EKG including electro-physiology, axis, rate and rhythm, as well as differential diagnosis of arrhythmias. 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).

550 Basic Medical Science I (2)

Introduction to pharmacology including pharmacokinetics, mechanisms of action, therapeutic use, adverse effects of major drug classes, and prescription rationale. This is the first semester of a two semester course.

551 Basic Medical Science II (5)

Continuation of PA 550. This course includes pharmacology II, general surgery, emergency medicine, and medical nutrition. Pharmacology will instruct the student in therapeutic regimens related to additional classes of drugs not covered in pharmacology I. Surgery will provide an introduction to a comprehensive overview of the most commonly encountered surgical diseases with emphasis on surgical anatomy, pre- and post-operative care, operative approaches, and surgical considerations. Emergency medicine provides an introduction to emergency medicinal care, recognition of common emergency complaints, differential diagnosis and management. Medical nutrition will cover the basics of the food pyramid, nutritional needs and issues throughout the lifespan, and caloric and nutritional needs for the ill. This course includes components in pharmacology (3 hours per week), emergency medicine (2 hours per week), surgery (2 hours per week), and medical nutrition (1.5 hours per week).

560 Behavioral Sciences (1)

Focus on issues in health care as related to the PA profession, including the history of the 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. Psychiatry will introduce the recognition, diagnosis, treatment, and referral of patients with behavioral and mental disorders encountered in a primary care setting. This course includes components in Issues in Health Care (1.5 hours per week) and Psychiatry (1.5 hours per week).

570,571,572 Developmental Medicine I, II, III (1,2,2)

Introduction to basic knowledge of obstetrics and gynecology, including life cycle changes, pregnancy, and delivery. Pediatric medicine (first of a two semester course) 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. This course includes components of geriatrics (1.5 hours per week), OB/GYN (2 hours per week) and Pediatrics (2 hours per week).

580 Epidemiology/Research Methods (3)

Introduction to research methodology and statistical analysis with emphasis on the epidemiology of infectious disease and preventive medicine. This course is intended to provide physician assistant students with the basic concepts of epidemiology and preventive medicine and a methodical approach of reviewing and interpreting health science research literature. The student will thereto be able to demonstrate how to evaluate the quality and content of a research article and command a thorough knowledge of epidemiological principles, and their relationship to morbidity and mortality, disease surveillance, and preventive medicine.

590 Seminar I (1)

This course will include presentations and discussions by guest lecturers on end-of-life care, cultural diversity, HIPAA, ICD-9 coding/billing dealing with the stress of illness/injury, counseling families, legal issues and HIV/Hepatitis C patient care. 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.

591 Seminar II (1)

Case studies, readings, and group discussions 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. 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. Guest speakers will present various topics.

Clinical Phase

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 (3 weeks), Psychiatry (3 weeks), and an elective).

610 Clerkship I (3)**611 Clerkship II (3)****612 Clerkship III (3)****613 Clerkship IV (3)****614 Clerkship V (3)****615 Clerkship VI (3)**

Preceptorships: Six months of clinical training (split into two 3 month rotations) in an office-based primary care practice or area of chosen clinical track, 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.

640 Preceptorship I (6)**650 Preceptorship II (6)**

SOCIAL WORK PROGRAMS

Director: Lloyd L. Lyter, Ph.D., L.S.W.

Master of Social Work Program

Mission Statement

The Marywood University M.S.W. Program, accredited by the Council on Social Work Education since 1969, honors and promotes the core values of the social work profession: dignity and worth of the person, importance of human relationships, integrity, professional competence, social justice, and service, especially with oppressed and marginalized groups, to maximize their physical, mental, social, and spiritual health in interactions with their environments.

Grounded in these values, the Marywood University Social Work Program educates full- and part-time graduate students (M.S.W. and interdisciplinary doctorate) and prepares them for advanced levels of social work practice across a broad spectrum of settings and methods. Our students become practitioners who are resourceful, creative, self-reflective, culturally and ethically competent, critically thinking life-long learners, and leaders committed to social justice. The M.S.W. Program's hallmark flexibility in both scheduling and locations, as well as its welcoming learning environment, is responsive to beginning, career changing, and mid-career social work students.

The M.S.W. Program is an engaged participant in the community, fostering mutually helpful partnerships between the School and community agencies that: identify talented prospective students, facilitate successful practice experiences for current students, and provide professional opportunities for graduating students, while fulfilling client/community needs. These partnerships also create opportunities for the School to advocate for and lead systemic change that enhances the agency, community, and profession's ability to serve emerging needs.



Mission of the M.S.W. Program:

The M.S.W. Program educates students for advanced, self-critical, competent, creative, resourceful, and ethical social work practice in a learning atmosphere of respect and flexibility. A commitment to knowledge-based practice and life-long learning is fostered. The curriculum is grounded in the core values of the social work profession, which advocates for the right of all persons to dignity, service and justice, and the amelioration of oppression. Knowledge, values, and skills to enhance societal well-being are taught, with emphasis on the strengths and potential of persons in interaction with ever-changing environments. Engagement of diversity is a keystone of the curriculum. The school is an active participant in the community, facilitating mutually helpful partnerships that both contribute to student education and promote strategies that address current and emergent social service needs, dedicated to the advancement of knowledge through scholarship and leadership in professional organizations.

Curriculum Structure

The Master of Social Work curriculum is organized as an integrated whole, including foundation and advanced content. It is designed to prepare graduates for advanced practice. Each semester builds upon knowledge from the previous semester, and the completion of the foundation content is preparatory to advancement to concentrations.

A system of organizing principles threads throughout the core content areas of 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.

Foundation coursework provides students with educational experiences designed to assure the acquisition of knowledge, values, and skills that form the basis of professional practice. Coursework consists of 31 credits and includes six areas of core content: Social Policy (three credits), Human Behavior and the Social Environment (six credits), Research (six credits), Ethics for Social Work (three credits), Social Work Practice (six credits), and two concurrent field experiences (seven credits). The foundation is designed to develop basic knowledge of social welfare policy, issues of oppression and social justice, bio-psycho-social-spiritual aspects of human behavior, utilization of the specific methods and processes, and methods of assessment, intervention, and evaluation with sensitivity to diversity among people.

Upon completion of the foundation curriculum students begin the concentration. Students choose a concentration in either Advanced Social Work Practice with Client Systems or Administration in Social Work. Each concentration consists of six courses. During the first semester of the advanced curriculum, students take the first advanced practice course in their concentration (3 credits) and are required to take the first advanced course in the alternate concentration (3 credits). The two semesters of advanced practicum are taken concurrently with practice courses and are

specific to the area of concentration. Advanced content in Social Policy (3 credits) is also taken as part of the advanced curriculum. Electives round out the curriculum.

Course of Instruction

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 concentration and elective courses. The School of Social Work and Administrative Studies reserves the right to modify or change the courses of instruction.

- 500 number courses are in Social Work Practice and include practicum placements.
- 600 number courses are in the area of Human Behavior and the Social Environment.
- 700 number courses are in the Social Work Research curriculum content 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 cross content area lines in an interdisciplinary manner.

Foundation Curriculum

SW 501 Social Work Practice I	3
SW 502 Social Work Practice II	3
SW 591 Field Education I	3
SW 592 Field Education II	4
SW 601 Human Behavior I	3
SW 602 Human Behavior II	3
SW 701 Social Work Research I: Design and Methodology	3
SW 702 Social Work Research II: Implementation and Analysis.	3
SW 801 Introduction to Social Welfare	3
SW 971 Ethical Issues in Social Work Practice	3

Advanced Curriculum

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. The Program offers concentrations in Advanced Practice with Client Systems and Administration in Social Work. Students who have completed the foundation courses are required to take a two-semester Concentration in either Advanced Practice with Client Systems or Administration. The choice of their concentration is the focus of their field assignment, which is taken concurrently with concentration coursework. Students at the advanced level of study also take coursework in Advanced Practice with Client Systems (for those concentrating in Administration), or in Administration (for those concentrating in Advanced Practice with Client Systems). It is out of the convergence of the methods concentration, complementary methods work and field experience, supported by elective choices, that the student is expected to develop skill and competence for advanced social work practice.

Concentration Courses

SW 511 Advanced Social Work Practice with Individuals, Families, and Groups . . . 3

SW 512 Advanced Social Work Practice with Organizations and Communities . . . 3

SW 531 Administration in Social Work Practice I 3

SW 532 Administration in Social Work Practice II 3

SW 595 Field Education III: Advanced Practice with Client Systems 4

SW 596 Field Education IV: Advanced Practice with Client Systems 4

SW 597 Field Education III: Administration in Social Work 4

SW 598 Field Education IV: Administration in Social Work 4

SW 802 Social Welfare Policy and Services 3

Electives

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

SW 535 Child Welfare Practice and Services 3

SW 536 Social Work Practice with Children 3

SW 561 Family Focused Social Work Practice 3

SW 565 Social Work Practice in Groups 3

SW 571 Supervision in Social Work Practice 3

SW 621 Social Work Perspectives on Psychopathology 3

SW 625 Critical Issues in Chemical Dependence 3

SW 705 Social Work Thesis 3

SW 900 Social Work Perspectives on Trauma: Theory & Practice. 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 Ethnic and Racial Experience 3

SW 941 Concepts and Issues in Gerontology 3

SW 950 Independent Study Variable

SW 950I International Independent Study Variable

SW 965 Human Sexuality: Issues for Social Work 3

SW 989 Global Perspectives on Social & Administrative Practice. 3

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 deter-

mined 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 the classroom courses, social work education places great emphasis on the experiential learning acquired by students through their field placements, which provide actual practice in social services agencies and settings. Field education provides the opportunity for students to obtain first-hand experience in working with people and situations under the supervision of qualified and experienced social work practitioners.

Students are required to spend a total of 920 clock hours, in field education placements, acquiring progressively more developed and sensitive skills in helping people as "beginning professionals." Students with Advanced Standing status complete three semesters of field for a total of 720 hours. Advanced Standing students who choose summer field placements will spend 24 hours per week in field placement during the summer. Field placements must be taken concurrently with core practice methods courses since the primary objective of field experience is to facilitate the integration of practice learning with theoretical content.

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 with full-time employment may seek placements with nontraditional hours. Such placements are available in a very limited number of agencies.

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

The Field Department prepares a Field Manual, updated annually, for students and field instructors.

Employer-Based Field Placements

An employer-based field placement allows graduate social work students to utilize field learning opportunities at their social service employment sites as their field placement settings.

This option may be available for those who work in agencies able to provide the equivalent of 16 hours a week social work experience that is different from the student's employment responsibilities. The agency should provide a field instructor with an M.S.W. and two years post-master's experience, who is not the student's regular work supervisor. Generally the student must have been employed by the agency for one year.

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.

Clearances, Medical Examinations, and Immunizations

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. Inability to obtain an appropriate placement may lead to dismissal from the program or otherwise prevent the student from obtaining a degree.
- bar a graduate of the program from obtaining a license to practice as a social worker.
- disqualify a licensed social worker from employment.

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.

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.

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.

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 on-line.

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 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 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 report from the field instructor, faculty liaison, educational coordinator, faculty member, or peer.

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

Program Plans

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 at the Lehigh Valley Center at DeSales University. Part-time programs are available on Saturdays in Scranton, evenings at the Lehigh Valley and Reading Centers, and Saturdays at the Central Pennsylvania Center.

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

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, health services administration, or gerontological 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., M.H.S.A., or M.S. Gerontology in a manner that expedites the time required, by crediting work earned for one degree to the requirements of the other.

M.S.W./Master of Arts in Pastoral Counseling and M.S.W./Master of 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

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 inter-professional preparation for social work practice in elementary and secondary schools in Pennsylvania.

The program develops the competencies required for certification through coursework in both the Social Work and Administrative Studies programs and in the Education Department of the Reap College of Education and Human Development. 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.

International Study Opportunities

The Marywood University M.S.W. Program offers students opportunities for international social work with various agencies. To qualify, a student must have completed the equivalent of half of the M.S.W. program, be returning the following September, and have a QPA of 3.50 or higher. The placement agencies have education and experience requirements. The positions are all volunteer, and travel and any other costs are at the student's own expense. The following September, the student registers to complete an independent study under the supervision of a member of the M.S.W. faculty, based upon some aspect of the international experience. The independent study fulfills an elective requirement. To balance the extra costs of travel, Marywood University charges students for only two of the three credits in their international independent study.

It is possible to earn field education credit in an international placement. The requisite coursework may be arranged to be taken concurrently at a university in the country where the student is placed. Placement can be developed for well-qualified students in a variety of international settings, but fluency in the language of the client system of the field placement is essential.

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 credits graduate level, 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.

Courses (SW)

Foundation Courses

501 Social Work Practice 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

502 Social Work Practice II (3)

This is the second foundation practice course. It prepares students to assess larger systems such as groups, organizations, and communities. Special attention is paid to social work practice with diverse groups, those oppressed and at-risk, and to institutional patterns of discrimination. This course is taken concurrently with SW Field 592 and integrates practice experience and course learning. (Prerequisite: SW 501.)

591 Field Education I (3) and 592 Field Education II (4)

Students must complete a total of 440 clock hours in the foundation year of field practice in an approved field setting. 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 competency based social work practice learning. The field experience allows the student a social work practice opportunity to promote the development of knowledge, skills, and values of social work and fosters the integration of classroom theoretical learning. SW 591 is taken concurrently with SW 501 and SW 592 with SW 502.

601 Human Behavior in the Social Environment I (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.

602 Human Behavior in the Social Environment II (3)

This course is a continuation of SW 601. An examination of institutional factors and systems in relationship to human behavior and social work practice with focus on oppressed, diverse, and vulnerable groups. (Prerequisite: SW 601.)

701 Social Work Research: Design and 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.

702 Social Work Research: Implementation and Analysis (3)

Overview of the role and function of qualitative and quantitative 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.

801 Introduction to Social Welfare (3)

This is the first of two required policy courses. Examination of the history and development of U.S. social welfare programs and policies as they pertain to marginalized groups of people and populations-at-risk. Present day policies are analyzed through the lenses of history and contemporary economic, social, political, value, and spiritual milieus. Using professional ethics and value, and cross-cultural knowledge as foundation, the rich contribution and strengths of a diverse range of individuals and groups, in particular women and people of color, are brought to bear in evidence-based analyses of historical and contemporary policy.

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 profession's 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.

Advanced Curriculum

511 Advanced Practice with Individuals, Families, and Groups I (3)

This course presents theories and techniques applicable to social work practice with individuals, families, and small groups, 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. (Prerequisites: SW 502, SW 592.)

512 Advanced Social Work Practice with Organizations and Communities (3)

This course builds on foundation content and theoretical perspectives explored in SW 511. It advances skills in differential interventions with a variety of systems and focuses on organizations and communities as systems for assessment, intervention, and evaluation. The course examines discrimination and oppression with an organizational and community context and the complex interface between individual, family, and group needs and organizational and community context. The course is taken concurrently with SW 596. (Prerequisites: SW 511, SW 595.)

531 Administration in Social Work Practice I (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. SW 531 as a concentration course is taken concurrently with SW 597. (Prerequisites: SW 502, SW 592.)

532 Administration in Social Work Practice II (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, resource

development, grant writing, and effective human resource utilization. Taken concurrently with SW 598, Advanced Field Education IV. (Prerequisites: SW 531, SW 597.)

595 Field Education III: Advanced Practice with Client Systems Concentration (4) and 596 Field Education IV: Advanced Practice with Client Systems Concentration (4)

Students must have successfully completed SW 591 and SW 592 as this field education placement in the advanced curriculum builds on the knowledge and skills gained in the foundation field education placement. Students gain additional experience working with individuals, families, small groups, communities, and organizations within the political, social, administrative, and cultural context of the setting as they engage in advanced competency based social work practice behaviors. Students experience social work practice around issues of social and economic justice within organizational and community contexts, and address these issues around policy or program development and evaluation. Students must complete 480 clock hours in the advanced practice year in their field setting. This field experience should be in a different setting than the one in the foundation year and allows the student another social work practice opportunity to continue the development of knowledge, skills, and values of social work education. (Prerequisite for SW 595: SW 592) (Prerequisite for SW 596: SW 595)

597 Field Education III Administration in Social Work (4) and 598 Field Education IV (4): Advanced Practice in Administration

Students must have successfully completed SW 591 and SW 592 as this field education placement in the advanced curriculum builds on the knowledge and skills gained in the foundation field education placement. Students experience social work practice with the focus on advanced administration skills, including the dynamics of organizational behavior; application of management techniques; and program planning, implementation, and evaluation. Administrative social work skills are put in context of sensitivity to cultural, societal, and community influences, and social work values and ethics, utilizing competency based behaviors. Administrative responses to issues of social and economic justice are considered through research based practice design. Students must complete 480 clock hours in the advanced practice year in their field setting. This field experience should be in a different setting than the one in the foundation year and allows the student a social work practice opportunity in an administrative practice environment. (Prerequisite for SW 597: SW 592) (Prerequisite for SW 598: SW 597)

802 Social Welfare Systems and Services (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. (Prerequisite: SW 801.)

Electives

535 Child Welfare Practice and Services (3)

The 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 considered in addition to the concepts of strength and resilience as underlying philosophies of effective, family-focused interventions. The course also examines evaluative research in child welfare and differential intervention for culturally competent child welfare practice.

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 and young adolescents. 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 those 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, non-directive 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. (Prerequisites: SW 502, SW 602.)

561 Family Focused Social Work Practice (3)

Builds on the history and traditions of family intervention in the basic social services. This course examines pertinent practice issues, family therapy concepts approaches used in contemporary social work intervention, with an emphasis on family resilience, family intervention concepts are applied to families under economic stress, families within vulnerable populations and with diverse family structures, and current research. A strengths perspective is highlighted as an approach to treatment. (Prerequisites: SW 502, SW 602.)

571 Supervision in Social Work Practice (3)

This course provides the requisite knowledge and skills for assuming basic responsibilities of supervision. The course examines the purpose, principles, and methods of supervision applicable to many social work settings and the demands upon the supervisor and supervisee. Emphasis is on the supportive, educational, and administrative elements of supervision. Issues specific to women and other minority groups are also addressed. (Prerequisites: SW 502, SW 592.)

621 Social Work Perspectives on Psychopathology (3)

This course allows students to identify and develop an understanding of the issues inherent in the study and assessment of individual behavior. The course reviews several explanations of causes of “abnormal” behavior and ways in which such behavior can be classified. One of the major tensions in this area is whether abnormal behavior is learned or has a physio-chemical basis. Major diagnostic groups are addressed within the framework of the DSM IV TR classification system. PIE will be introduced as an alternative framework. The inclusion of the strengths perspective counters and obvious shortcoming of DSM IV. (Prerequisite or Corequisite: SW 602.)

625 Critical Issues in Chemical Dependence (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.

705 Social Work Thesis (3)

The elective component of the research sequence, this course is recommended especially, but not exclusively, for those students who plan to pursue doctoral-level education. The course is designed to strengthen the student's overall research knowledge and skills through the development and presentation of individual research projects related to practice issues. The course offers students the opportunity to refine and implement a research proposal designed prior to admission to the course, and supports student research designs and data analysis, advanced statistical analysis, and multivariate analyses. (Prerequisite: SW 702.)

900 Social Work Perspectives on Trauma (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.

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.

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. (Prerequisite: SW 502.)

925 Critical Issues in Racial and Ethnic Experience (3)

An examination of the nature of devaluing attitudes toward others, and the ethnocentrism, prejudice, bias, discrimination, and racism in society. The course explores the ways in which racial and ethnic attitudes have shaped the experiences of selected groups in the U.S. Culturally competent social work practice is stressed, with particular emphasis on the role of diversity in practice, policy, and research. Literature related to the development of social policies and research related to diverse groups is also examined.

941 Concepts and Issues in Gerontology (3)

Reviews social gerontological theories, social policy issues of aging, and skills integration with the biopsychosocial processes of middle and late lifespan development impacting individuals, families, and groups. Special attention is given to the strengths perspective, poverty, elder abuse, and cultural and gender issues as they relate to racism, sexism, and ageism in populations at risk.

950 Independent Study (3)

An independent study course planned by the student and a faculty mentor that focuses on a specific program of readings or field experience. The student is responsible for developing a proposal that addresses specific learning objectives and incorporates current social work theories and literature. The student is evaluated on a measurable project or paper. The faculty mentor guides the student's progress through approximately five tutorial sessions for a three-credit study.

950I International Independent Study (3)

This independent study course is based on international practice experience. The student is responsible for developing a proposal that addresses specific learning objectives and incorporates current social work theories and literature. The student is evaluated on a measurable project or paper. The faculty mentor guides the student's progress through approximately five tutorial sessions for a three-credit study.

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 aspects 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.

989 Global Perspectives on Social and Administrative Practice (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.

ADMINISTRATIVE STUDIES PROGRAMS— PUBLIC ADMINISTRATION, HEALTH SERVICES ADMINISTRATION, AND GERONTOLOGY

Program Director: Alice McDonnell, M.P.A., Dr. P.H.

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

Degree Program Overview

The M.P.A. degree is a broad area professional degree which focuses on management skills. A healthy organization results from excellence in management, a product of the Marywood M.P.A. program.

Program Objectives

The general purpose of the M.P.A. program at Marywood is the administrative training of men and women concerned with the provision of public, health, and human services. Specifically, the program strives:

1. To expose participants to a wide range of administrative and managerial problems, processes, practices, and responsibilities involved in providing public, health, and human services.
2. To prepare participants in planning, organizing, staffing, and generally implementing and administering public, health and human services.
3. To facilitate the participant's understanding and command of basic theories of management and supervision and applied social science theory related to the delivery of public, health, and human services.



4. To help participants develop analytical and evaluation skills and techniques leading to effective managerial decision-making applied to the complex task of providing public, health, and human services.
5. To help participants develop an awareness of equity and public interest concerns and the political process in which they arise.
6. To provide advanced education in management issues related to the provision of nonprofit services.

The Master of Public Administration (M.P.A.) provides entry-level, post-entry-level, and mid-career participants from a variety of public, health, and human service settings with practical directed experiences involving use of case studies, simulations, group discussion and analyses, interpersonal development exercises, audio-visual media, field observation, and intensive coursework.

Master of Public Administration/Master of Social Work Overview

The Master of Public Administration and Master of Social Work is 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 social workers must be knowledgeable in managerial and administrative problems, processes, practices, and responsibilities in their role as middle managers, administrators, department heads, and in other similar capacities. The M.P.A. curriculum follows National Association of Schools of Public Affairs and Administration guidelines and the M.S.W. program is accredited by the Council on Social Work Education.

Upon successful completion of the M.P.A. /M.S.W., a graduate will be qualified to accept a middle management position such as social work director or program administrator in a community program.

Admission to the M.P.A./M.S.W. program will be on a selective basis. The prerequisites and admission process will follow that of the College of Health and Human Services and the School of Social Work and Administrative Studies.

A Professional Contribution is required as an application of the theoretical base to a practical situation. The guidelines for the Master of Social Work and Master of Public Administration will be followed.

Departmental Admissions Requirements

1. The admissions application, two references and official transcript from previous educational programs, along with an essay describing the reasons why the applicant wishes to pursue a particular program.
2. The GRE is recommended but not required.

Other Requirements of M.P.A.

Each student is required to discuss with his/her assigned faculty advisor the application essay which outlines career goals and objectives and their relationship to the M.P.A.

After completion of class coursework, a candidate must take the Professional Development 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.

The Practitioner’s Seminar/Internship is an exceptional feature of the program, providing each student with an opportunity to apply concepts from coursework.

The Professional Contribution is a closure requirement which provides the student with an opportunity to work with faculty on a research project. The Professional Contribution applies theoretical knowledge to a practical situation. Refer to detailed guidelines for closure requirements.

The course on Problem-Solving Methods for Modern Management provides a foundation of knowledge about behavior in public organizational settings. This required course affords an opportunity for self-appraisal of one’s practices from a behavioral science perspective, thereby providing a base for enlightened choice and change, i.e. personal and organizational.

M.P.A. students interested in Criminal Justice may take Criminal Justice courses as electives. (See M.S. in Criminal Justice.)

M.P.A. Program

39 Semester Hours

Follows the curriculum of the National Association of Schools of Public Administration and Affairs (N.A.S.P.A.A.)

I. REQUIRED COURSES

27 semester hours

PUB 501 Dimensions of Public Administration	3
PUB 502 Problem-Solving Methods for Modern Management.	3
PUB 505 Financial Management in Public and Nonprofit Organizations.	3
PUB 506 Research Theory	3
PUB 507 Organizational Dynamics	3
PUB 508 Human Resources Administration and Personnel Systems	3
PUB 518 Policy and Program Analysis	3
PUB 519 Administrative Law	3

PUB 555 Professional Contribution/Research Design	0
PUB 599 Practitioner’s Seminar in Administration*	3

*Note: Any participant lacking administrative work experience is required to pursue a field internship for an additional three credit hours, for a total of 42 semester hours.

II. PUBLIC ADMINISTRATION – GENERAL CONCENTRATION

12 semester hours	
PUB 510 Organizational Communication	3
PUB 511 Ethics in Management	3
PUB 512 The Grantsmanship Process	3
PUB 513 Strategic Planning	3
PUB 522 State and Local Administration	3
PUB 523 Public Sector Labor Relations	3
PUB 552 Computer Application of Social Science Data	3
PUB 579 Introduction to the Nonprofit Sector	3
PUB 581 Issues of Governance in Nonprofit Organizations	3
PUB 582 Fundraising in Nonprofit Organizations	3
PUB 583 Strategic Marketing.....	3
PUB 585 Program Assessment and Evaluation.....	3
PUB 598 Special Topics (Intensive short courses, variable credit)*	

*A maximum of 9 hours of pass credit can be applied to M.P.A. degree requirements. Any courses within the Master of Health Services Administration degree may be used for general electives upon consultation and approval by the Program Director.

Master of Public Administration/Master of Social Work

81 semester hours

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.

Social Work Classroom Credits.	36
MSW Classroom Credits (36 semester hours)	
SW 501 Theory & Practice of Social Work I.....	3
SW 502 Theory & Practice of Social Work II.....	3
SW 511 Advanced Social Work Practice	3
SW 512 Advanced Social Work Practice or SW 532 Administration II	3
SW 531 Administration in Social Work Practice I	3

SW 601 Human Behavior I	3
SW 602 Human Behavior II	3
SW 701 SW Research Design & Methodology	3
SW 702 Social Work Research II: Implementation & Analysis	3
SW 801 Introduction to Social Welfare	3
SW 802 Social Welfare Policy II	3
SW 971 Ethical Issues in Social Work Practice	3

Social Work Practicum (15 semester hours)

SW 591 Field Education Experience I	3
SW 592 Field Education Experience II	4
SW 595 or SW 597 Field Education Experience III	4
SW 596 or SW 598 Field Education Experience IV	4

M.P.A. Classroom Credits

PUB 501 Dimensions of Public Administration	3
PUB 502 Problem-Solving Methods for Modern Management	3
PUB 505 Financial Management in Public and Nonprofit Organizations	3
PUB 508 Human Resources Administration and Personnel Systems	3
PUB 513 Strategic Planning	3
PUB 519 Administrative Law	3
PUB 555 Professional Contribution	0

MPA General Electives (12 semester hours)

PUB 510 Organizational Communication	3
PUB 511 Ethics in Management	3
PUB 512 The Grantsmanship Process	3
PUB 522 State and Local Administration	3
PUB 523 Public Sector Labor Relations	3
PUB 552 Computer Application of Social Science Data	3
PUB 579 Introduction to the Nonprofit Sector	3
PUB 581 Issues of Governance in Nonprofit Organizations	3
PUB 582 Fundraising in Nonprofit Organizations	3
PUB 583 Strategic Marketing	3
PUB 585 Program Assessment and Evaluation	3
PUB 598 Special Topics (Intensive short courses, variable credit)*	

*A maximum of 9 hours of pass credit can be applied to M.P.A. degree requirements. Any courses within the Master of Health Services Administration degree may be used for general electives upon consultation and approval by the Program Director.

Master of Health Services Administration (M.H.S.A.) 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 turn, the consumers benefit from effective and efficient health care services.

The M.H.S.A. 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 M.H.S.A. 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.

Master of Health Services Administration (M.H.S.A.)

36 semester hours

I. CORE COURSES

24 semester hours

HSA 506 Research Theory	3
OR	
HSA 533 Research Methods (N D 590)	3
HSA 507 Organizational Dynamics	3
HSA 518 Policy and Program Analysis	3
HSA 520 Introduction to Health Services Administration	3
HSA 532 Legal Aspects of Clinical and Health Care Organizations	3
HSA 537 Managerial Decision-Making in Health Care Organizations	3
HSA 538 Institutional Budgeting and Planning.....	3
HSA 555 Professional Contribution/Research Design	0
HSA 597 Management Project/Internship	3

II. ELECTIVES

HSA 510 Concepts and Issues in Gerontology (SW 941)	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
HSA 583 Marketing and Strategic Planning	3
GER 525 Aging Changes and Health Problems	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 health. 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. A Gerontology major is also available. Contact the program director of administrative studies.

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 in the department.

Master of Health Services Administration/Master of Social Work

A management career in Health Services Administration and Social Work 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 turn, the consumers benefit from effective and efficient health care services.

The MHSA/MSW 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 dual degree also provides opportunities for individuals in health services to seek career improvement and development 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 will enhance the administrative training of students concerned with the provision of healthcare and the current healthcare reform. Students' needs and goals are met, bringing the application of management skills from a theoretical model. This dual degree will be a step in meeting the needs of those professionals currently practicing and also will prepare the health service administrators of tomorrow.

Interested students must make application for admission to both programs.

81 semester hours

MSW Classroom Credits (36 semester hours)

SW 501 Theory & Practice of Social Work I	3
SW 502 Theory & Practice of Social Work II	3
SW 511 Advanced Social Work Practice	3
SW 512 Advanced Social Work Practice or SW 532 Administration II	3
SW 531 Administration in Social Work Practice I	3
SW 601 Human Behavior I	3
SW 602 Human Behavior II	3
SW 701 SW Research Design & Methodology	3
SW 702 Social Work Research II: Implementation & Analysis	3
SW 801 Introduction to Social Welfare	3
SW 802 Social Welfare Policy II	3
SW 971 Ethical Issues in Social Work Practice	3

Social Work Practicum (15 semester hours)

SW 591 Field Education Experience I	3
SW 592 Field Education Experience II	4
SW 595 or SW 597 Field Education Experience III	4
SW 596 or SW 598 Field Education Experience IV	4

MHSA Classroom Credits (18 semester hours)

HSA 507 Organizational Dynamics	3
HSA 520 Introduction to Health Services Administration	3
HSA 532 Legal Aspects of Clinical and Health Care Organizations	3
HSA 537 Managerial Decision-Making in Health Care Organizations	3
HSA 538 Institutional Budgeting and Planning	3
HSA 555 Professional Contribution/Research Design	0
HSA 597 Management Project/Internship	3

MHSA General Electives (12 semester hours)

GER 525 Aging Changes and Health Problems	3
HSA 510/SW 941 Concepts and Issues in Gerontology	3
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
HSA 583 Marketing and Strategic Planning	3

Courses

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. (Prerequisite: relevant work experience.)

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/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.

PUB/HSA 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.

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 that view aging as an expression of a societal-institutional structure that “creates” and sustains human beings.

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/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.

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 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.

PUB/HSA 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/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.

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/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.

PUB/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.

PUB/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.

PUB/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.

PUB/HSA 529 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/HSA 532 Legal Aspects 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.

HSA 533/ND 590 Research Methods

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.

PUB/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, applications of institutional resources. Includes application of management and administrative skills for the hospital administrator.

PUB/HSA 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/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.

PUB 552 Computer Applications in Social Research (3)

An introduction to the use of the software package, Statistical Package for the Social Sciences (SPSS), developed at Stanford University for analyzing social data. Describes the structure of SPSS files and reviews the commands required to generate descriptive statistics, frequency distributions, cross tabulations, correlations and several multivariate statistical procedures. Involves analyzing data describing local populations. Prior experience with computers not required.

PUB/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.

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.

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.

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/HSA 583 Marketing and Strategic Planning (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/HSA 595 Independent Study

Student interest and self-directed learning. See program director.

PUB/HSA 596 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/HSA 597 Management Project/Internship (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 (variable credit)

Intensive short courses such as Stress and Time Management, Human Issues in Management, Parliamentary Procedures for Administrators, Electronic Data Processing for Public Service Managers, Effective Communications for Managers, Performance Appraisal and Evaluation, Dimensions of Health Care Policy, Personnel

Administration in the Federal Government, Ethics in Health Care Administration, Basic Statistical Techniques: Applications in Health Care and Public Administration, and Alternative Dispute Resolution.

PUB/HSA 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 988/HSA 988/SW 989 Global Perspectives On Social and Administrative Practice

The course will examine four perspectives, namely: global perspective, human rights perspective, ecological perspective, and social development perspective. Students will explore how the processes of colonization and neocolonialism have subjected some countries to imposed development. Students will also explore the strategies followed by the Global South in dealing with poverty, conflict, forced migration, AIDS, child labor, and many other social problems. 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.

THE GERONTOLOGY INSTITUTE

Director: Alice McDonnell, M.P.A., Dr. P.H.

Marywood University established the Gerontology Institute in 1978 to provide interdisciplinary graduate education focused on the issues of aging. Four cooperating graduate programs form the core of the institute. They are the master's degree programs in Counseling and Psychology, Nutrition, Public Administration, and Social Work. Faculty members in each of these programs offer specialized courses in gerontology to students pursuing graduate professional education in a number of service areas.

The Gerontology Institute offers graduate students the opportunity to focus their educational experiences on the problems of aging in American society and to develop specialized skills that will enable them to better serve the large and growing population of elderly in Marywood's service area.

Students may elect to take courses within the institute to augment their graduate programs. Because needs are so varied, each student's course of study is designed with consideration for individual goals, academic background, and professional experience. Courses of study will be planned in close consultation with the chairperson of the student's master's program to ensure meeting all requirements.

Advisory Board

The Advisory Board of the Gerontology Institute of Marywood University functions to involve constituents and other interested parties in the programming of the Gerontology Institute and to help the University develop and implement an educational program that is responsive to the needs of professionals working with the elderly.



The Advisory Board acts as a network of support and information which is directed toward addressing the continuing education needs of those who work with the elderly. The membership includes individuals who represent the disciplines of counseling, nursing, nutrition, psychology, social work, and others interested in serving the needs of the elderly.

M.S. in Gerontology

A master’s degree in Gerontology will offer students an opportunity to be better prepared for a career in health care fields related to the elderly. It will offer health care professionals the knowledge and ability to make continuous changes and improvements in how the elderly are cared for. Health care providers and administrators with gerontology backgrounds will be very valuable in the changing market place.

This program will provide the opportunity for students in the fields such as health care administration, nursing, nutrition, social work, public administration, and counseling/psychology to gain knowledge of the needs of the geriatric population—to care properly for the geriatric patients in both social and health care environments. The curriculum will prepare graduates to work more creatively, and do so in an ethical and moral fashion. As the population ages, it will be important for health care workers to adapt to their changing responsibilities, and feel comfortable that the risks they take for attempts at improvement are based upon a solid education and background.

39 credits are required for this degree. Sequencing of non-elective courses required:

GER 510 Concepts and Issues in Gerontology	3
GER 520/PSYC 540 Psychological Perspectives on the Aging	3
GER 525 Aging Changes and Health.	3
GER 590/N D 590 Research Methodology	3
GER 591/N D 591 Statistical Analysis.	3
GER 596 Internship.	3
GER 599 Practitioners Seminar in Administration	3
GER 527 Gerontological Services Administration	3
GER 528 Administration of Long-Term Care	3
GER 529 Planning Health Care Services for the Elderly	3
GER 511 Ethics in Management	3
GER 555 Professional Contribution.	0
GER 583/BIOL 583 Emerging Medicines and Technologies.	3

Master’s in Gerontology/Master of Social Work

A Master’s Degree in Gerontology and Social Work will offer students an opportunity to be better prepared for a career in health care fields related to the elderly. It will offer health care professionals the knowledge and ability to make continual changes and improvements in how the elderly are cared for. Health care providers and administrators with gerontology backgrounds will be very valuable in the changing market place.

The dual degree program is designed for those who wish to combine the development of administrative and managerial expertise in defined service areas 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.S. Gerontology in a manner that expedites the time required, by crediting work earned for one degree to the requirements of the other.

Interested students must make application for admission to both programs.

81 semester hours

MSW Classroom Credits (36 semester hours)

SW 501 Theory & Practice of Social Work I	3
SW 502 Theory & Practice of Social Work II	3
SW 511 Advanced Social Work Practice	3
SW 512 Advanced Social Work Practice or SW 532 Administration II	3
SW 531 Administration in Social Work Practice I	3
SW 601 Human Behavior I	3
SW 602 Human Behavior II	3
SW 701 SW Research Design & Methodology	3
SW 702 Social Work Research II: Implementation & Analysis	3
SW 801 Introduction to Social Welfare	3
SW 802 Social Welfare Policy II	3
SW 971 Ethical Issues in Social Work Practice	3

Social Work Practicum (15 semester hours)

SW 591 Field Education Experience I	3
SW 592 Field Education Experience II	4
SW 595 or SW 597 Field Education Experience III	4
SW 596 or SW 598 Field Education Experience IV	4

MS Gerontology Classroom Credits (30 semester hours)

GER 510 Concepts and Issues in Gerontology	3
GER 511 Ethics in Management	3
GER 520/PSY 540 Psychological Perspectives on Aging	3
GER 525 Aging Changes and Health	3
GER 527 Gerontological Services Administration	3
GER 528 Administration of Long-Term Care	3
GER 529 Planning Health Care Services for the Elderly	3
GER 555 Professional Contribution	0
HSA 520 Introduction to Health Services Administration	3
HSA 537 Managerial Decision Making in Health Care Organizations	3
HSA 538 Institutional Budgeting and Planning	3

AGHE, the Association for Gerontology in Higher Education, was consulted for curriculum guidelines and standards. Marywood's former Certificate in Gerontology

received an AGHE Program of Merit accreditation and will seek the same for the master's degree, making it the only school in the Northeast to offer such a program.

The Research Theory course, Internship, and Professional Contribution must focus on gerontology research and practice. The program director must approve and mentor these activities. The internship should be within an organization and/or facility which includes experiences with both well-functioning older persons and those with disabilities/diseases common to the aging process.

For the internship, learning objectives must be submitted initially, followed by a conference among student, program director, and external preceptor. Once all learning objectives are clarified and reviewed, the student may register for the experience.

For degree requirements, the Professional Contribution requires a written proposal submitted to the Program Director for approval, followed by a conference prior to registration. Each student participates in the Practitioners Seminar to integrate/apply knowledge and practice. Please refer to Internship Guidelines and Professional Contribution, which are available in the School of Social Work and Administrative Studies.

Courses (GER)

506 Research Theory (3)

Introduction to the methodology 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 minor thesis as a degree requirement.

510/SW 941 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.

511 Ethics in Management (2)

Topics include treating AIDS and HIV-positive patients, withholding life-support treatment and ethical issues in geriatric care.

520/PSYC 540 Psychological Perspectives on the Aging Process (3)

Provides students with an overview of the variety of psychological theories of aging. Places special emphasis on the adjustment factors of old age.

525 Aging Changes and Health 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.

527 Gerontological Services Administration (3)

Places special emphasis on 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.

528 Administration of Long-Term Care (3)

Focuses on the evaluation of long-term institutions as a health care delivery subsystem; comparative evaluation of types of long-term care institutions; government regulations; long-term organization and management.

529 Health Care Services for the Elderly (3)

Acquaints the student with the planning process and resources available for meeting the needs of the elderly. Provides the student with a broad knowledge of health services for the aged and their implementation.

530/N D 504 Nutrition and Gerontology (3)

A study of physiological and biochemical changes of aging persons, nutrition requirements and dietary management of the geriatric patient.

531 Communicating 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.)

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.

575 Counseling the Aged (3)

Provides students with behavioral techniques and theory for providing counseling services to the elderly and their families.

583/BIOL 583 Emerging Medicines and Technologies (3)

This course will focus on new discoveries that affect, or promise to affect, mankind. Advances in science and medicine are providing hope for treatment of deadly and debilitating diseases; however, such advances impact society on many levels. The emerging medicines we will consider include gene therapy, anti-obesity and anti-

aging drugs, mental illness treatments, genetic testing, and cancer research topics. An understanding of the biological basis of each emerging medicine will be focal. Science majors and Marywood University graduate students. Prerequisites: BIOL 435, 435L, CHEM 331, 331L, 332, 332L.

590/N D 590 Research Methods (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.

591/N D 591 Statistical Analysis (3)

Application of statistics to data analysis and use of SPSS.

595 Independent Study (variable credit)

Allows students to work intensively on an individual basis with a faculty member in pursuing specialized gerontological content not found elsewhere in the curriculum.

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.

597 Management Project/Internship (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.

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.

988/SW 989 Global Perspectives On Social and Administrative Practice

The course will examine four perspectives, namely: global perspective, human rights perspective, ecological perspective, and social development perspective. Students will explore how the processes of colonization and neocolonialism have subjected some countries to imposed development. Students will also explore the

strategies followed by the Global South in dealing with poverty, conflict, forced migration, AIDS, child labor, and many other social problems. 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.

College of Liberal Arts and Sciences

Dean: Frances M. Zauhar, Ph.D.

Mission Statement

A graduate of the College of Liberal Arts and Sciences will possess an inquisitive mind, one eager to search out the truth, and one willing to reflect on multiple perspectives in an effort to identify the most reasonable answers posed in criminal justice, business, science, and the three master's degree programs in the college.

As a College at a Catholic University we present to our students the fundamentals of Catholic identity, with an emphasis on Gospel values. We are also committed to imparting an awareness of the essential characteristics crucial to understanding our interdependent world, and the cultural, religious, philosophical, social, economic, political, and scientific challenges it faces.

The College of Liberal Arts and Sciences at Marywood University aspires to foster in its students a conscious understanding of the complexities, enduring themes, and problems that are central to the human experience.

- Our instructional efforts are directed towards preparing students for a lifetime of achievement, leadership, and service, by providing them with wisdom and tools to respond effectively to the needs and challenges of an interdependent world.
- Our intellectual focus is directed towards assisting students to become acquainted with and to critically examine their innermost being, as well as their multiple relationships with others and the natural world.
- Our moral responsibility is to encourage students to fully develop their ethical sensibilities and to contribute, in their lives and work, to the well-being of our common humanity.

Areas of Study

Division of Humanities and Social Science

- **Criminal Justice:** For those wishing professional preparation in fields related to the administration and management of criminal justice agencies.

Division of Mathematics and Sciences

- **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.

Division of Management

- **Business and Managerial Science:** The MBA degree enables students to acquire and further develop their managerial and leadership competencies to successfully meet the dynamic challenges of a knowledge-based society and to nurture values conducive to ethical and socially responsible behavior.

CRIMINAL JUSTICE PROGRAM

Director: Patrick M. Seffrin, Ph.D.

The graduate Criminal Justice Program combines a strong background in criminal justice with the management skills need 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.

The program is housed in the Department of Social Sciences, in the College of Liberal Arts and Sciences.



Admission Requirements

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 GPA of 3.0 or better is 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.

Master of Science Degree in Criminal Justice

36 semester hours

I. REQUIRED COURSES

21 semester hours

CJ 503 Criminal Justice Administration	3
CJ 505 Financial Management	3
CJ 507 Criminal Justice Research Methods	3
CJ 522 Criminology	3
CJ 530 Criminal Justice Policies	3
CJ 544 Staff Supervision in Criminal Justice	3
CJ 595 Thesis	3

OR

CJ 597 Criminal Justice Management Project /Internship	3
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II. ELECTIVES*

15 semester hours (choose five courses)

CJ 524 Sex, Drugs, & Crime	3
CJ 526 Race, Ethnicity, and Criminal Justice	3
CJ 528 Youthful Offenders	3
CJ 533 Crime over the Life Course	3
CJ 540 The Constitution & Criminal Justice Policy	3
CJ 560 Urban Crime Patterns	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 Minor or Specialization in Criminal Justice

The program also offers a 12 credit minor or 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 course-work in Criminal Justice.

Minor or Specialization in Criminal Justice

I. REQUIRED COURSES

6 semester hours

CJ 503 Criminal Justice Administration	3
CJ 522 Criminology	3

II. ELECTIVES*:

6 semester hours

CJ 524 Sex, Drugs, & Crime.	3
CJ 526 Race, Ethnicity, and Criminal Justice.	3
CJ 528 Youthful Offenders.	3
CJ 533 Crime over the Life Course.	3
CJ 540 The Constitution & Criminal Justice Policy	3
CJ 560 Urban Crime Patterns	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.

Courses (C J)

503 Criminal Justice Administration (3)

Familiarizes students with the internal segments, functions, and mission of the criminal justice system. Emphasis on the internal problems confronted by the administrator.

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 decision-making.

507 Criminal Justice Research Methods (3)

This course introduces students to the research methods employed in criminal justice, 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.

522 Criminology (3)

An advanced seminar in Criminology; classical and contemporary theories of crime are examined in original sources. (Prerequisite: Prior undergraduate or graduate coursework in criminology, deviance or delinquency.)

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.

526 Race, Ethnicity and Criminal Justice (3)

The over representation of racial and ethnic minorities in criminal justice processes has been noted for well over 100 years, yet the explanation 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 intergroup relations is required.

528 Youthful 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 age-graded changes in antisocial involvement.

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.

533 Crime over the Life Course (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.

540 The Constitution and 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.

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.

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 to document urban crime patterns. Participants will have an opportunity to conduct basic GIS analyses of urban data. Data and examples will be drawn whenever possible from the Scranton, Philadelphia, or New York metropolitan areas.

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 is an effective and satisfactory job. Dialogue concerning controversial probation issues is encouraged to provoke thought and balance.

578 Community Corrections (3)

The 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.

595 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.

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.

598 Special Topics in Criminal Justice (3)

This seminar offers an in-depth examination of a topic of interest to the criminal justice community.

SCIENCE PROGRAM

Chairperson: Michael C. Kiel, Ph.D.

Program Director: Lisa Antoniaci, Ph.D.

Mission, Philosophy and Goals

The Science Department 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.

M.S. in Biotechnology

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 due to the fact that 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

The M.S. Biotechnology program is composed of two basic curriculum tracks, depending upon point of entry. Marywood University undergraduates in their junior or senior years 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 after year three if the student is a Biotechnology major. Students in the five year program and in good academic standing (GPA of 3.00 minimum) are candidates for the graduate component in the fifth year.

Post-baccalaureate entry. A B.S. or B.A. in an undergraduate major related to the life sciences is required. An undergraduate GPA 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 TOEFL score (if applicable).
- Essay (1-2 pages) describing the candidate’s career objectives and how the M.S. Biotechnology degree will assist with such goals.
- A professional resume.

To be considered for the program, applicants are required to submit an application for admission on or before January 9 of the year prior to a 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.

Program Course Requirements (Total credits: 37-39)

I. INTERDISCIPLINARY

COMM 503 Public Presentation	3
PSYC 501 Research Methods	3
PUB 511 Ethics in Management	3
* BUS 500+ Graduate Business (MBA)	3
* BUS 500+ Graduate Business (MBA)	3
* BUS 500+ Graduate Business (MBA)	3
Interdisciplinary Total Credits	18

**Graduate Business (MBA) courses required; choose a total of three (3):*

BUS 542 Financial Planning & Management	3
BUS 556 Business Venture & Entrepreneur	3
At the UG level, BUS 321 is recommended before taking BUS 542 and BUS 556.	
BUS 541 Organizational Behavior and Development.	3
BUS 568 Legal Aspects of the Administrative Process.	3
BUS 570 Marketing & Strategic Planning.	3
At the UG level, BUS 341 is recommended before taking BUS 541, BUS 568, and BUS 570.	
BUS 546 Managing the Organization in the Marketspace	3
BUS 569 Management of Technology	3
At the UG level, BUS 301 is recommended before taking BUS 546 and BUS 569.	
II. SCIENCE	
BIOL 501 + L Cell Culture.	3
BIOL 502 Bioinformatics	3
BIOL 520 Literature Review.	2
BIOL 540 + L Molecular & Cellular Biology.	4
BIOL 583 Emerging Medicines and Technologies	3
Science Total Credits	15
III. SCIENCE ELECTIVES (Choose 2 electives)	
ENVS 520 + L Ecology	3 (4)
BIOL 521 + L Biochemistry.	3 (4)
BIOL 530 Laboratory Instruction.	2**
BIOL 532 + L Immunology	3 (4)
BIOL 546 + L Genetics.	3 (4)
BIOL 595 Research	1 or 2
Science Elective Total Credits	4-6
Total Number of Credits:	37-39

** BIOL 530: Student enrollment approved by Program Director and Department Chairperson.

Courses

BIOL 332, 332L/532, 532L Immunology (4)

Studies immune responses in the human body, as well as current approaches to disease diagnosis and treatment using immunology. Three hours lecture, three hours lab. Science majors, bi-level.

BIOL 401/501 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, and cloning of cultured cells. 3 hours lecture and lab. Science majors, bi-level.

BIOL 421+L/521+L Biochemistry (4)

Biochemistry concepts including structure, reactivity of proteins, lipids and carbohydrates. A brief overview of carbohydrate metabolism, including the ETS and oxidative phosphorylation processes are covered. Lab component involves advanced analytical skills related to lecture topics. Three hrs lecture, three hrs lab. Organic chemistry is a pre-requisite. Science majors, bi-level.

BIOL 440, 440L/540/540L Molecular and Cellular Biology (4)

Provides a working understanding of DNA, RNA, proteins associated with eukaryotic (e.g. mammalian) cells. Emphasis on recent advances in molecular biology and biotechnology. Three hours lecture, three hours lab. Lab designed to provide experience in DNA and RNA manipulation, PCR, gene cloning. Science majors, bi-level.

BIOL 520 Literature Review (2)

This selected topics course will provide an in-depth review and discussion of important current publications related to modern science and industry. The course will focus on several broad areas of biotechnology. In several instances it will include readings that relate basic advances in modern science to biomedicine and industry. M.S. Biotechnology majors. A public presentation is also required.

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 students 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 experiments, etc. The graduate student enrolled in this course will neither be the instructor of record nor the evaluator of students' laboratory performances. M.S. Biotechnology majors.

BIOL 595 Research (1) or (2)

Provides the student with a hands-on laboratory project, or bioinformatics-based project. Can involve elements of biology, chemistry, environmental science, et al. Formal write-up of findings and public presentation required.

ENVS 420+L/520+L Ecology (4)

Investigates the relationship between living organisms and their natural environment. Emphasizes the existence of natural species and their interactions with other life forms. Three hrs lecture, 2 hrs lab. Science majors, bi-level.

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, its equivalent, or permission of the Executive Director.)

BUS 542 Financial Planning and Management (3)

Principles and techniques for effective use of business capital; decision-making ability developed for short-range and long-range financial planning. Financial theory, institutions, and capital markets as they affect national, multinational, and the transnational corporations are discussed. Readings and case studies are utilized.

BUS 546 Managing the Organization in the 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 an emerging area referred to as a *marketplace*. This course also examines how organizations work marketplace and *marketplace* environments to their best advantage to achieve and sustain competitive advantage. (Prerequisite: BUS 531, or permission of the Executive Director.)

BUS 556 Business Venture & 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. The course will include case analyses and will require students to develop a business plan which will be presented and analyzed in class.

BUS 568 Legal Aspects of the Administrative 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, duties and powers of directors and officers. (Prerequisite: BUS 252 or its equivalent.)

BUS 569 Management of Technology (3)

Course seeks to help current and future managers strategically approach the assessment, development, deployment and assimilation of information technologies into an organization; planning, directing, and evaluating the information-technology-related thrusts and activities within a firm; shaping, supporting, and linking information technology and resources to corporate strategy.

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. (Prerequisite: BUS 111.)

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, are also covered.

PSYC 501 Research Methods (3)

The purpose of this course is to present 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.

PUB 511 Ethics in Management (3)

Introduction to the field of ethics and an opportunity to increase understanding, knowledge and competence in dealing with ethical challenges and dilemmas 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.

BUSINESS AND MANAGERIAL SCIENCE PROGRAMS

Executive Director: Art Comstock, Ph.D.

Statement of Philosophy

The graduate business program enables students to acquire and further develop their managerial and leadership competencies to successfully meet the dynamic challenges of a knowledge-based society and to nurture values conducive to ethical and socially responsible behavior.

Accreditation

The Business and Managerial Science Programs are accredited by the Accreditation Council for Collegiate Business Schools and Programs (ACBSP).

General Information and Prerequisites

The following master's degrees are offered by the Marywood University Business and Managerial Science 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 semester-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 (DANTES and/or CLEP) or through one credit modules offered by the Business faculty. For further information, contact the program 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 MS 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 DANTES and/or CLEP exams and achieve a satisfactory score. In addition, prerequisites for Management Information Systems will also include two programming languages.

General Requirements

Scores on the Graduate Management Admission Test (GMAT) are strongly 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 degree conferment.

Areas of Concentration

Courses and Objectives

1. 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.

2. 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.

3. 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. Course selection includes: Computer Programming Languages; Systems Analysis and Design: Industrial Problem-Solving, Database Management Systems, Accounting Information Systems, Telecommunication Systems, Telecommunications for Business Systems, Managing an Organization in the Marketplace, etc.

Master of Business Administration

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:

36 semester hours

I. CORE COURSES

24 semester hours

BUS 531 Advanced Topics in Management 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 Administrative Process.	3
BUS 570 Marketing and Strategic Planning.	3
BUS 590 Research Methodology	3
BUS 554 Policy Formulation and Strategy Management	3

(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 course.

II. CONCENTRATIONS (Select one)
12 semester hours

A. 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 584 Managerial Economics	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 598 Special Topics	3
BUS 599 Independent Research	3

B. GENERAL MANAGEMENT

(Select four courses)

BUS 509 Leadership in the Information Age	3
BUS 510 Management Role of the Information Professional	3
BUS 543 Human Resources Management	3
BUS 546 Managing the Organization in the Marketplace	3
BUS 549 Labor Relations and Collective Bargaining	3
BUS 550 Production Management: Quality Approaches	3
BUS 551 Management of International Business Organizations	3
BUS 553 International Marketing	3
BUS 556 Business Ventures and the Entrepreneur	3
BUS 569 Management of Innovation and Technology	3
BUS 581 Acquisition and Divestment	3
BUS 584 Managerial Economics	3
BUS 598 Special Topics	3
BUS 599 Independent Research	3

C. MANAGEMENT INFORMATION SYSTEMS*

(Select four courses)

BUS 509 Leadership in the Information Age	3
BUS 510 Management Role of the Information Professional	3
BUS 533 Computer Programming Languages: Object Oriented	3
BUS 546 Managing the Organization in the Marketplace	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 Telecommunications for Business Systems	3
BUS 569 Management of Innovation and Technology	3
BUS 598 Special Topics	3
BUS 599 Independent Research	3

* This track requires proficiency and satisfactory completion of courses in two computer languages, one or both of which must be an object-oriented language.

Master of Science

36 semester hours (plus the required prerequisites)

Management Information Systems (MIS)

The Master of Science degree program in Management Information Systems 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 DANTES and/or CLEP exams. Prerequisites will also include two programming languages. For further information, contact the Executive Director.

A. CORE

BUS 531 Advanced Topics in Management Information Systems	3
BUS 541 Organizational Behavior and Development	3
BUS 548 Operational Analysis and Management	3
BUS 590 Research Methodology	3
BUS 554 Policy Formulation and Strategy Management	3
(taken after completion of at least 24 graduate credits)	

B. AREA OF CONCENTRATION

(Select four courses)

BUS 533 Computer Programming Language: Object Oriented	3
BUS 546 Managing the Organization in the Marketplace	3
BUS 562 Systems Analysis and Design: Industrial Problem-Solving	3
BUS 563 Database Management Systems	3
BUS 564 Accounting Information Systems	3
BUS 566 Telecommunications for Business Systems	3
BUS 569 Management of Innovation and Technology	3

C. 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)

The stand-alone MS-FIS graduate degree program consists of 36 credits — 18 credits from the required core, 9 credits consisting of Financial electives, and 9

credits consisting of Information Systems electives. The prerequisites for this degree include satisfaction of the CPC through the one core credit modules offered to graduate students. The structure of this program is as follows:

A. REQUIRED CORE

BUS 531 Advanced Topics in Management Information Systems.....	3
BUS 534 Business Intelligence.....	3
BUS 535 Data Mining and Warehousing.....	3
BUS 554 Policy Formulation and Strategy Management.....	3
(taken after completion of at least 24 graduate credits)	
BUS 588 Portfolio Theory and Capital Markets.....	3
BUS 599 Independent Research.....	3

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 Advanced Topics in Real Estate Management.....	3

C. INFORMATION SYSTEMS ELECTIVES

(Select 3 courses)

BUS 562 Systems Analysis and Design: Industrial Problem-Solving.....	3
BUS 563 Database Management Systems.....	3
BUS 564 Accounting Information Systems.....	3
BUS 592 Web Application Design and Development.....	3
BUS 593 Business Information Security and Continuity.....	3
BUS 594 ERP Systems.....	3

Courses (BUS)

509 Leadership in the Information Age (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 offered to give students the opportunity to understand and better develop their leadership competencies.

510 Management Role of the Information Professional (3)

This course is designed to provide students with theories, frameworks, and best practices to robustly understand 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.

512 Applications of Accounting/Financial Concepts to E-business (3)

This course presents the basic concepts of accounting and finance with an emphasis on e-business applications. 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 e-business system.

513 E-business Marketing (3)

This course creates a framework with which to teach students how to think about and implement Internet-based electronic marketing. The course explores the strategic and tactical marketing implications of e-business, specifically the theoretical frameworks, strategies, capabilities, and key tactics of Internet marketing. Topic areas include: Internet marketing models, online consumer behavior, e-enabled marketing mix, e-mail marketing, and B2B marketing on the Web.

514 E-business Systems Design/Analysis (3)

This course focuses on the analysis and design of fast, focused, and flexible business processes, systems, and applications with special emphasis on leveraging web-based and related technologies for enterprise transformation and productivity gains. It aims to equip students with an e-relevant domain of competencies (frameworks, concepts, approaches, methodologies and techniques) to describe, analyze, diagnose, design (or redesign) web-enabled business processes, systems, and applications.

531 Advanced Topics in Management Information Systems (3)

This course is designed to provide students with theories, frameworks and best practices to robustly understand the interrelationships of strategy, organizational architecture, and information technology. Course examines how collective intelligence and information technology, within and across organizations, can be harnessed to bring about improvement to complex problems rapidly. 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. (Prerequisite: BUS 301, its equivalent, or permission of the Executive Director.)

533 Computer Programming Languages: Object Oriented (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 a programming language.)

534 Business Intelligence (3)

Organizations are gathering and storing more and more data. Every year the amount of data in the world is approximately doubling. 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 together. 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.

535 Data Mining and Warehousing (3)

Data mining is a relatively new term used in the academic and business world, 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 efficiently find interesting pieces of information or knowledge in large amounts of data. 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 will 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.

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, its equivalent, or permission of the Executive Director.)

542 Financial Planning and Management (3)

This course concentrates on the principles and techniques for effective use of business capital and on 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. (Prerequisite: BUS 321 or its equivalent.)

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 123, its equivalent, or permission of the Executive Director.)

546 Managing the Organization in the 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 an emerging area referred to as a *marketplace*. This course also examines how organizations work marketplace and *marketplace* environments to their best advantage to achieve and sustain competitive advantage. (Prerequisite: BUS 531, or permission of the Executive Director.)

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. With the advent of technology being infused into all dimensions of business operations, the course may be offered in an Online Hybrid format. (Prerequisite: BUS 312, or its equivalent.)

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.

550 Production Management: Total Quality Management (3)

Production and inventory planning and control systems. The design of production facilities, location, capacity, and assembly line production are covered. Cost factors, including labor, standards, preventive maintenance, product planning, 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.

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.

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.)

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 at least 24 graduate credits.)

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.

562 Systems Analysis and Design: Industrial Problem-Solving (3)

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, require-

ments determination, project definition and system study, design and implementation, and project management. (Prerequisite: BUS 531.)

563 Information and Database Management Systems (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. (Prerequisite: BUS 531, its equivalent, or permission of the Executive Director.)

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.

566 Telecommunications for Business Systems (3)

This course provides the essential technical understanding necessary to evaluate and integrate telecommunication technologies into sustainable business models as well as to make decisions concerning the communications infrastructure, in any organization. Technology topics covered include voice and data networks, local and wide area networking, Internet, and generations of wireless technologies to form the basis for the discussion of economic and managerial issues about how the technology is deployed, including issues of interoperability, scalability, regulations, security, service level agreements, convergence, unified messaging, and service quality.

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, duties and powers of directors and officers. (Prerequisite: BUS 252 or its equivalent.)

569 Management of Innovation and 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.

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. (Prerequisite: BUS 111.)

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.)

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.)

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 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.



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: Economics I and II or permission of the Executive Director.)

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.

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.

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 or permission of the Executive Director.)

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. (Prerequisite: BUS 542 or permission of the Executive Director.)

589 Advanced Topics in Real Estate Management (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.

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. With the advent of technology being infused into all dimensions of society, the course may be offered in an online hybrid format.

592 Web Application Design and Development (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.

593 Business Information Security and Continuity (3)

Man-made and natural incidents happen within corporations every day. Many of these are caused by security breaches. Some occur suddenly and, if not handled quickly, can cascade out of control to become crises and disasters that can threaten the very existence of a corporation. Therefore, Business Information Security and Continuity are major topics in all corporations. From assuring the safety of the firm's workers to the firm's property to the firm's information assets, pro-active security measures must be "everywhere." Additionally, since disasters are often created by security breaches as well as other factors, business continuity, including IT continuity is another key topic in the 21st century. This course involves detailed examinations of a systems-wide perspective of information security, beginning with the strategic planning process. It then provides insights into the various technical and administrative aspects of Information Security and Assurance. It identifies the

key issues associated with 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. Students are exposed to a wide spectrum of security activities, methods, methodologies, and procedures for the inspection and protection of information assets, detection of and reaction to threats to information assets, and examination of pre- and post-incident procedures, technical and managerial responses and an overview of the Information Security Planning and Staffing functions.

594 ERP Systems (3)

Corporations world-wide have focused on improving business processes for the past two decades. Enterprise Resource Planning software is recognized as the means to provide these improved processes. All Fortune 500 companies have already adopted Enterprise Resource Planning (ERP) systems and many midsize companies are also planning ERP implementations. Business Managers and professionals at many corporations therefore work with ERP business solutions from the day they are hired. This course in ERP systems is used to reinforce many of the concepts covered in the business discipline. ERP Systems provides in-depth understanding of the general notions required to design and/or implement an Enterprise Resource Planning software solution. Through the use of case studies and exercises a detailed examination of ERP components, as they relate to the supply chain, manufacturing floor, distribution and logistics is provided. ERP can be viewed as a combination of business management practice and technology, where Information Technology integrates with a company's core business processes to enable the achievement of specific business objectives. This course helps prepare the graduate student for positions in organizations that have deployed ERP software.

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.

598 Special Topics (variable credit)

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.

599 Independent Research (variable credit)

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.

DEPARTMENTAL FACULTY AND THEIR RESEARCH

Architecture

James Eckler, Assistant Professor of Architecture, 2010; M.Arch, University of Florida, 2008. Urbanism and place-making. Architecture as it directs the development of cities and cultivates community. Pedagogy, design teaching methodology: analysis, synthesis, and tectonic logic in generating space.

Stephen Garrison, Assistant Professor of Art, 2007; M.F.A., Savannah College of Art and Design, 1999. Allegorical figure painting, mural painting, furniture.

Joseph Gluba, Assistant Professor of Architecture, 2010; M.Arch, Cranbrook Academy of Art, 2009. Licensed Architect in the Commonwealth of Virginia, 2007. Fabrication of architecture.

Gregory K. Hunt, FAIA, Founding Dean and Professor of Architecture, 2008; M.Arch, Columbia University, 1968. Frank Lloyd Wright, European and American Modernism (Architecture).

Maria MacDonald, Assistant Professor of Interior Architecture/Design, 2006; M.A., Marywood University, 2006; Exploration of sustainable design as it concerns Architecture and Interior Design.

Matthew Mindrup, Assistant Professor of Architecture, 2009; Ph.D., Virginia Tech, 2007. Phenomenology and Architecture, architectural history and theory: implications of the making and use of models in the design process, phenomenology (Architecture).

Art

Steven Alexander, Associate Professor of Art, 1995; M.F.A., Columbia University, 1997. Abstract paintings examining the metaphorical resonance of color, physicality and scale.

Julie Barnofski, Assistant Professor of Art, 2011; M.F.A. University of North Texas, 2009; M.A. University of North Texas, 2009. Photographic processes, history and criticism, including emphases on conceptual fine art, color photography and digital printing.

Susan Fugate Brangers, Assistant Professor of Art, 2008; Ph.D., University of Louisville, 2007. Roman art and architecture, specializing in Roman baths and funerary architecture.

Steven Brower, Assistant Professor of Art, 2011; M.F.A. National University, 2007; B.A. Graphic Design, California State University, Fullerton (1984). Designer, author, and lecturer on the subject of design and popular culture.

Ann Marie Castelgrande, Instructor of Art, 2008; M.A., Marywood University, 1976. Research of the history of art education.

Robert A. Griffith, Professor of Art, 1991; M.F.A., Southern Illinois University, 1976. Mixed media sculpture, production design, and related research.

Peter T. Hoffer, Associate Professor of Art, 1981; M.F.A., Cranbrook Academy of Art, 1968. Possibilities of computer application with traditional print-making processes.

Christine Medley, Assistant Professor of Art, 2007; M.F.A., University of Maryland, 1995; Bachelor of Journalism, University of Nebraska-Lincoln, 1985. Design, printmaking, and distance learning.

John Meza, Associate Professor of Art, 1998; M.F.A., University of Oregon, 1988, M.F.A., Memphis State University, 1986. Investigation of software programs for applications in the fine and applied arts. Research in sustainable design.

Samuel Olfano, Assistant Professor of Art, 1995; M.F.A., University of Cincinnati, 1995. Photography, both product and process, as a visual language expressive of our linear thought and non-linear being.

Barbara Parker-Bell, Psy.D., M.S., Clinical Psychology, Philadelphia College of Osteopathic Medicine, 2008; M.A., Assistant Professor of Art, 2001; M.A. Lesley College Graduate School, 1985. Expressive Therapy, B.F.A. University of Michigan, School of Art, 1980. LPC-Licensed Professional Counselor #PC00315, Commonwealth of Pennsylvania, 2003. A.T.R.-BC (Board Certified Art Therapist) 1996, A.T.R. (Registered Art Therapist) 1988. Professional caregiver coping. Integration of cognitive behavioral therapy and technology with Art Therapy.

Pamela M. Parsons, Associate Professor of Art, 2001; M.F.A., Indiana University, 1990. Oil Painting.

Linda Dugan Partridge, Associate Professor of Art History, 1993; Ph.D., University of Delaware, 1992. Art of the United States; 19th century art of natural history and John James Audubon.

Mathew Poyse, Assistant Professor of Art, 1990; M.F.A., University of Guanajuato, Mexico, 1969, Cranbrook Academy of Art, 1973. The presentation of functional clay forms with non-functional forms in wood and concrete.

Mark Webber, Assistant Professor of Art, 2008; M.F.A., Parsons School of Design, 1983. Figure painting, Italian Renaissance, Modernism and its debt to the past.

Stephanie Wise, 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). Exploration of the value of art and drama therapy utilized in the classroom by Jordanian teachers as a means to help teachers help Iraqi children traumatized by war. Trauma, with particular emphasis on PTSD, in working with war veterans.

Business and Managerial Science

Arthur B. Comstock, Executive Director and Associate Professor of Finance, 2000; Ph.D., Lehigh University, 2000. Investment and portfolio management; corporate financial planning; international economics.

U. Rex Dumdum, Associate Professor of MIS, eBusiness and Leadership, 2001; Ph.D., State University of New York-Binghamton, 1993. Leadership in computer-mediated environments, Transformational leadership, Virtual Teams, eBusiness models, and IT-business strategy alignment.

Ahmed Gomaa, Assistant Professor of IT and Business, 2011; Ph.D., Rutgers University, 2006. Business intelligence, causative modeling.

Gale Jaeger, Associate Professor of Business, 1991; Ed.D., Temple University, 1998. Marketing and Human Resource Management. Ethical leadership and corporate social responsibility, and women in management.

Charles Lipinski, Assistant Professor of Business and Managerial Science, 1994; D.B.A., Nova Southeastern University, 1990. Management and hospitality management.

George Marcinek, Assistant Professor of Business, 1986; M.B.A., University of Scranton, 1981, C.P.A. Accounting, Ethical Issues in Accounting.

Murray Pyle, Assistant Professor of Management, 2011; Ph.D., University of Michigan, 2010. Operations management, new product development.

Chris Speicher, Associate Professor of Business and Managerial Science, 2007; Ph.D., Temple University, 1997. International business, organizational behavior, entrepreneurship and marketing.

James Zaydon, Assistant Professor of Business and Managerial Science, 2006; J.D., St. Mary's University School of Law, 1976; LL.M., New York University of Law, 1978. Business taxation and law.

Communication Arts

Douglas Lawrence, Chair and Associate Professor of Communication Arts, 2001; Ph.D., Union Institute. The impact of student development through the use of all forms of mass communication, including oral interpretation, written delivery, and technology. Exploration and development of critical theory relative to expressing clarity in message delivery through the communication process.

Michael Mirabito, Professor of Communication Arts, 2000; Ph.D., Bowling Green State University, 1982. New communication technologies, computer applications in the communications field, space exploration, communication systems, and digital imaging.

Wanda Reyes-Velazquez, Assistant Professor of Communication Arts and Director of Advertising/Public Relations Program, 2011. Ph.D. Pennsylvania State University. Mass mediated health communication, social media use for disease prevention, and Type 2 diabetes message design for diverse cultural groups.

Lindsey L. Wotanis, Assistant Professor of Communication Arts and Director of Broadcast Journalism Program, 2010; Ph.D. University of Maryland, 2011. Research interests include community journalism and scholastic journalism.

Communication Sciences and Disorders

Academic and Clinical Faculty

Mona R. Griffer, Associate Professor of Communication Sciences and Disorders, 1997; Ed.D., Nova Southeastern University, 1997; CCC-SLP, BRCLS, ASHA. Child language development/disorders, early intervention, multicultural issues, pediatric oral-motor/feeding, and the supervisory process.

Renee S. Jourdanais, Clinical Supervisor, 2000; M.S., Nazareth College, 1998; CCC-SLP, ASHA. Craniofacial anomalies, genetic syndromes, adult neurogenics, developmental apraxia of speech.

Mary Margaret Mazzaccaro, Clinical Supervisor, 2001; M.S., Florida State University, 1992; CCC-SLP, ASHA. Adult neurogenics, child language disorders.

Kara Medeiros, Assistant Professor of Communication Sciences and Disorders, 2010; Ph.D., University of Nebraska-Lincoln, 2011. CCC-SLP, ASHA. Augmentative/alternative communication, children with developmental disabilities B-3, and the supervisory process.

Andrea M. Novak, Graduate Program and Marywood Speech-Language-Hearing Clinic Director, 2000; M.A., Edinboro University, 1995; CCC-SLP, ASHA. Adult neurogenics, phonology, supervisory process, and dysphagia.

Vijayachandra Angalli Ramachandra, Associate Professor of Communication Sciences and Disorders, 2005; Ph.D, Bowling Green State University, 2007. Neuroscience, articulation and phonology, child language development/disorders, and cognitive-linguistic deficits.

Sheri Skrutski, Clinical Audiologist, 1994; Au.D., University of Florida, 2001; CCC-A, ASHA. Aural rehabilitation, hearing aids, assistive listening devices.

Bruce A. Wisenburn, Assistant Professor of Communication Sciences and Disorders, 2009; Ph.D., University at Buffalo, 2005; CCC-SLP, ASHA. Acquired neurogenic communication disorders and augmentative/alternative communication.

Criminal Justice

Joseph F. Cabrero, Assistant Professor of Sociology, 2011; Ph.D., University of Arizona, 2010. Community development; social capital; urban planning; social network analysis.

Patrick Seffrin, Assistant Professor of Sociology, 2009; Ph.D., Bowling Green State University. Criminology; adolescence; poverty; quantitative methods.

Education

Patricia S. Arter, Chair (2011) Director of Special Education (2005) and Associate Professor of Education, 2005; Ed.D., Johns Hopkins University, 2005. Inclusionary Practices, Universal Design for Learning, best practice with young adults with autism

Tammy B.H. Brown, Assistant Professor, Graduate Reading Department, 2008; Ph.D., Rutgers University, 2008. Struggling beginning readers, new literacies, socio cultural factors affecting literacy.

Kathryn Clauss, IHM, Assistant Professor of Education (2010); Ph.D. Seton Hall University, 1995. Preparation and development of new teachers, Emergence of Islamic schools in the U.S., Collaboration between school districts and Universities.

Christine L. Fryer, Instructor of Education (2011); Ed.D. (cand), Indiana University. Curriculum Instruction, Reflective Practices, Science curriculum.

Michelle R. Gonzalez, Assistant Professor of Education (2011). Ph.D. Walden University, 2011. Early Childhood Special Education, Universal Design for learning, Struggling readers.

Bernice Lukus, Clinical Faculty of Education (2010). M.S. Marywood University, 1974. Special Education, Administration in special education.

Joseph A. Polizzi, Associate Professor of Education and Educational Leadership, 2007; Ph.D., Pennsylvania State University, 2007. Experiential and transformational learning, school leadership, small schools, preparation and professional development of new teachers.

Kathleen O. Ruthkosky, Director of Assessment (2011) and Professor of Education, 1997; Ph.D., Pennsylvania State University, 1993. Early childhood education, instructional design, teacher education.

Tonya N. Saddler, Assistant Professor of Education, 2009; Ph.D., Virginia Polytechnic Institute and State University, 2008. Higher education administration, socialization of individuals in higher education.

Mary Salvaterra, C.S.J., Professor of Education, 1999; Ph.D., Syracuse University, 1990. Secondary education, educational leadership, multiculturalism, teacher education.

Kerri J. Tobin, Assistant Professor of Education (2011). Ph.D. Vanderbilt University, 2011. Poverty and Education, Policy, Teacher Preparation.

Health and Physical Education

Shelby W. Yeager, Athletic Training Education Program Clinical Coordinator, 2004; M.Ed., East Stroudsburg University, 1994. Female anterior cruciate ligament (ACL) injuries and shoulder injury evaluation.

Gerald S. Zavorsky, Associated Professor, Director of the Human Physiology Laboratory, 2010; Ph.D., University of British Columbia, 2001. Certified Strength and Conditioning Specialist, CSCS. Pulmonary physiology, exercise physiology, pre-surgical exercise, obesity.

Music

Anita L. Gadberry, Assistant Professor of Music Therapy, Director of Music Therapy Program, 2011; Ph.D., University of Kansas, 2010. Music Therapist-Board Certified (MT-BC), 2000. Music therapy with persons with autism spectrum, alternative communication systems, collaboration among music educators and music therapists.

Rick Hoffenberg, Assistant Professor of Choral Conducting, 2007; D.M.A., Yale University, 2009. Director of choral ensembles, choral conducting, applied vocal performance, piano performance.

Sr. Joan McCusker, IHM, Associate Professor of Music Education, 2005; Ph.D., Eastman School of Music, University of Rochester, 2001. Music cognition, emerging musical literacy, pre-service teacher education, professional development, and K-12 music partnerships.

Nathaniel F. Parker, Assistant Professor of Orchestral Conducting, 2009. D.M.A., Michigan State University, 2009. Director of orchestra, instrumental conducting, woodwind (double reeds) methods, music history.

F. David Romines, Assistant Professor of Wind Ensemble/Bands, 2009. D.M.A., University of Southern Mississippi, 2000. Director of Wind/Band ensembles, instrumental conducting, instrumental (woodwinds/brass) methods, pre-service teacher education.

D. Charles Truitt, Assistant Professor of Music, 1980; M.A. in Musicology, Marywood College, 1986; Applied classical guitar, analytical techniques and music cognition, history and sociology of music.

Nutrition

Jessica Bachman, Assistant Professor of Nutrition and Dietetics, 2011; Ph.D., University of Tennessee, 2011. Obesity prevention and treatment, sports nutrition.

Jessica Rae Bodzio, Clinical Instructor and DPD Program Director in Nutrition and Dietetics, 2011. M.S., Marywood University, 2010. Lifestyle nutrition.

Joanne Christaldi, Ph.D., R.D., L.D.N., Assistant Professor of Nutrition and Dietetics, 2008; University of Georgia, 2008. Medical nutrition therapy, health promotion and wellness, obesity prevention and control, and food insecurity.

Diana Cuy Castellanos, Assistant Professor of Nutrition and Dietetics, 2011. Ph.D., University of Southern Mississippi, 2011. Community nutrition, dietary acculturation, statistics, nutrition transitions.

Maureen Dunne-Touhey, R.D., L.D.N., Director, Dietetic Internship Program, 1992; M.S., H.H. Lehman College of the City University of New York, 1983.

Sandra Graham, Coordinator of Family and Consumer Sciences; M.S., Georgia State University, 1993, Doctoral candidate, SUNY Binghamton; Sports Nutrition, Role of the School cafeteria in student identity formation and student nutritional status; teacher education program development.

Lee Harrison, Professor of Nutrition and Dietetics, 2001; Ph.D., New York University, 1984. Personality type (MBTI) and its effects on career choice, competence and ability to predict success; nutrition support/critical care; food habits; health promotion; gerontological nutrition; children's health.

Physician Assistant Studies

Karen E. Arscott, Program Director, Physician Assistant Program 2004; Clinical Associate Professor; D.O., M.Sc.; Board Certified in Neuromuscular Medicine; Osteopathic Manipulative Treatment in Chronic Stable Asthma; musculoskeletal education research; interprofessional education; community education and vaccinations.

Stanley Blondek, D.P.M., M.D., Medical Director, Physician Assistant Program 2008, Director of Pediatrics for Physician's Health Alliance.

Cheryl U. Bessoir, Clinical Coordinator Physician Assistant Program and Clinical Instructor, 2011. Doctor of Chiropractic, National College of Chiropractic Studies 1984; MS, PA-C, Marywood University, 2007. Movement disorders, Parkinson's Disease, seizures, and tremors.

Marie S. Bonavoglia, Academic Coordinator Physician Assistant Program; Clinical Instructor; M.S., PA-C, MT(ASCP), Doctoral Studies, Marywood University. Anaphylaxis education and prevention in school aged children, "Routinization in the Elderly;" and health promotion.

Lisa M. Mattei, Clinical Coordinator Physician Assistant Program; Clinical Instructor; M.S. Marywood University 2001, M.P.A.S. University of Nebraska 2008; Interprofessional Education, PA-C.

Lori E. Swanchak, Clinical Director Physician Assistant Program, 2002, Clinical Assistant Professor. Ph.D., PA-C. “The Perceptions of Changing the Entry-level Degree for Physician Assistants to a Clinical Doctorate among Physician Assistant Students.”

Heather W. Walters, Principal Faculty; Clinical Instructor, 2011; MPAS, PA-C, King’s College, 2001 and MPAS University of Nebraska, 2006. Exercise and health.

Psychology/Counseling

Shamshad Ahmed, Associate Professor of Counseling, 2011; Ph.D., North Carolina State University, 2005. Multicultural counseling, Cross cultural perspectives on anxiety and depression; Mental Health Issues; Stress Management; Couples Issues; and issues with race, gender, diversity, and ethnicity.

Jennifer S. Barna, Assistant Professor of Counseling, 2009; Ph.D., Virginia Polytechnic Institute and State University, 2009. School Counselor identity development, school counseling programs and accountability, leadership, and advocacy, the impact of personal/social development on academic achievement.

Sr. Gail Cabral, IHM, Professor of Psychology, 1991; Ph.D., Catholic University of America, 1978. Myers-Briggs Type Indicator; gender differences, social-cognitive development, particularly in the area of friendship relations; relationship of psychology and religion.

C. Estelle Campenni, Associate Professor of Psychology and Counseling, 2000; Ph.D., Adelphi University, 1987. Brief interventions of mindfulness, implicit cognitive performance and mindfulness, well-being and mindfulness.

Brooke Cannon, Professor of Psychology and Counseling, 2000; Ph.D., Binghamton University, 1990. Neuropsychology, dementia, facial affect perception, psychology of film.

Edward J. Crawley, Chair and Associate Professor of Psychology and Counseling, 1999; Ph.D., Binghamton University, 1999. Auditory perception, spoken word recognition, and music cognition.

Francis J. DeMatteo, Director of School Psychology Program, Assistant Professor of Psychology and Counseling, 2009. Ed.D., Indiana University of Pennsylvania, 2005. Delivering multidisciplinary evaluation results to parents; family school relations; students with emotional and behavior disorders; myths and educational systems.

Bradley Janey, Associate Professor of Psychology and Counseling, 1999; Ph.D., Kansas State University, 1999. Psychological test construction, cross-cultural variations in masculinity, counseling males.

Dana C. Leighton, Assistant Professor of Psychology and Counseling, 2012, Ph.D., University of Arkansas, 2012. Social psychology, moral exclusion, peace psychology, conflict resolution.

John Lemoncelli, Professor of Psychology and Counseling, 2007; Ed.D., Temple University, 1983. Adult survivors of abuse, clinical practice training; ethics, pastoral counseling; spirituality and psychotherapy.

Janet L. Muse-Burke, Director of Practica and Internships, Psy.D. Program and Associate Professor of Psychology and Counseling, 2005; Ph.D., Lehigh University, 2004. Spirituality and religion, supervision and training, psychotherapy process and outcome, test construction.

Edward J. O'Brien, Professor of Psychology and Counseling, 1992; Ph.D., University of Massachusetts at Amherst, 1980. Cognitive and behavioral therapies; cognitive and experiential approaches to self-esteem change; stress and coping; outcomes assessment in higher education and mental health; effects of technological innovations in higher education.

David J. Palmiter, Jr., Director of Practica and Internships, Psy.D. Program and Associate Professor of Psychology and Counseling and Director of Psychological Services Center, 1998; Ph.D., George Washington University, 1989. Child and adolescent disruptive behavioral disorders, psychological testing.

Tracie L. Pasold, Assistant Professor of Psychology and Counseling, 2012, Ph.D., University of Toledo, 2006. Parenting, eating disorders in children and adolescence.

David Renjilian, Director of Clinical Training and Professor of Psychology, 2000; Ph.D., Fairleigh Dickinson University, 1990. Development of mental health training materials, stress, coping, and burnout in health care professionals.

Robert S. Shaw, Assistant Professor of Psychology and Counseling and Director of Counseling/Student Development Center, 2009; Psy.D., Immaculata University, 2000. Psychological testing, interaction of psychology and spirituality.

Administrative Studies: Public Administration, Health Services Administration, and Gerontology Program

Alice Elaine McDonnell, Program Director and Professor of Public Administration, Health Services Administration and Gerontology, 1982. Gerontology; long-term care, role of hospice and other community resources in treatment of older cancer patients, Alzheimer's disease, quality assurance, and geriatric Health Services Administration.

Alexander Dawoody, Assistant Professor of Public Administration, 2009, Ph.D., Western Michigan University. Public policy, complexity theory, organizational dynamics.

Science

Lisa Antoniacci, Assistant Professor of Biology, 2007; Ph.D., Lehigh University, 2005. Characterization of nuclear/chromatin processes, immunology and vaccine development, microbiology and biotechnology.

Christopher W. Brey, Assistant Professor of Biology, 2010; Ph.D., Montana State University, 1999. Functional genetics, molecular biology, and cellular localization of gene expression and regulation in the fat metabolic pathway of *Caenorhabditis elegans*.

Jay P. Clymer III, Associate Professor of Biology, 1983; Ph.D., Lehigh University, 1978. Competitive interactions and resource partitioning among salt marsh killifishes, Family Cyprinodontidae, Aquatic Biology, limnology, community trophic analysis, saltmarsh ecology.

Robin P. Ertl, Assistant Professor of Biology and Chemistry, 2011; Ph.D., Louisiana State University, 1997. Biochemical-toxicology and biochemical-evolution of xenobiotics (chemicals foreign to the body), examining the long term effects of classic pollutants and greenhouse gases on whole organisms and stem cells.

Deanne Dulik Garver, Assistant Professor of Chemistry, 2010; Ph.D., Virginia Commonwealth University, 1984. Organic chemistry, toxicology, analytical mass spectrometry, mechanisms of drug metabolite toxicity.

Deborah Hokien, Professor of Chemistry, 1997; Ph.D., Lehigh University, 1995. Visiting Associate Professor, University of California Davis. Analytical chemistry, biochemistry, synthetic chemistry (organometallic and polymer), phytoremediation and bioremediation studies, water quality chemistry and red wine polyphenols.

Michael C. Kiel, Science Department Chair and Associate Professor of Biology, 2004; Ph.D., University of Toronto, 2000. Human genome analysis with respect to disease and evolution; mechanisms of protein synthesis; control of gene expression, particularly at the translational level; protein/protein and protein/RNA interactions.

Monica Pierri-Galvao, Associate Professor of Physics, 2009; Ph.D., Penn State University. Medical physics, physics involved on the radiation treatment for cancer; mathematical physics, investigation on the quantum geometry of the space-time.

Social Work

Packiaraj Arumugham, Assistant Professor of Social Work, 2006; M.S.W., Bishop Heber College (Tamilnadu, India), 1985; Ph.D., Bharathidasan University (Tamilnadu, India), 2002. Social work with communities; marriage and family, christianity and social work.

Phyllis Black, Professor of Social Work, 1994 and Director of the Lehigh Valley Program; B.A., M.S.W., McGill University; Ph.D., Catholic University of America; C.M.F.C.* Ethical issues in social work practice and education, integrating genetics into social work practice and education, gatekeeping in social work education, grade inflation, social work education curriculum development.

Stephen Burke, Professor of Social Work, 1994; B.A., M.S.W.; Ph.D., University of Minnesota. Faith-based organizations and implications for social work education, economic safety-net issues.

Dennis Chapman, Assistant Professor of Social Work, 2011; Ph.D., University of Albany. Mental health practice/administration, gerontology, and group work.

Doris Chechotka-McQuade, Assistant Professor of Social Work, 1995; B.A., Hunter College; M.S.W., Adelphi University; Ph.D., Fordham University. Gerontology: centenarians, dementias. Adult day services. End-of-life, caregiving, late life spirituality, maintaining independence and the continuum of care, and social policy issues.

Joseph P. Donohue, Instructor of Social Work, 2011; Assistant to the Director of the School of Social Work and Administrative Studies, 2004; M.A., Fordham University; M.S.W., Marywood University. Historical and philosophic roots of social work, application and integration of social work knowledge, values, ethics, and skills; social welfare administration.

Lea M. Dougherty, Lecturer of Social Work, 2011; M.S.W., Marywood University. Women's issues, domestic violence, sexual assault, poverty, homelessness, oppression, and resiliency.

Daniel Freedman, Assistant Professor of Social Work, 2011; Ph.D., Ohio State University. Mental health, substance abuse, co-occurring disorders, crime, and diversity.

Christina C. Gigler, Instructor of Social Work 2007, Director of Field Education Lehigh Valley and Reading Programs, 2010; B.A., Shippensburg University; M.S.W., University of Maryland at Baltimore. Clinical social work practice with children, adolescents and families; child welfare issues; clinical supervision; crisis intervention; field education; and ethics.

B. Lynn Hutchings, Assistant Professor of Social Work, 2011; Ph.D., Rutgers University. The built environment, person-environment fit, physical and developmental disabilities, and aging.

Diane Keller, Associate Professor of Social Work, 1999; B.S., Wilkes University; M.S., University of Scranton; M.S.W., Marywood University; Ph.D., Syracuse University. Individuals with disabilities or chronic illness and their families; children and their families; women and leadership; program evaluation studies.

Christine Kessen, Associate Professor of Social Work, 2007; B.A., M.S.W., University of Illinois; D.S.W., Columbia University. Contemplative practices and social work education.

Sister Angela Kim, IHM, Assistant Professor of Social Work, 2010; Ph.D., Catholic University of America. Children and adolescents, multicultural education, cultural competency in social work education and practice, bicultural ethnic identity development among immigrant children and their family members and international social work practice.

Jinhyun Kim, Assistant Professor of Social Work, 2011; Ph.D., The Ohio State University. The impact of individual and neighborhood poverty and socioeconomic inequalities on health, health disparities over the life course, community based long-term care for older adults.

Lloyd L. Lyter, Professor of Social Work and Public Administration, 2003, Director of School of Social Work and Administrative Studies, 2011; B.A., East Stroudsburg State College; M.P.A., Temple University; M.S.W., Marywood University; Ph.D., Rutgers University. Behavioral health, substance abuse prevention, HIV disease, international social work.

Karen Rich, Assistant Professor of Social Work, 2007; B.A., SUNY New Paltz; M.S.W., Wurzwiler; Ph.D., SUNY Albany. Formal and informal responses to crime victims, coping skills of victims with disabilities, sexual assault victim interviewing by police officers; stigmatization and coping skills of crime victims with disabilities.

Mark A. Shaffer, Instructor of Social Work, Coordinator of the Central PA Program, 2011. M.S.W., Marywood University. Resiliency, mental illness on college campuses.

Eric Stein, Assistant Professor of Social Work, 2011. D.S.W., University of Pennsylvania. Individuals with severe mental illness, organizational context of community mental health, mental health recovery.

Kimiko Tanaka, Assistant Professor of Social Work, 2010; Ph.D., Columbia University. Clubhouse model for psychiatric recovery, resilience and support.

John H. Trudeau, Assistant Professor of Social Work, Coordinator of the Reading Program, 2010. Ph.D., Temple University. Welfare reform policy, unemployment policy, and capacity building in community organizations.

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Dean, School of Architecture

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Vice President for Enrollment Management

Rosemary Burger, M.A.
Registrar

Meghan Cruciani, M.S.
Director of Academic Success

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Associate Director of Graduate Admissions

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Carl Oliveri, M.A.
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Lia Richards Palmiter, Ph.D.
Director of Diversity Services

Sandra Ward Povse, M.F.A.
Director of Galleries

Robert S. Shaw, Psy.D.
Director of the Counseling/Student Development Center

Linda Skierski, M.S.
Director, Professional Education Field Experience

Stanley F. Skrutski, M.S., C.M.F.C.*
Senior Director of Fiscal Compliance in Enrollment Management

Anthony Spinillo, M.B.A.
Chief Information Officer

Diane Taylor-Webber, M.A.
Associate Director of Student Support Services

Gerald Zavorsky, Ph.D.
Director of the Human Physiology Laboratory

Fr. Brian VanFossen, M.A.
Assistant Director of Campus Ministry/Chaplain

TBA
Director of Financial Aid

TBA
Assistant Vice President for Library Services

TBA
Director of Housing and Residence Life

Faculty

Shamshad Ahmed (2005)

Assistant Professor of Counseling (2005). B.A., M.A., University of Madras; Ph.D., North Carolina State University. National Certified Counselor, Licensed Professional Counselor.

Steven Alexander (1993)

Associate Professor in Art (1995). B.A., Austin College; M.F.A., Columbia University.

Lisa Antoniaci

Assistant Professor of Biology (2007). B.S., M.S. University of Scranton, Ph.D., Lehigh University.

Karen E. Arscott, D.O., MSc, AOB NMM (2004)

Clinical Associate Professor and Program Director, Marywood University Physician Assistant Program. Board Certified in Neuromuscular Medicine 1998 re-certified (2008); Osteopathic Manipulative Medicine 1995; Philadelphia College of Osteopathic Medicine (1986).

Patricia S. Arter (2005)

Chair (2011), Director of Special Education (2005) and Associate Professor of Education (2005). B.S., Towson State University; M.S., Ed.D., Johns Hopkins University.

Packiaraj Arumugham

Assistant Professor of Social Work, (2006). M.S.W., Bishop Heber College (Tamilnadu, India), Ph.D., Bharathidasan University (Tamilnadu, India).

Jessica L. Bachman (2011)

Assistant Professor of Nutrition and Dietetics (2011). B.S. Pennsylvania State University; Ph.D., M.P.H., R.D. University of Tennessee.

Jennifer S. Barna (2009)

Assistant Professor of Counseling (2009). B.S., Kutztown University;

M.Ed., Ph.D., James Madison University.

Julie Barnofski (2011)

Assistant Professor of Art (2011). B.A. Marist College; M.A., M.F.A. University of North Texas

Phyllis N. Black (1988)

Professor of Social Work (1994) and Director of the Lehigh Valley Program. B.A., M.S.W., McGill University; Ph.D., Catholic University of America; C.M.F.C.*

Stanley Blondek, D.P.M., M.D.,

Medical Director Marywood University Physician Assistant Program and Athletic Training Education Program (2008). B.S., Rutgers University; D.P.M., Illinois College of Podiatric Medicine; M.D., Spartan Health Science University; Director of Pediatrics Physicians Health Alliance.

Jessica Rae Bodzio (2010)

Clinical Instructor; DPD Program Director in Nutrition and Dietetics (2011). M.S. Marywood University.

Marie S. Bonavoglia (2008)

Clinical Instructor, Academic Coordinator Physician Assistant Program (2008). M.S., PA-C, MT(ASCP); B.S., University of Scranton; M.S., Marywood University; Doctoral Studies, Marywood University

Susan Fugate Brangers (2008)

Assistant Professor of Art (2008). B.A., Western Kentucky University; M.A., Ph.D. University of Louisville.

Christopher W. Brey (2010)

Assistant Professor of Biology (2010) B.S., University of Wisconsin-Milwaukee, M.S., South Dakota State University, Ph.D., Montana State University.

Steven Brower (1995)

Assistant Professor of Art (2011). B.A. California State University, Fullerton; M.F.A. National University.

- Tammy B. H. Brown (2008)
Director of Reading Program and
Assistant Professor of Education.
B.S., M.S., Marywood University;
Ph.D., Rutgers University.
- Stephen C. Burke (1990)
Professor of Social Work (2005).
B.A., M.S.W.; Ph.D., University
of Minnesota; C.M.F.C.*
- Ellen Burkhouse (2003)
Instructor of Education (2003).
A.B., M.S.L.S., Marywood University.
- Sister Gail Cabral (1968)
Professor of Psychology and
Counseling (1991). A.B., M.S.,
Marywood University; Ph.D., Catholic
University of America; Certified School
Psychologist; Licensed Psychologist;
C.M.F.C.*
- Joseph F. Cabrera (2011)
Assistant Professor of Sociology
(2011). B.A. University of California,
Irvine; M.U.P. Hunter College – CUNY;
M.A. University of Arizona; Ph.D.
University of Arizona.
- C. Estelle Campenni (1994)
Associate Professor of Psychology and
Counseling (2000). B.A., Pennsylvania
State University; M.A., Ph.D., Adelphi
University.
- 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.
- Ann Marie Castelgrande (1988)
Instructor of Art (2008). B.A., M.A.,
Marywood University; further study,
Marywood University, University of
Scranton, Penn State University.
- Dennis Chapman (2011)
Assistant Professor of Social Work
(2011). B.A., Hobart College; M.S.W.,
Ph.D., University of Albany.
- Doris Chechotka-McQuade (1995)
Assistant Professor of Social Work
(1995). B.A., Hunter College;
M.S.W., Adelphi University;
Ph.D., Fordham University.
- Joanne Christaldi (2008)
Assistant Professor of Nutrition and
Dietetics and Coordinated Program
Director. B.S., College of St. Elizabeth;
M.S., University of Delaware; Ph.D.,
University of Georgia.
- Kathryn Clauss, IHM (2010)
Assistant Professor of Education
(2010). B.A., M.A., Marywood
University; Ph.D. Seton Hall University.
- Jay P. Clymer, III
Associate Professor of Biology (1983);
B.S., University of Rhode Island, M.S.,
Ph.D. Lehigh University., C.M.F.C.
- Arthur B. Comstock (2000)
Executive Director and Associate
Professor of Business and Managerial
Science (2005). B.S., Ph.D., Lehigh
University.
- Dennis Corrigan (1990)
Assistant Professor of Art (2000).
B.F.A., Philadelphia College of Art;
M.F.A., Tyler School of Art,
Temple University; C.M.F.C.*
- Michael Costello (1994)
Lecturer in Administrative Studies
(1994). B.S., University of Scranton;
M.B.A., University of Scranton; J.D.,
Southland University.
- Edward J. Crawley (1999)
Chair and Associate Professor of
Psychology and Counseling (1999).
B.A., M.A., State University of New

York at Albany; Ph.D., Binghamton University.

Diana Cuy Castellanos (2011)
Assistant Professor of Nutrition and Dietetics (2011) B.S. University of Cincinnati; M.A. Marshall University; Ph.D. University of Southern Mississippi.

Andrew Dattel (2010)
Assistant Professor of Psychology (2010). B.A., University of Tennessee; M.S., University of Memphis; M.B.A., Embry-Riddle University; M.A., University of Connecticut; Ph.D., Texas Tech University.

Alexander Dawoody (2009)
Assistant Professor of Public 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.

Ramona M. Del Sole (1997)
Lecturer in Administrative Studies (2002). B.A., Kutztown; M.P.A., Marywood University.

Francis J. De Matteo (2009)
Assistant Professor of Psychology and Counseling (2009). Director, School of Psychology Program (2009). B.S., University of Scranton; M.Ed., Ed.S., Ed.D., Indiana University of Pennsylvania. Pennsylvania Certified School Psychologist. Nationally Certified School Psychologist.

Joseph P. Donohue (2003)
Instructor of Social Work (2011). Assistant to the Director of the School of Social Work and Administrative Studies (2004). B.A., Seton Hall

University; M.A., Fordham University; M.S.W., Marywood University.

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

U. Rex Dumdum, Jr. (2001)
Associate Professor of Business and Managerial Science (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.*

Maureen Dunne-Touhey (1992)
Director, Dietetics Internship (1992). B.S., M.S., Lehman College-City University of New York; Registered Dietitian.

James Eckler (2010)
Assistant Professor of Architecture (2010). M.Arch., University of Florida

Maria M. Edwards (2003)
Lecturer in Administrative Studies (2005). B.F.A., M.A., Ph.D., Marywood University.

Robin P. Ertl ((2011)
Assistant Professor of Biology and Chemistry (2011). B.S., Rochester Institute of Technology, Ph.D., Louisiana State University.

Annette M. Fisher
Associate Professor and Reference Librarian. B.A., Marywood University; M.L.S., Kutztown University; M.P.A., Marywood University; further graduate study, Clarion University; C.M.F.C.*

Daniel Freedman (2011)
Assistant Professor of Social Work (2011). B.A., University of Minnesota; M.S.W., Ph.D., The Ohio State University.

James J. Frutchey
Assistant Professor and Reference Librarian. B.A., Albright College;

M.A., University of Scranton;
M.A., Indiana University of PA;
M.S.L.S., Clarion University.

Christine Fryer (2004)
Instructor in Education. B.S.,
Marywood University; M.S., Wilkes
University; Ed.D. (cand.), Indiana
University of Pennsylvania.

Anita L. Gadberry (2011)
Assistant Professor of Music Therapy.
Director of Music Therapy Program.
B.M. MT-BC, Southwestern Oklahoma
State University; M.A. Texas Woman's
University; Ph.D. University of Kansas.

Robin Gallagher (1985)
Professor of Nursing (1994) B.S.N.,
Marywood College; F.N.P./M.S.N.,
State University of New York at
Binghamton; Ph.D., Widener
University; C.M.F.C.*

Stephen Garrison (2002)
Assistant Professor of Interior
Architecture/Design (2007) M.F.A.,
Savannah College of Art
and Design.

Deanne Dulik Garver (2010)
Assistant Professor of Chemistry
(2010); B.A., College of Notre Dame,
Maryland; Ph.D., Virginia
Commonwealth University.

Zhong Geng
Associate Professor/Electronic
Resources and Systems Librarian
B.S., Shanghai Maritime Institute;
M.I.L.S., University of Tennessee-
Knoxville.

Christina C. Gigler (2007)
Instructor of Social Work and Director
of Field Education Lehigh Valley and
Reading Programs (2010). B.A.,
Shippensburg University; M.S.W.,
University of Maryland at Baltimore.

Joseph Gluba (2010)
Assistant Professor of Architecture
(2010). M.Arch., Cranbrook Academy

of Art. Licensed Architect in the
Commonwealth of Virginia.

Mary Alice Golden (1982)
Associate Professor of Nursing (1997).
B.S.N., College Misericordia; M.S.N.,
Pennsylvania State University; Ph.D.,
University of Pennsylvania; C.M.F.C.*

Ahmed Gomaa (2011)
Assistant Professor of Business and
Managerial Science (2011). B.S, M.S.,
Alexandria University; M.B.A, Ph.D.,
Rutgers University.

Michelle R. Gonzalez (2011)
Assistant Professor of Education
(2011). B.A. LaSalle University;
M.S. Gwynedd-Mercy College;
Ph.D. Walden University.

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.

Robert A. Griffith (1985)
Professor of Art (1995). B.F.A.,
Tyler School of Art; M.F.A., Southern
Illinois University; C.M.F.C.*

Lee Harrison (1974)
Professor of Nutrition and Dietetics
(2001). B.S.H.E., Marywood College;
M.S., Indiana State University; Ph.D.,
New York University; Registered
Dietitian; C.M.F.C.*

Rick Hoffenberg (2007)
Assistant Professor of Choral Activities
(2007). A.B., Princeton University;
M.M., Westminster Choir College of
Rider University; M.M.A., Yale
University; D.M.A., Yale University.

Peter T. Hoffer (1973)
Associate Professor of Art (1995).
A.B., George Washington University;

M.F.A., Cranbrook Academy of Art; further study, Rochester Institute of Technology; C.M.F.C.*

Deborah Hokien

Professor of Chemistry (1997). Ph.D., Lehigh University; Visiting Associate Professor, University of California, Davis.

B. Lynn Hutchings (2011)

Assistant 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.

Gregory K. Hunt, FAIA (2008)

Founding Dean and Professor of Architecture (2008). B.A. Middlebury College; M.Arch., Columbia University.

Thomas Jackson (1990)

Associate Professor of Political Science (1990). B.A., St. Josephs' University; J.D., Ph.D., Temple University; C.M.F.C.*

Gale A. Jaeger (1993)

Associate Professor of Business and Managerial Science (2001). B.S., State University of New York; M.A., Adelphi University; further graduate study, New York University; Ed.D., Temple University.

Bradley Janey (1999)

Associate 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, B.A., University of Texas, Ph.D. Temple University.

Renee S. Jourdanais (2000)

Clinical Supervisor in Speech-Language Pathology (2000). B.S., Marywood University; M.S., Nazareth

College; Certificate of Clinical Competence in Speech-Language Pathology, American Speech-Language-Hearing Association.

Diane Haleem (2007)

Associate Professor of Nursing and Public Administration (2003). Ph.D., Boston College; 1996 Harvard University Certificate of Special Studies in Administration Management; Masters Degree in Nursing Administration, University of California Los Angeles (1990); Bachelors Degree in Nursing, Boston College (1984).

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.

Christine Kessen (2001)

Associate Professor of Social Work (2007). B.A., M.S.W., University of Illinois; D.S.W., Columbia University.

Michael C. Kiel (2004)

Chair of Science Department and Associate Professor of Biology (2004). B.S., Towson State University; Ph.D., University of Toronto.

Sister Angela Kim, IHM (2010)

Assistant Professor of Social Work (2010). B.S.W., Marywood University; M.S.W., Ph.D., Catholic University of America.

Jinhyun Kim (2011)

Assistant Professor of Social Work (2011). B.A., M.A., Pusan National University; M.S.W., University of South Carolina; Ph.D., The Ohio State University.

Doug Lawrence (2001)

Chair and Associate Professor of Communication Arts (2001). B.A., Antioch University; M.A., Marywood University; Ph.D., Union Institute.

Dana C. Leighton
Assistant Professor of Psychology and
Counseling (2012). Ph.D., University of
Arkansas.

John J. Lemoncelli (1987)
Assistant Chair and Associate Professor
of Psychology and Counseling (1990).
B.S., M.S., University of Scranton;
Ed.D., Temple University; National and
Pennsylvania Certified Counselor,
Licensed Psychologist; C.M.F.C.*

Alan M. Levine (1978)
Professor of Nutrition and Dietetics
(1993). B.A., Hofstra University;
M.A., Ph.D., New York University;
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Professor of Social Work and Public
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Assistant Professor of Interior
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Clinical Instructor, Clinical Coordinator
Physician Assistant Program (2008).
M.P.A.S., PA-C; B.S., Marywood

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Mary Margaret Mazzaccaro (2001)
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Alice Elaine McDonnell (1980)
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Gerontology Program) (1991). B.S.,
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- John Meza (1998)
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of New York at Albany.
- Ronald E. Miller (1987)
Lecturer in Psychology and Counseling
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- Matthew Mindrup (2009)
Assistant Professor of Architecture
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- Michael Mirabito (1993)
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- Kathleen Purcell Munley (1967)
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- Janet L. Muse-Burke (2005)
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- Edward J. O'Brien (1983)
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- Samuel Olfano (1995)
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- Linda Partridge (1993)
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- Tracie L. Pasold
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- James Pettinato (2008)
Lecturer in Administrative Studies (2008). B.S., M.H.S.A., Marywood University.
- Brian J. Piatek (2003)
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- 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.
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Associate Professor of Education. Ph.D., Pennsylvania State University.
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- Murray Pyle (2011)
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- Vijayachandra Angalli Ramachandra (2005)
Associate Professor of Communication Sciences and Disorders (2010). B.S., Bangalore University, India; M.S., Rajiv Gandhi University of Health Sciences, India; Ph.D., Bowling Green State University.
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Professor of Psychology (2000). Director of Clinical Training–Psy.D. Program. B.A., Alfred University; Ph.D., Fairleigh Dickinson University. Licensed Psychologist.
- Wanda Reyes-Velazquez (2011)
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- Karen Rich (2007)
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Assistant Professor of Education (2009). B.S., M.S., North Carolina Agricultural and Technical State

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*Cor Mariae Pro Fide et Cultura

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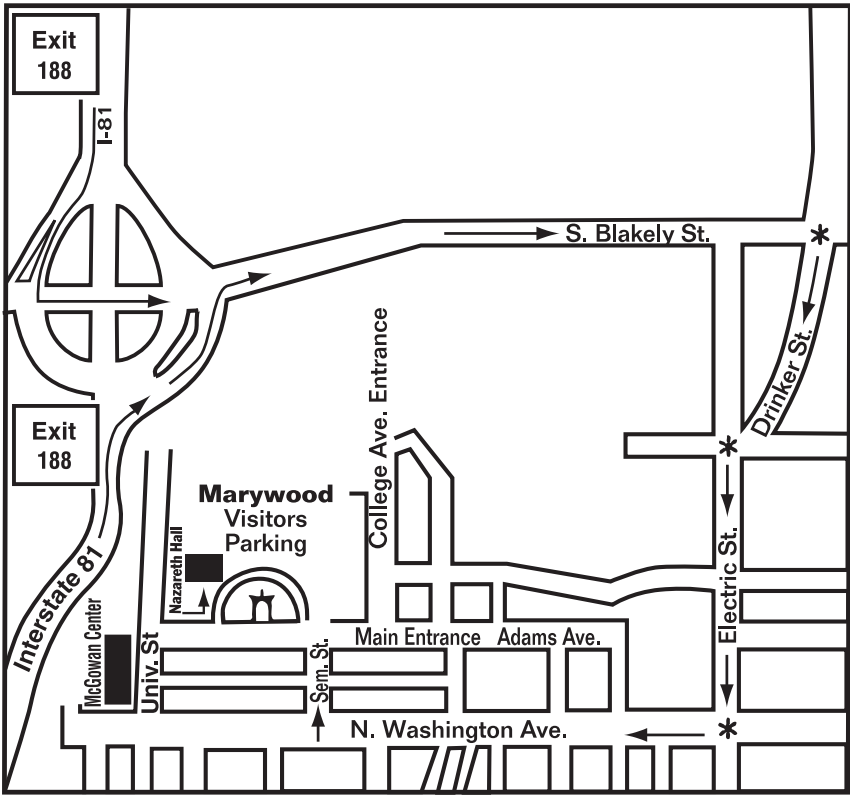
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Marywood University, Scranton, Pennsylvania, prepares students to have a positive impact on society at regional and global levels while providing each student with the foundation for success in an interdependent world. Marywood University is an independent, comprehensive, Catholic institution of more than 3,000 students, committed to the integration of liberal arts and professional studies in the context of ethical and religious values. Founded by the Congregation of the Sisters, Servants of the Immaculate Heart of Mary in 1915, Marywood offers a wide variety of bachelor's, master's, and doctoral degree programs, as well as continuing education programs, designed to place men and women of all backgrounds and ages at the forefront of service, knowledge, and technology.

Marywood University, in accordance with applicable provisions of federal law, does not discriminate on grounds of race, color, national origin, sex, age, or disability in the administration of any of its educational programs or activities, including admission, or with respect to employment. Inquiries should be directed to Ms. Patricia Dunleavy, Assistant Vice President for Human Resources, Coordinator for Act 504 and Title IX, Marywood University, Scranton, PA 18509-1598. Phone: (570) 348-6220 or e-mail: dunleavy@marywood.edu.



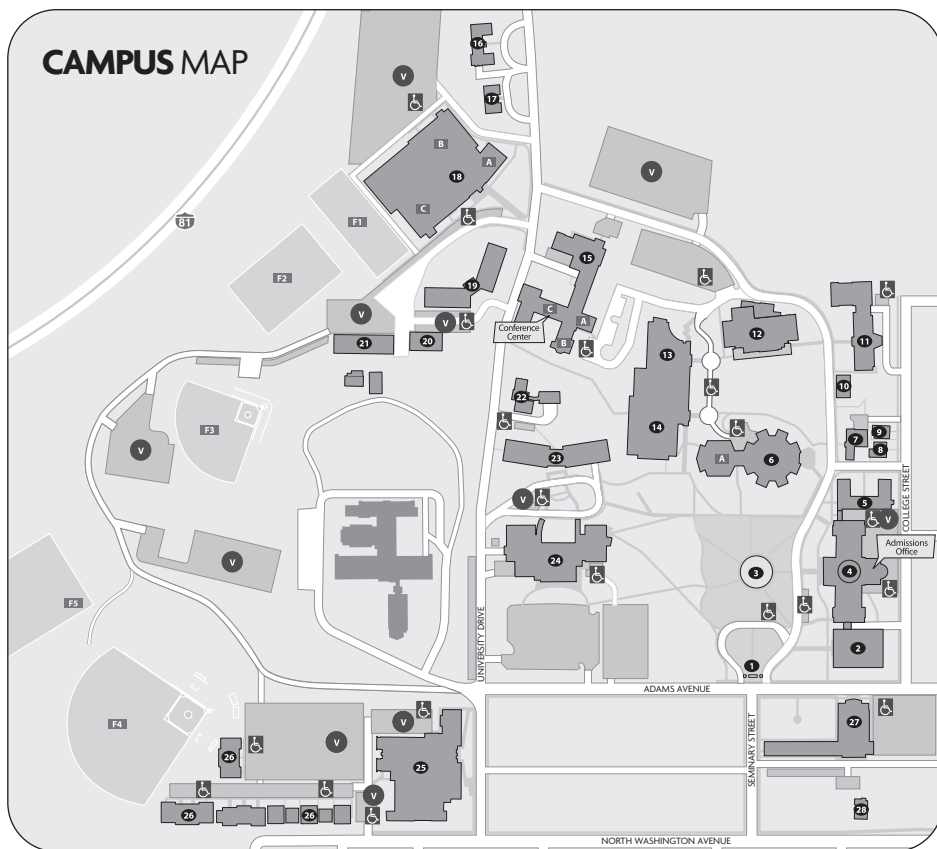
Directions

Marywood is conveniently located off U.S. Interstate 81. The campus is located 120 miles west of New York City and 125 miles north of Philadelphia and is easily accessible by a network of interstate highways.

- From Philadelphia take NE Extension of PA Turnpike (I-476) north to Wyoming Valley Exit #37 to I-81 north
- From Baltimore take I-83 north to I-81 north
- From the West take I-80 east to I-81 north
- From the North take I-81 south
- From the East (Connecticut & New England) take I-84 west to I-380 north (formerly west) to I-81 north
- From New York City & Northern New Jersey take I-80 west to I-380 north (formerly west) to I-81 north

Take Exit 188 from I-81; follow directional signs at the end of the exit ramp toward Dunmore (347S), which becomes Blakely Street, to traffic light at Drinker Street. Turn right onto Drinker Street, which merges with Electric Street. Proceed to second traffic light. At this intersection, turn right onto North Washington Avenue, and proceed four blocks. At third stop sign on North Washington, turn right onto Seminary Street. Proceed up the hill to the Memorial Arch. Parking areas are located near the Memorial Arch and on other designated sections of campus.

CAMPUS MAP



ALPHABETICAL BUILDINGS LISTING

Aquatics Center **18C**
 Bethany Hall **28**
 Center for Architectural Studies **14**
 Center for Natural and Health Sciences **11**
 Conference Center **15C**
 Domiano Center for Early Childhood Education **17**
 Emmanuel Hall **22**
 Fricchione Day Care Center **16**
 Immaculata Hall **5**
 Insalaco Arena **18B**
 Insalaco Center for Studio Arts **12**
 Learning Resources Center **6**
 Liberal Arts Center **4**
 Loughran Hall **15**
 Lynett-Haggerty Fitness Center **18A**
 Madonna Hall **23**
 Maintenance Building **21**
 Maria Hall **10**

PARKING

- V** Visitor Parking (Please visit the Campus Safety Office located in Nazareth Student Center to obtain a visitor parking pass.)
- ♿** Parking for Physically Disabled

Marian Chapel **15B**
 McCarty Hall **8**
 McGowan Center for Graduate and Professional Studies **25**
 Media Center **6A**
 Mellow Center for Athletics and Wellness **18**
 Memorial Arch **1**
 Memorial Commons **3**
 Nazareth Student Center **24**
 O'Neill Center for Healthy Families **19**
 Perpetual Help Hall **9**
 Physical Plant **20**
 Post Office/Printing/Mailing Center **7**
 Regina Hall **2**
 Sette LaVerghetta Center for Performing Arts **27**
 Shields Center for Visual Arts **13**
 Swartz Center for Spiritual Life **15A**
 Woodland Residences **26**

FIELDS AND COURTS

- F1** Tennis Courts
- F2** Grass Field
- F3** Softball Field
- F4** Baseball Field
- F5** Multipurpose Synthetic Turf Field