

# 2018-2020 GRADUATE CATALOG

Marywood  
UNIVERSITY

Marywood University | 2018-2020 GRADUATE CATALOG

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UNIVERSITY

2300 Adams Avenue  
Scranton, Pennsylvania 18509  
[marywood.edu](http://marywood.edu)





## **General Policy**

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

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

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

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

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

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

Inquiries should be directed to:

TBD  
Title IX Coordinator and  
Coordinator of Act 504  
Ms. Meghan Cruciani  
Assistant Vice President  
for Student Success  
Deputy Title IX Coordinator  
Marywood University  
Learning Commons, Room 310  
Scranton, PA 18509-1598  
Phone: 570-340-6043  
Fax: 570-340-6073  
e-mail: [cruciani@marywood.edu](mailto:cruciani@marywood.edu)

Mr. Ross Novak  
Dean of Students  
Deputy Title IX Coordinator  
Marywood University  
Liberal Arts Center, Room 101  
Scranton, PA 18509-1598  
Phone: 570-348-6236  
e-mail: [rnovak@marywood.edu](mailto:rnovak@marywood.edu)  
Dr. Susan C. Turell  
Provost  
Deputy Title IX Coordinator  
Marywood University  
Liberal Arts Center, Room 200  
Scranton, PA 18509-1598  
Phone: 570-348-6232  
e-mail: [sturell@marywood.edu](mailto:sturell@marywood.edu)

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

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

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# Marywood University



## Accreditations/Approvals

### Regional

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

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

### Professional

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

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

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

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

The Graduate Art Therapy Program of the Department of Art is accredited by the **American Art Therapy Association, Inc.**, 4875 Eisenhower Avenue, Suite 240., Alexandria, VA 22304. Phone: 1-888-290-0878 or 1-703-548-5860.

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

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

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

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

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

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

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

The Master's and Bachelor of Social Work degree programs in the School of Social Work are accredited by the **Council on Social Work Education**, 1701 Duke Street, Suite 200, Alexandria, VA 22314-3457. Phone: 1-703-683-8080.

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

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

## **Fields of Study**

### **Ph.D. in Administration and Leadership**

### **Psy.D. in Clinical Psychology**

### **Master of Arts Degrees offered:**

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

**Master of Science Degrees offered:**

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

**Special Professional Degrees offered:**

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

**Pennsylvania Certifications offered:**

Biology  
Communications (Theatre)  
Curriculum and Instruction Supervisor  
Early Childhood and Elementary Education PK-4  
Endorsement – Autism Spectrum Disorders PK-12  
Endorsement in ESL  
English  
Home and School Visitor  
Mathematics  
Music  
Principal K-12  
Reading Specialist  
School Counseling (PreK-12)  
Social Studies  
Spanish  
Special Education PK-4  
Special Education 7-12 (English or Mathematics)  
Special Education Supervisor  
Speech and Language Impaired  
Superintendent Letter of Eligibility



## Key Contacts for Information

### Directory of Graduate Offices

Dean, College of Arts and Sciences. . . . .	570-348-6233
Dean, College of Health and Human Services . . . . .	570-340-6001
Dean, College of Professional Studies. . . . .	570-340-6063
Marywood University – Main Switchboard . . . . .	570-348-6211
<b>Marywood University web address . . . . .</b>	<b>www.marywood.edu</b>
Retention and Advising. . . . .	570-340-6043
University Admissions (Graduate). . . . .	570-340-6002
University Admissions e-mail (Graduate). . . . .	GoGrad@marywood.edu
University Admissions Fax (Graduate) . . . . .	570-961-4763
University Admissions (Toll-Free). . . . .	1-86-MARYWOOD

### Student Resources

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

### Graduate Departments

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



# History, Mission, and Organizations



## **History of the University and Graduate Education: Marywood Experience**

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

## **Marywood University Mission Statement**

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

## **Goals and Objectives**

1. Provide a values-based context for university experiences.
  - A majority of students will participate in service opportunities in an ongoing way.
  - Students will demonstrate an understanding of the ethical dimensions of their fields of study.
  - A majority of students will participate in spiritual development activities.
  - Employees will demonstrate core values in the work place.
2. Foster an awareness and appreciation of the pluralistic nature of contemporary society.
  - Graduates will choose to study or work in multicultural settings either at home or abroad.
  - Students will demonstrate a deeper appreciation for cultural diversity and an understanding of global issues.



- Enrolled students will travel abroad during their college years.
  - Employee groups and governing bodies will reflect the pluralistic nature of contemporary society.
3. Provide a supportive and welcoming environment to a diverse academic community.
    - Students enrolled in any program will fulfill their academic goals by successfully completing their degree work.
    - An increasing number of racially and culturally diverse students and employees will choose Marywood as a welcoming community.
    - Students from a cross-section of socio-economic groups will enroll in each incoming class.
    - Campus constituencies will express satisfaction with all campus services.
  4. Prepare people for socially responsible leadership roles.
    - Students will participate in an internship or practicum experience.
    - Students will demonstrate a significant level of co-curricular activities.
    - Students will experience positive interactions with faculty members outside of class.
    - Employees will serve as role models of socially responsible leaders.
  5. Provide a challenging instructional program.
    - Students will demonstrate achievement of cognitive skills at a level comparable to peers on standardized tests.
    - Students will demonstrate the ability to think critically by engaging in research activities and by developing problem solving strategies.
    - Students will demonstrate the ability to integrate the liberal arts tradition with their professional specializations.
    - Students will demonstrate competence in both information literacy skills and communications skills.
    - Faculty will provide evidence of ongoing scholarly activity.
  6. Inspire a sense of personal responsibility for responding to social justice issues.
    - Faculty, staff, and students will participate in projects designed to address social inequities.
    - Students will demonstrate knowledge of both national and international social justice issues.
    - Faculty, students, and staff will serve as advocates for justice in their personal and professional lives.

## Core Values

1. **Catholic Identity.** The pursuit of truth, goodness, beauty, justice, and the common good within the context of the Catholic faith tradition and in dialogue and service with persons of diverse faiths and worldviews.
2. **Respect.** Honoring the uniqueness and dignity of each human person; demonstrating ethical and just interactions; and caring for the earth and all creation through a commitment to sustainability.

3. **Empowerment.** Access to education that enables all to achieve their full potential to live as conscientious citizens in a pluralistic society.
4. **Service.** A commitment to promoting social responsibility which fosters community engagement to meet real needs.
5. **Excellence.** Manifesting Marywood University's pursuit of the highest level of achievement in support of *Sanctitas, Scientia, Sanitas*.

## Student Learning Outcomes

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

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

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

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

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

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.

## Faculty

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

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

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

## **Role and Practice of Scholarship**

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



## **Governance**

Each of the Colleges are led by a dean, aided by the faculty, and provide specific structures and opportunities for student and community input. The standards and policies of graduate education evolve from the values of open discussion, self-criticism, and critical thinking. The process of information gathering, judgment, and decision-making occurs through various committees and organizations, including: the Policy and Operations Committees, the Graduate Curriculum Committee, various department-based advisory groups, and the Graduate Student Council.

## **Enrollment**

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

## **Location and Campus**

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

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

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

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

At Marywood University, students enjoy a beautiful campus with a blend of classic academic architecture, modern facilities, and an array of athletic fields and spaces.



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

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

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

Marywood's newest facility, the **Learning Commons**, is a flexible and open physical space, which serves as the intellectual and social heart of campus. In addition to housing Library Services, this facility also serves as the home of the **Center for Communication Arts**, **Entrepreneur Launch Pad**, and the **Center for Transformational Teaching and Learning**. Surrounded by the Learning Commons, the Center for Architectural Studies and the Insalaco Center for Studio Arts, the **Calabro Delfino Amphitheatre**, with its natural tiered lawn, is the ideal open-air setting for academics, staged art, outdoor exhibitions, and recreation. The beautiful **Motherhouse and Seminary Morgan Memorial Garden**, situated in front of the Learning Commons, celebrates the history of Marywood and the IHM Congregation.

# Regulations, Rules, and Policies



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

## Graduate Admission

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

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

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

## **Admission of International Students**

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

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

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

New international students should contact the Office of University Admissions upon admission and the Office of International and Multicultural Initiatives upon arrival in Scranton. All international students should feel free to consult the Office of University Admissions at any time concerning special problems.

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

International students should be aware of the following:

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



the M.S. in Biotechnology, a band of 6.5 on the IELTS or 81 on the TOEFL is required.

4. Students are required to carry health insurance or purchase health insurance upon arrival to campus.

## **Application Process**

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

1. The application form properly completed, including the non-refundable application fee payment if the application is not submitted online.
2. Unopened official transcripts of all previous academic work, including any academic work completed at Marywood.
3. Two letters of reference from persons familiar with the student's educational background and work. Doctoral applicants are required to submit three letters of recommendation.
4. There may be specific departmental requirements as listed in the department's description of the course of study for which application is being submitted.

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

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

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

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

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

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

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

### **Admissions in Process/Enrichment Credit Limitations**

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

All application materials should be mailed to:

Marywood University  
Office of University Admissions  
Liberal Arts Center 120  
2300 Adams Avenue  
Scranton, PA 18509-1598

Questions regarding application status should be directed to the University Admissions: [GoGrad@marywood.edu](mailto:GoGrad@marywood.edu)

## Retention of Application Files

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

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

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

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

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

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

## Student Status Categories

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

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

**Provisional**—Students who have been given provisional acceptance remain in a special status category until they have fulfilled all conditions of their letter of acceptance.

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

**Certificate Program**—A student who has been accepted to pursue a program of study leading to a Marywood University certificate with no specific relationship

to state certification or any professional body is in a special status, non-degree seeking category.

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

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

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

## **Certificate of Advanced Graduate Study (CAGS)**

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

## **Student Reporting Classification**

A graduate student who is enrolled for six or more credits in a given semester is reported as full-time for that semester. A student who is enrolled for less than six credits in a given semester is considered as part-time for that semester. Students enrolled in three credits are reported as half-time for that semester. In certain instances, governmental or agency regulations supersede the Marywood definition.

## **Other Academic Regulations and Rules**

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

## **Academic Honesty**

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

Students have a responsibility to know and adhere to the University's *Academic Honesty* policy. Violations of this academic honesty statement or the intent of this statement carry consequences. University procedures for investigation of alleged violations of this policy ensure that students are protected from arbitrary or capricious disciplinary action. Initial sanctions for violations of academic honesty ordinarily are determined by the course instructor. The faculty member will employ

a range of sanctions, from a minimum of a failing grade for the specific coursework in which the infraction occurred to a maximum of a failing grade for the entire course. If necessary, the chairperson and/or academic dean may become involved in investigating the allegation of academic dishonesty and the determination of sanctions. The faculty member will file a report with the Office of the Provost, with a copy to the faculty member's department chairperson and the student's academic dean. An academic dean may choose at any time to inform the Dean of Students of charges of academic dishonesty for adjudication in the University conduct system. Likewise, a member of the University community may submit a conduct report against a student, group of students, or student organization for alleged violations of the *Academic Honesty* policy to the Dean of Students, who will inform the appropriate academic dean for possible adjudication. The Provost will maintain a register of established cases of academic dishonesty in order to identify an individual student's pattern of violation. Two established cases of academic dishonesty will result in suspension from the University; three established cases will result in dismissal.

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

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

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

Dismissal is the permanent termination of student status and separation from the University. A dismissed student is charged full fees for the semester in which the dismissal occurs in accordance with the published University Withdrawal and Refund Policy Statement and a grade of "W" is assigned for the same semester courses remaining on the student transcript. A statement of the student's status is sent to the Provost, the Vice President for Enrollment Services and Academic



Success, and the Registrar and is recorded permanently in the Office of the Dean of Students. Since the majority of undergraduates are legal dependents of their parents/guardians, the University reserves the right to contact parents and/or guardians when sanctions of Removal from University Housing or Suspension/Dismissal from the University are imposed. Independent students should notify the Dean of Students of their independence and verify that status if requested. See *University/Student Handbook* Academic Honesty section for definitions and procedures.

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

## **Professional Standards of Ethics and Conduct**

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

## **Admission to Degree Candidacy**

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

To be eligible for candidacy a student must:

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

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

## **Standards for Continuance**

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

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

## **Transfer of Credit**

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

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

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

Marywood students desiring to register for credits at another institution to be transferred to Marywood to fulfill specific requirements of a certificate or degree program must receive prior approval of the appropriate department chairperson or administrator and obtain his or her signature on the graduate level Authorization for Transfer Credit form. Transfer Credit forms are available on the Registrar’s page on the Marywood website.

## **Time Limitation for Degrees**

All requirements for a master’s or doctoral degree must be completed within seven calendar years unless a specific department requires a different time limitation or

the student has been granted a leave of absence for medical or other good reason and the time period for completion has been extended by the Dean. This period of time is only rarely extended. **Written application for extension, with full documentation of serious cause, must be made to the chairperson or administrator of the department in which the student is enrolled.** Any extension must have the approval of both the department and the appropriate dean.

## **Leave of Absence Policy**

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

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

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

## **Withdrawal from the University**

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

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

## **Readmission**

A former matriculating student who wishes to return after having been withdrawn must reapply for admission. The catalog which is current at the time of readmission will apply. If the student's bid for readmission is successful, previously earned

academic credits will be evaluated in light of their age and applicability to the current curriculum by the appropriate chairperson or administrator.

## **Registration, Scheduling, and Program Change**

### **Registration**

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

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

### **Course Load**

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

### **Cancelled Courses**

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

### **Student Schedule Changes**

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

### **Withdrawal from Courses**

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

## **Auditing Courses**

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

## **Graduate Advisement**

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

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

## **Scheduling of Classes**

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

## **Course Numbering**

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

## **Change of Program or Field of Study**

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



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

## **Credit Hour Definition**

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

## **Grading, Records, and Transcripts**

### **Grading System**

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

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

A	=	4.00
A-	=	3.67
B+	=	3.33
B	=	3.00
B-	=	2.67
C+	=	2.33
C	=	2.00
F	=	0.00
F*	=	0.00 Failure to resolve "I" grade; unofficial withdrawal
X	=	Temporary delay in reporting final grade
I	-	Incomplete

- IP - In progress (restricted; used for grading certain Professional Contributions)
- S - Satisfactory
- U - Unsatisfactory
- W - Withdrew officially
- WP - Withdrew officially with passing grade
- WF - Withdrew officially with failing grade
- AD - Audit

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

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

The standing “Incomplete” (I) is given to a student who has done satisfactory work in a course but has not completed the course requirements because of illness or some other emergency situation. The student must submit a written request for the grade “I” to the course instructor. (Forms are available at the Office of Academic Records or online at [www.marywood.edu/registrar/forms.html](http://www.marywood.edu/registrar/forms.html).) A faculty member is not permitted to assign “Incomplete” unless the student has requested it and is eligible under the above conditions. **An “Incomplete” in a course taken for credit must be resolved within one month after the opening of the following semester or the grade becomes a permanent “F\*” (or the grade designated by the faculty member on the “Incomplete Request Form”).**

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

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

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

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

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

## **Academic Appeal**

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

## **Academic Records**

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

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

## **Transcripts**

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

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

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

## **Confidentiality of Student Records**

Marywood University intends to comply fully with the Family Educational Rights and Privacy Act of 1974, as amended. This act was designated to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or

misleading data through informal and formal hearings. A policy statement explains in detail the procedures to be used by Marywood for compliance with the provisions of the act. Copies of the policy statement can be found in the Office of the Registrar, the Offices of the Deans, and on the University website.

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

## **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, 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 Administration and Leadership 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 on 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”) Q.P.A. 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 is normally not accepted after the first two weeks of the fall and spring semesters or the first week of the final summer session. Students anticipating graduation must also submit an Application for Graduation in WebAdvisor via the MarywoodYou Portal.

## **Delivery of Services**

Graduate students are expected to be familiar with and comply with the policy statements in the University *Student Handbook*, which is updated annually and is available on the University website. Graduate students may also refer to this catalog and departmental handbooks (if applicable) for more specific policy and procedural statements.

Marywood University’s catalog contains information that is current as of the date of the catalog about Marywood’s calendar, admission policies, procedures and standards, degree requirements, fees, and regulations.

Marywood University reserves the right, in its sole judgment and discretion, to make and change rules and regulations; create, change, and abolish programs; change the University’s calendar, admissions policies, procedures and standards, degree requirements, fees, and academic schedule whenever necessary or desirable. Such changes include, but are not limited to, changes in course content and class schedules, canceling scheduled classes, and other academic activities. In any case, the University will strive to give such notice as is reasonably practicable under the circumstances.

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 caused 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.



# Resources and Services



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

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

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

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

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

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

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

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

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

Compensation is paid to students on two-week intervals. Graduate assistants may only perform work while the Fall semester and the Spring semester are in session.

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

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

The student selection process for assistantship positions funded by the University occurs in the Spring semester. Job descriptions for vacant graduate assistantships will be posted in the Graduate Financial Aid Section of the Marywood University website each December. Prospective and current graduate students should submit

resumes electronically no later than February 14<sup>th</sup> of each year for positions in which they are interested. These electronic resumes will then be forwarded to faculty and staff who have funded graduate assistantships for consideration. Departments and/or offices will work together to select the GA that best serves their collective needs.

### **Ph.D. Administration and Leadership Doctoral Program Scholarships**

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

### **Ph.D. Administration and Leadership Doctoral Program Assistantships**

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

### **Psy.D. Clinical Psychology Doctoral Program Scholarships**

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

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

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

### **Special Gifts**

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

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

## Endowed Scholarships

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

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

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

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

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

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

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

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

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

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

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

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

**The Angela & Pio Ferrario Memorial Endowed Scholarship** was established by Pia Ferrario in memory of her parents. This scholarship provides support for



students pursuing their education in a setting committed to the traditions of service, family, and excellence.

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

**The Graduate IHM Scholarship Fund** was established in 1982 by the Sisters, Servants of the Immaculate Heart of Mary. Their desire is to assist individuals in achieving their professional goals in graduate education.

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

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

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

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

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

**The Hughes Family Endowed Scholarship** was established in 1985 by Sister M. Constance Melvin, IHM, in honor of Mary M. Hughes and her parents, Mary A.



and Michael Hughes, to provide scholarship assistance, on the basis of academic merit, for study in librarianship and/or media.

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

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

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

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

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

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

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

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

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

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

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

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

**The Dr. Fergus T. Monahan School of Social Work Scholarship** was established in 1989 to provide assistance to students in the M.S.W. Degree Program with priority given to those who are minorities; women, single heads of household who are supporting their children while they attend school; and students with established financial need.

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

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

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

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

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

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

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

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

**The Tara Lee and Kelly Erin Ruddy Sisters Memorial Endowed Scholarship** was established in 2015 by their parents, Leo and Mary Theresa Ruddy, and by their classmates and friends to honor the memory of sisters Tara and Kelly Ruddy. The scholarship shall provide scholarship support to graduate students with preference to those in the M.S.W. Degree Program.

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

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

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

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

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

## **Scholarship Allocation and Usage Policies**

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

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

Marywood graduate scholarships may only be used towards the cost of tuition and students are encouraged to consider the Federal Direct Unsubsidized Loan if financial aid is needed for other educational costs such as books, supplies, and housing. Marywood graduate scholarships are for use during the fall and spring semesters and are not applicable for summer enrollment.

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

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

## **Federal Direct Student Loan Programs**

To apply for a Federal Direct Loan and/or Federal Direct Graduate PLUS Loan, students must complete a Free Application for Federal Student Aid (FAFSA) online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Students must also complete an electronic Master Promissory

Note (eMPN) at [www.studentloans.gov](http://www.studentloans.gov). The eMPN is valid for 10 years, but the FAFSA must be completed each year. This information is also available in the financial aid section of the Marywood University website at [www.marywood.edu/fin\\_aid](http://www.marywood.edu/fin_aid).

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

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

## Alternative Loan Sources

There are numerous types of privately financed education loans, but Marywood University recommends that students utilize the Federal Direct Unsubsidized Loan and the Federal Direct Graduate PLUS loan as their first borrowing options. To see a list of some private educational loans, go to [www.elmselect.com](http://www.elmselect.com) and choose Marywood University. Requirements for these loans normally include a credit check with a credit worthy cosigner.

## Satisfactory Academic Progress Policy for Financial Aid Recipients

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

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

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

## Satisfactory Academic Progress Measurement

**Qualitative Measure** (cumulative Marywood QPA):

- Undergraduate freshmen students at Marywood University are expected to earn a minimum cumulative grade point average (QPA) of a 1.70 at the end of their first

academic year. Upper-class undergraduate students at Marywood University must maintain a cumulative quality point average (QPA) **of at least a 2.00** to remain in good academic standing.

- Graduate students must maintain a cumulative quality point average (QPA) **of at least a 3.00** to remain in good academic standing.

### **Quantitative Measure:**

*Completion Rate/Pace:* Pace is calculated by dividing cumulative hours the student successfully completed by cumulative hours the student has attempted. This calculation includes all attempted credits, both at Marywood and those accepted in transfer. Courses for which a student receives academic credit, withdraws, receives incomplete or repeat grades and/or fails are counted in the calculation of the completion rate/pace.

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

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

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

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

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

### **Special Grades and their Use in Satisfactory Academic Progress Determination:**

- I - Incomplete: Student will receive no credit for an "I" grade, although the "I" is counted as attempted credit(s). When the incomplete grade is resolved and a passing grade is received, the credit(s) will be counted.

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

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

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

## Regaining Eligibility

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

If a student is taking coursework at another institution to regain SAP eligibility, the student should be aware that:

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

**Appeal Process:** A student whose financial aid eligibility has been terminated may appeal only if s/he has experienced extenuating circumstances that affected the ability to meet the academic progress standards. In general, extenuating



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

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

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

**Financial Aid Warning:** Marywood University evaluates academic progress at the end of each semester. Students on a Financial Aid Warning status may continue to receive Title IV aid for one semester despite a determination that the student is not meeting SAP standards. A warning status is granted automatically and may be assigned without an appeal or other action by the student. Students are notified via their Marywood University email account of their warning status.

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

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

## **Other Payment Options**

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

## Religious Tuition Reduction

The University grants a 30 percent reduction of tuition (exclusive of fees) to persons who have made formal permanent commitments to the service of God by pronouncement of vows or by ordination in a recognized Church, and who are actively and exclusively engaged in religious work. This benefit may be applied, at the discretion of the University, to persons in formal, full-time training for the dedicated service described above, such as seminarians and novices. In all cases, this benefit will not be granted if the tuition charges are subsidized from another source of financial aid. The tuition reduction does not extend to courses administered by other institutions for which Marywood University credit is earned. The University, the sole judge for eligibility in every case, will require proof of status or qualifications. The application for this tuition reduction is available from the Cashier's Office or on the Marywood website, [www.marywood.edu/cashier](http://www.marywood.edu/cashier).

## Information Technology Department (IT)

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

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

Computer lab software includes, but is not limited to:

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

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

## Services

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

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

## Learning Commons

Dedicated on September 8, 2015, the Learning Commons provides an ideal venue for individual and group study with extensive technology-enabled collaborative learning spaces and with diverse types and groupings of furniture to accommodate a wide variety of learning styles. The Learning Commons is a campus hub that also houses an expanded University Archives; the Center for Teaching and Transformational Learning; an Entrepreneurial Launch Pad; the Center for Communication Arts, including video editing and animation suites, a television studio, and the campus radio station; and the Department of Information Technology (IT) help desk and IT public service staff.

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

The library provides access to over 48 subject-specific indexing/abstracting databases, including Psycinfo, Business Source Elite, ArtStor, ERIC, Cumulative Index to Nursing and Allied Health Literature, the MLA International Bibliography, and

Social Work Abstracts, as well as multi-disciplinary full-text databases such as EBSCO Host's Academic Search Premier, JSTOR, Mergent, Web of Knowledge, and Wiley Online Library. The Learning Commons is fully integrated into the campus voice, data, and wireless network, and off-campus access is also available for most databases. Other resources available 24/7 from the webpage include interlibrary loan, electronic reserves, and reference assistance.

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

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

## Academic Computing

Academic Computing advises and assists faculty, students, and staff in the use of instructional technology for the creation, organization, analysis, and presentation of scholarly, scientific, and curricular resources. We have offices, recording, and production rooms on the third floor of the Learning Commons. Specifically, Academic Computing:

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

Academic Computing services include:

- **Moodle:** Our campus course management system that allows faculty to post course content for students online. We provide faculty and students with technical and design support. Moodle is used for online courses, hybrid courses (supplements to traditional courses), and for special projects and campus clubs.
- **Panopto:** A course capture system that faculty can use in conjunction with Moodle to record class sessions or supplemental tutorials. Students can access the

recordings through their Moodle course; it is keyword searchable which allows students to find the exact topic they need to review. Panopto also has a mobile app for iPhone/iPad that allows teachers and students to view and record sessions.

- **Webcam & Microphone loans for class recordings/projects:** Academic Computing has webcams and several different types of microphones available for faculty to use to record their classes with Panopto. We can also make the webcams/microphones available for students to use in one of our Recording/Production rooms for creation of class assignments.
- **Audacity:** Free download for PC/Mac to create podcast recordings.
- **CD/DVD duplication:** We can make copies of non-copyrighted materials for class projects. Small fee.
- **Large-format color poster printing:** Various sizes available; applicable fees depending on size and paper type. Our staff will provide students with guidelines for the creation of posters in PowerPoint for graduate research forums or presentations at conferences and workshops.
- **Campus Electronic Bulletin Board (Marywood Information Channel):** Faculty, students, and staff may submit announcements for their clubs or other campus events to the Marywood Information Channel which is displayed on Channel 18 on all TVs in public viewing spaces on campus. Please adhere to the following if you wish to submit an announcement for the Marywood Information Channel.
  - Announcements may be submitted by e-mail to [helpdesk@marywood.edu](mailto:helpdesk@marywood.edu)
  - A lead time of three working days should be given
  - Messages should be no more than five (5) lines in length and must include the title of the event, the date and time, a brief descriptive message, and the name and phone number of the contact person. Photo can be included in announcements. Please send as a .jpeg file
  - Announcements from student groups must be signed by an advisor
  - Messages will run for a two-week period, so please plan accordingly
  - Arrangements can be made to run video announcements
  - Academic Computing reserves the right to edit the copy

## **Fricchione Day Care Center**

The Fricchione Day Care Center, an early learning facility, opened in September 1991 as an integral part of Marywood University. The mission of the Fricchione Day Care Center is to provide a safe, developmentally appropriate environment, which promotes the physical, cognitive, social, and emotional development of each child in accordance with licensing standards. The Fricchione Day Care Center is licensed by the Pennsylvania Department of Human Services (DHS), Office of Child Development and Early Learning (OCDEL), and participates in the Keystone STARS Quality Initiative in Pennsylvania. Keystone STARS is an initiative of OCDEL to improve, support, and recognize quality early learning programs. The Fricchione Day Care Center is rated a STAR IV facility; this is the highest rating

achievable. The facility is also accredited by the National Association for the Education of Young Children (NAEYC) and has maintained accreditation since 1993. It serves children of the University community as well as children of employees of St. Joseph's Center and Our Lady of Peace Residence. Other children are served on a space available basis. Child care services are provided for children from eight weeks through six years of age, twelve months a year, Monday through Friday, 6:45 a.m. - 5:30 p.m. For further information, please call (570) 961-4701.

## **Psychological Services Center**

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

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

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

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

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

The PSC is a 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. Also available in the clinic are a wide assortment of psychological tests and behavior rating scales, computerized scoring and interpretation programs for the more frequently used assessment tools, a wide array of treatment manuals and clinically oriented references, a collection of developmentally appropriate toys for play assessments and therapy, biofeedback equipment, electronic records system, and a number of desktop and laptop computers.

All clinical activity that occurs within the PSC is practiced in accord with the ethical and legal requirements of the American Psychological Association, the American Counseling Association, the National Association of School Psychologists, and the Pennsylvania Board of Professional Psychology. To that end,



strict professional standards of informed consent, privacy, and confidentiality are maintained.

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

## **Services and Programs**

### **Tutoring Center**

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

### **Disability Services**

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

### **Fellowships**

There are a variety of scholarships and fellowships that fund graduate study in the United States and abroad for students who meet the appropriate eligibility criteria. See the fellowships website for a list of these funding opportunities and information about which faculty advisor to contact with questions and for assistance in applying.

### **Office of Military and Veteran Services**

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

### **Writing Center**

The Writing Center offers individual consultation to undergraduate and master's level students. The Center supports writers at any stage of the writing process;

prewriting, drafting, proofreading, or revising; however, the Center does not offer review of culminating writing projects such as qualifying papers, professional contributions, or theses.

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

Inquiries and individual appointments may be made by emailing [writingcenter@marywood.edu](mailto:writingcenter@marywood.edu).

## **Career Development Center**

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

## **Student Life: Mission, Services, and Programs**

### **Mission**

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

## **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, of the Colonial States Athletic Conference (CSAC) and of the Eastern College Athletic Conference (ECAC). Twenty-two athletic teams, twelve sports for women (basketball, cross-country, field hockey, golf, lacrosse, rugby, soccer, softball, swimming/diving, tennis, track and field, and volleyball), and ten sports for men (baseball, basketball, cross-country, golf, lacrosse, rugby, soccer, swimming/diving, tennis, and track and field) are sponsored. Graduate students may

be eligible to participate in athletics and should contact the Director of Athletics and Recreation for more information.

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

## **Campus Ministry**

Campus Ministry, rooted in the charism of the Sisters, Servants of the Immaculate Heart of Mary, to proclaim the Good News of God's unconditional love for all, supports the mission and makes visible the Catholic identity of Marywood University by providing opportunities for liturgy, faith formation, personal and spiritual development, community services, interfaith engagement, and advocacy for social justice. Campus Ministry fosters a welcoming and inclusive community of servant leaders who strive to bring the light and joy of the Gospel to our contemporary world. All members of the Marywood community are invited to participate in Campus Ministry programs and to suggest ways in which Campus Ministry can serve their needs.

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

## **Counseling/Student Development Center**

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

The professional staff and supervised graduate student trainees respond to a spectrum of needs, from providing information to assisting with serious psychological issues. In addition to individual counseling, support group sessions on important topics within the student community are offered. The C/SDC is committed to a comprehensive wellness philosophy and numerous outreach educational programs to encourage social, emotional, spiritual, intellectual, and physical well-being are presented. Through the Peers on Wellness (POW) Advisors, peer education to enhance wellness throughout the community also is offered. Students normally are seen by appointment and, when possible, on a walk-in basis and/or at times when

the center is not open. In addition, a 24-hour hotline (570-348-6245) for emergency assistance is available. Strict professional privacy and confidentiality standards are maintained by the staff.

## **Dean of Students**

The Dean of Students supervises a program of varied services and activities to increase student learning and personal development through formal and out-of-class learning experiences. Planning, policy formulation, and management of the Housing and Resident Life and the Students Activities and Leadership Development Offices are coordinated by the dean who is the primary administrative liaison to the student body. The dean of students also administers the disciplinary/judicial policies and procedures and related services and programs.

## **Housing and Residence Life**

The mission of the Housing and Residence Life Office is to provide a comfortable, secure, and nurturing living-learning environment, that is conducive to students' academic and personal development while intentionally fostering a sense of community, civic engagement and responsibility, and appreciation for diversity.

Year round on-campus housing is available for full-time graduate students in one of two locations on campus: Perpetual Help Hall and the Woodland Graduate Residences. Applications should be submitted by April 15 for housing beginning in May or by July 15 for housing beginning in August. Information regarding housing available off-campus may be obtained at: [www.marywood.edu/grad-housing](http://www.marywood.edu/grad-housing) or by phone: (570) 348-6236.

## **Student Activities and Leadership Development**

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

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

## **Student Health Services**

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

The Student Health Services staff is committed to a comprehensive wellness philosophy. On-campus medical services, health information and counseling are available

to all students without charge. Students living on campus and all international students are required to complete and submit a health history and immunization record (including documentation of compliance with the Pennsylvania law mandating that residents of university-owned housing have received the meningococcal vaccine) to the Student Health Services Office. Other students who choose to use these services must submit a completed health history and immunization record before non-emergency services can be provided. Resident students who do not fulfill the health immunization record requirement will be required to live off campus.

## **Student Honors**

### **Recognition of Academic Excellence**

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

#### **WILLIAM G. MCGOWAN MEDAL FOR EXCELLENCE IN DOCTORAL STUDIES**

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

#### **SISTER ST. AGNES MEDAL FOR EXCELLENCE IN BUSINESS**

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

#### **LORETTA HAGGERTY MEDAL FOR LEADERSHIP AND ACADEMIC EXCELLENCE IN COUNSELOR EDUCATION**

Established by the trustees of the estate of Loretta Haggerty.

#### **ELLA T. RUANE MEDAL FOR EXCELLENCE IN ART**

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

#### **FRANCIS L. AND KATHRYN MELVIN MEDAL FOR EXCELLENCE IN SCHOLARLY INVESTIGATION**

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

#### **SISTER M. EVA CONNORS, IHM, PEACE MEDAL**

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

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

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

#### **POLIZZI MEDAL FOR SCHOLARSHIP AND COMMUNITY SERVICE**

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

#### **GEFFEN MEDAL FOR OUTSTANDING PERFORMANCE IN PRACTICUM EDUCATION**

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

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

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

### **Student Organizations**

#### **Chi Sigma Iota**

*Advisor: Dr. Richard Joseph Behun*

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

#### **Delta Mu Delta**

*Advisor: Mr. George Marcinek*

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

#### **Kappa Delta Pi**

*Advisor: Ms. Christine Fryer*

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

#### **Kappa Pi**

*Advisor: Ms. Susan Jenkins*

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



## **Pi Alpha**

*Advisor: TBA*

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

## **Pi Alpha Alpha**

*Advisor: Dr. Alexander Dawoody*

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

## **Psi Chi**

*Advisor: Dr. Tracie Pasold*

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

## **Sigma Pi Epsilon Delta**

*Advisor: Dr. Patricia S. Arter*

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

# Colleges



# College of Arts and Sciences

Dean: Frances M. Zauhar, Ph.D.

## Mission Statement

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

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

## Areas of Study

- **Art:** For those wishing professional preparation in the fields of art education, art therapy, 2-D or 3-D studio arts, graphic design, and illustration.
- **Biotechnology:** For those seeking education and training in this broad field which encompasses discovery/molecular research, medicine, pharmaceuticals, and ecology, all of which profoundly affect society. This interdisciplinary program combines contemporary research in science with management and business understanding.
- **Criminal Justice:** For those wishing professional preparation in fields related to the administration and management of criminal justice agencies.
- **Information Security:** The Information Security Program will develop the technical and leadership skills to succeed in the rapidly growing field of cybersecurity. The stand-alone Master of Science Program will begin in Fall 2019.

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

# ART PROGRAMS

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

## **Philosophy Statement of the Degree and the Department**

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

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

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

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

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



painting, photography, or printmaking. In the 3-D area, students may concentrate in ceramics or sculpture, working with a variety of media.

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

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

## **Application Requirements**

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

### **M.A. Degree in Studio Art Requirements**

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

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

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

1. Maintenance of a "B" or 3.00 quality point average or better in twelve studio credits taken at Marywood.
2. Submission of a portfolio of work from the studio courses taken at Marywood.
3. Approval of the student's potential as a graduate student by a committee from the departmental faculty.

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

### **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 a chairperson or instructors in your field and view the facilities is highly recommended.

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



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

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

Failure to satisfy two consecutive reviews will result in dismissal from the program. Upon completion of 60 credits, a student must register his or her intention to bring the program to completion. Thesis statement and exhibit are required.

**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 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
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## 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
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\*\*\*“Get Your Master’s with the Masters” M.F.A. Program: The sequence and schedule of courses for these concentrations differ from the other concentrations, with the majority of the residency being required in the summer and significant work continued during the fall and spring semesters in metropolitan areas. This is a customized delivery system for a 60-credit Master of Fine Arts Degree in Visual Arts with concentrations in Illustration and Graphic Design. It was specifically designed for working art directors, ad designers, illustrators, and teachers of art who have to budget their time and resources carefully, while continuing their full-time occupations. You can continue working at your current job and earn a fully-accredited Master of Fine Arts degree at the same time. Interested students should visit and review the program’s website, [www.marywood.edu/art/graduate-programs/mfa/aboutus.html](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.

**Certificate in Sequential Art and Storytelling**

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

REQUIRED COURSES:

First Summer:

ART 642W Rendering Ideas . . . . . 3

ART 643W Conceptual Exercises. . . . . 3

Fall Independent Study:

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

ART 560B Creative Problem Solving II . . . . . 3.5

Spring Independent Study:

ART 560C Creative Problem Solving I. . . . . 3.5

ART 560D Creative Problem Solving II . . . . . 3.5

Second Summer:

ART 644W The Children’s Book . . . . . 3

ART 646W Communication Concepts. . . . . 3

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

### **Marywood/SACI M.F.A. Option**

The Marywood M.F.A. program offers an option for graduate students in the fine arts to complete a portion of their M.F.A. degree requirements by studying in Florence, Italy. This opportunity is offered through collaboration with Studio Art Centers International (SACI) in Florence. The Marywood/SACI option offers a traditional M.F.A. from Marywood University in Visual Arts, but with a separate eighteen-credit track of study available from SACI in the disciplines of Ceramics, Painting, Photography, Printmaking, and Sculpture. The 60 credit hours of this M.F.A. option are distributed as follows:

Semester I (Fall) = 12-15 credits at Marywood

Semester II (Spring) = 12 credits at SACI

Summer Sessions (Late Spring) = 6 credits at SACI

Semesters III and IV (Fall & Spring) = 27-30 credits at Marywood

Of the 18 credits taken at SACI, 9 credits may be in the student's area of concentration, and 3 credits may be in Art History. The remaining SACI credits will be studio electives which can be selected from a full range of offerings including: Drawing, Painting, Fresco, Etching, Lithography, Sculpture, Ceramics, Photography, and Video.

Studio Arts Centers International (SACI) is an Independent American university-level school for the arts, located in the very center of Florence, Italy. SACI is recognized as one of the leading overseas institutions in the areas of studio art and art history. The SACI studios are situated only a moment's walk from many of the greatest works in all of Western Art. Integrated into the SACI program are frequent organized trips that offer access to important cultural sites throughout Italy. All SACI courses are taught in English.

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

### **Courses (ART)**

Asterisk (\*) indicates courses restricted for students enrolled in the "Get Your Master's with the Masters" M.F.A. 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 Master’s with the Masters” M.F.A. 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.

### **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 course investigates the expanded potential of color in image processing and advancements in color printing. Advanced techniques in color management, adjustments, and grading, aesthetics, and communication in color as it relates to the photographic medium.

### **514 Contemporary Photography (3)**

Study of the accelerating dynamics of contemporary photography in art and media, the personal and professional, and through the exploration of issues raised by other photographers and application of personal discoveries and directions.

### **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 use of the view camera and capitalizing on its inherent strengths as a tool of photographic expression. Technical instruction includes use and mastery of sheet film, exposure and development related to use of the zone system, and hybrid processes of digitization and file processing. A foundation of wet darkroom printing experience and some knowledge of digital imaging software is required.

### **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 alternatives to simple digital editing and printing. Lens-based image fabrications and advanced retouching form the foundations of the course. Hybrid processes of input and output are explored. This course introduces a means of marrying the newest and oldest of photographic technologies and has applications in collage, printmaking, and mixed media. Prior Photoshop experience required.

### **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)**

A seminar course examining theories both of art and of the aesthetic experience from Plato and Aristotle to contemporary writers on aesthetics. Issues include the nature of art, the nature of the aesthetic experience, creativity and inspiration, art and nature.

### **\*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 M.A. 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 (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 Master's 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 20<sup>th</sup> 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.

**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.

**600A, B, C, D, E, F 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.

**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, and a forum for current and related issues. Emphasis on challenging students in becoming

professional career artists. Regular visits by other faculty and artists, along with periodic trips to galleries and museums. Restricted to M.F.A. 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 M.F.A. 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 M.F.A. 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.

### **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) M.F.A. 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 M.F.A. 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 M.F.A. 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.

### **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.

### **561 Introduction to Jungian Sandplay (3)**

This course is designed to introduce students to the theory and practice of Jungian Sandplay. The history and development, tools, practice, and process of Jungian Sandplay will be explored through lecture, discussion, case studies, art making, and experiential Sandplay. Through active participation in class discussion, as well as experiential group and collaborative Sandplay sessions, students will gain a hands-on understanding of Jungian Sandplay theory and practice.

### **595 A, 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 (3)**

This course presents the history, implementation, and use of art therapy in schools, medical settings, and community-based facilities. The past and current uses of art therapy at these sites will be addressed through lectures, readings, guest speakers, videos, group discussion, art exercises, and presentations. Confidentiality and ethical dilemma issues will be explored in depth.

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.

# BIOTECHNOLOGY PROGRAM

**Chairperson: Deanne Dulik Garver, Ph.D.**

**Program Director: Lisa Antoniaci, Ph.D.**

## **Mission, Philosophy, and Goals**

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

## **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 because companies are looking to hire highly qualified scientific researchers who can serve in managerial positions. Our M.S. Biotechnology degree is ideal for entry-level technical/laboratory researchers or mid-level professionals looking to advance their careers. In addition, many students with an M.S. Biotechnology degree go on to medical, professional, or doctoral schools.

## **Program Design/Points of Entry**

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

Admissions Requirements

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

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

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

A completed application must include:

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

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

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 (M.B.A.) .....	3
* BUS 500+ Graduate Business (M.B.A.) .....	3
* BUS 500+ Graduate Business (M.B.A.) .....	3
Interdisciplinary Total Credits .....	18

***\*Graduate Business (M.B.A.) 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 Marketplace . . . . .	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 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)**

BIOL 521 + L Biochemistry I . . . . .	3 (4)
BIOL 522 Biochemistry II . . . . .	3
BIOL 532 + L Immunology . . . . .	3 (4)
BIOL 546 + L Genetics. . . . .	3 (4)
BIOL 595 Research . . . . .	1 or 2
CHEM 513 Elements of Medicinal Chemistry . . . . .	3
ENVS 520 + L Ecology . . . . .	3 (4)
Science Elective Total Credits . . . . .	4-6

**Total Number of Credits: . . . . .37-39**

**Courses**

**BIOL 501 Cell Culture (3)**

This course is designed to provide students with fundamental skills in cell and tissue culture. The techniques include media preparation, sterile technique, primary culture establishment, cell growth and maintenance, transfection, and cloning of cultured cells. Three hours lecture and lab.

**BIOL 502 Bioinformatics (3)**

This course will train students in computer technology to understand and interpret biological and biochemical data. We will focus on database and sequence comparisons, genomics and proteomics analysis, computer simulation and modeling, utilization of software and hardware, and laboratory data collection and analysis.

**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 521+L, 522 Biochemistry I and II (4,3)**

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. BIOL 521+L is three hours lecture, three hours lab. BIOL 522 is three hours lecture. Organic chemistry is a prerequisite.

**BIOL 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.

**BIOL 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.

**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.

**CHEM 513 Elements of Medicinal Chemistry (3)**

This course will examine the basic theory of novel drug design based on interaction of chemicals with biological receptors. Drug targets will be studied as well as basic elements of drug metabolism and pharmacokinetics. Case studies in drug design will be used to illustrate the structure-activity relationships and design aspects for various classes of drugs, such as antibacterial agents, anticancer agents, drugs acting on the central nervous system, and opioid analgesics.

**ENVS 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 hours lecture, two hours lab.

# CRIMINAL JUSTICE PROGRAM

**Director: Hannarae Lee, Ph.D.**

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

Coursework in the program provides:

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





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 Q.P.A. 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

30 semester hours

I. REQUIRED COURSES

12 semester hours

CJ 503 Criminal Justice Administration . . . . .	3
CJ 507 Criminal Justice Research Methods . . . . .	3
CJ 522 Criminology . . . . .	3
CJ 595 Thesis . . . . .	3

OR

CJ 597 Criminal Justice Management Project/Internship . . . . .	3
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II. ELECTIVES\*

18 semester hours (choose six courses)

CJ 505 Financial Management . . . . .	3
CJ 524 Sex, Drugs, and Crime . . . . .	3
CJ 526 Race, Ethnicity, and Criminal Justice. . . . .	3
CJ 528 Youthful Offenders. . . . .	3
CJ 530 Criminal Justice Policies . . . . .	3
CJ 533 Crime over the Life Course. . . . .	3
CJ 540 The Constitution and Criminal Justice Policy . . . . .	3
CJ 544 Staff Supervision in Criminal Justice. . . . .	3
CJ 560 Urban Crime Patterns . . . . .	3
CJ 569 Media and Crime. . . . .	3
CJ 576 Corrections. . . . .	3
CJ 578 Community Corrections . . . . .	3
CJ 598 Special Topics in Criminal Justice . . . . .	3

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

**Graduate Specialization in Criminal Justice**

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

**Specialization in Criminal Justice**

**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, and 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 and Criminal Justice Policy . . . . .	3
CJ 560 Urban Crime Patterns . . . . .	3
CJ 569 Media and Crime. . . . .	3
CJ 576 Corrections. . . . .	3
CJ 578 Community Corrections . . . . .	3
CJ 598 Special Topics in Criminal Justice . . . . .	3

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

**Courses (C J)**

**503 Criminal Justice Administration (3)**

Familiarizes students with the internal segments, functions, and mission of the criminal justice system. Emphasis is on the internal problems confronted by the administrator.

**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 coursework 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.

### **569 Media and Crime (3)**

This course provides an introduction to the relationship between media and crime in modern society. Topics include patterned images of crime in news and entertainment media; economic, political, and cultural factors that influence how media present crime; the relationship between media content and fear of crime; and how crime in the media influences crime policy and the criminal justice system.

### **576 Corrections (3)**

This course places a major emphasis on the historical and social contexts of corrections. It presents the views of victims, reformers, prison officials, and others. The student is taken inside the role behavior of the probation officer, warden, et al., to determine what constitutes an effective and satisfactory job. Dialogue concerning controversial probation issues is encouraged to provoke thought and balance.

### **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 nine (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.

# College of Health and Human Services

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

## Mission Statement

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

## Areas of Study

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



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

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

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

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

# NUTRITION, ATHLETIC TRAINING, AND EXERCISE SCIENCE

**Chairperson: Stephanie Minkoff, M.H.S.A., R.D.N., L.D.N.**

## **Mission**

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

## **Philosophy**

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

## **Goals and Objectives**

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

The objectives of the programs are:

1. To foster a learning environment that leads to quality teaching and learning.
2. To prepare students who can think critically in the theoretical and practical areas of nutrition, athletic training, exercise science, and sports nutrition.





3. To promote student commitment to lifelong learning, professional development, and community service.

**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 RDN, other prerequisites will be necessary which vary depending on what the applicant has taken as an undergraduate. GREs are required for admission into the program. The M.S. in Nutrition is a 36-credit program requiring nine credits in core nutrition courses, nine credits in the research sequence, and 18 credits of electives. In addition to the required courses, the candidate must successfully complete and defend an original research project or complete the ND 596 Capstone Experience. If students decide to do a thesis, they will select a member of the Nutrition/Dietetics faculty as a mentor. The mentor and two other committee members will work with the candidate on an individual basis throughout the research project.

**Program of Study**

36 semester hours

**CORE COURSES**

9 semester hours

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

**RESEARCH SEQUENCE**

9 semester hours

ND 590 Research Methodology . . . . .	3
ND 591 Statistical Analysis . . . . .	3
ND 595 A, B, and C Research Thesis (1 credit each) . . . . .	3

**NON-THESIS**

ND 596 Capstone Experience . . . . .	3
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**ELECTIVE COURSES**

18 semester hours

ND 502 Exercise Testing and Nutrition Assessment (with lab) . . . . .	3
ND 503 Endocrine Disorders, Nutrition, and Exercise . . . . .	3
ND 504 Nutrition and Gerontology . . . . .	3
ND 505 Maternal and Child Nutrition . . . . .	3
ND 506 Nutrition and Human Behavior. . . . .	3
ND 507 International Nutrition . . . . .	3

ND 520 Recent Trends in Normal Nutrition .....	3
ND 523 Immunology, Exercise, and Nutrition.....	3
ND 525 Clinical Nutrition: Pharmacology and Fluid-Electrolyte Balance .....	3
ND 530 Health Promotion .....	3
ND 534 Private Practice in Nutrition, Exercise Science, and Health Promotion. . .	3
ND 536 Communication Techniques in Nutrition and Exercise.....	3
ND 541 Nutrition and Women's Health .....	3
ND 549 Sports Nutrition .....	3
ND 575 Nutrition and Exercise for Weight Management .....	3
ND 599 Independent Study.....	3

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

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

## **M.S. in Sports Nutrition and Exercise Science**

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

### **Program of Study**

36 semester hours

#### **CORE COURSES**

21 semester hours

SNES/ND 502 Exercise Testing and Nutrition Assessment (with lab) .....	3
SNES/ND 510 Biomechanics .....	3
SNES/ND 549 Sports Nutrition .....	3

SNES/ND 574 Exercise Physiology (with lab) . . . . .	3
SNES/ND 578 Sports Supplements . . . . .	3
SNES/ND 581 Advanced Nutrition: Energy Nutrients and Alcohol . . . . .	3
SNES/ND 582 Advanced Nutrition: Vitamins and Minerals . . . . .	3

## RESEARCH SEQUENCE

9 semester hours

SNES/ND 590 Research Methodology . . . . .	3
SNES/ND 591 Statistical Analysis . . . . .	3
SNES/ND 595A, B, C Research Thesis (1 credit each) . . . . .	3

## NON-THESIS

SNES 596 Capstone Experience in Sports Nutrition and Exercise Science (replaces 595A, B, C) . . . . .	3
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## ELECTIVES

6 semester hours

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

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

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

## Dietetic Internship (DI)

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

## Mission Statement of the Dietetic Internship (DI)

**The philosophy of Marywood University Master of Science Degree Dietetic Internship (MUMDDI)** runs parallel with the mission of the program and the mission of Marywood University. Students enhance broadening intellectual perspectives, and promote ethical professional practice based on humanitarian

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

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

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

## **Program Goal 1**

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

**Program Objectives for Goal 1 are measured by the following standards:**

### **Upon completion of the program**

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

### **One-year post completion**

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

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

### Over a five-year period

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

## Program Goal 2

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

**Program Objectives for Goal 2 are measured by the following standards:**

### Upon completion of the program

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

**2b.** At least 85 percent of program graduates will take the **CDR credentialing exam** for dietitians/nutritionists within 12 months of program completion.

### One year post completion

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

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

## Program Goal 3

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

**Program Objectives for Goal 3 are measured by the following standards:**

### Upon completion of the program

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

### **Over a five-year period**

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

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

### **Admission to the Dietetic Internship**

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

1. Onsite track.  
Students attend courses onsite at Marywood and are placed at sites in the surrounding Wilkes-Barre/Scranton area.
2. Distance track.  
Students who may be located anywhere geographically in the United States, however, sites for rotations must be more than 120 miles from Marywood University in order to be eligible to apply.

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

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

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

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

The admissions decision is based on:

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

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

## **Retention in the Dietetic Internship Program**

Required maintenance of:

1. A satisfactory (B) grade in all courses with a supervised practice component and at least a competent score in all learning outcomes.
2. Satisfactory completion of all other required coursework with at least a (B) average in all courses other than supervised practice.
3. A student must have at least a B average to receive a Verification Statement.

## **Completion**

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

## **Curriculum**

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

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

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

## **Additional Costs after Acceptance**

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

***Call Program Director for details.***



## MUMDDI Course Plan

### Fall Semester Year 1 – 6 credits

ND 581 Advanced Nutrition: The Energy Nutrients and Alcohol . . . . .	3
ND 560 Biochemistry of Nutrition and Exercise . . . . .	3

### Spring Semester Year 1 – 9 credits

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

### Summer II Session – 4.5 credits

ND 565 Supervised Practice: Community Nutrition . . . . .	1.5
* ND 537 Entrepreneurship in Nutrition & Dietetics . . . . .	3

### Fall Semester Year 2 – 7.5 credits

ND 566 Supervised Practice: Food Systems Management . . . . .	1.5
ND 535 Organizational Leadership in Healthcare . . . . .	3
ND 591 Statistical Analysis . . . . .	3

### Spring Semester Year 2 – 9 credits

ND 500 Professional Practice in Dietetics/Staff Relief . . . . .	1
ND 568 Supervised Practice: Clinical Dietetics . . . . .	2
* ND 531 Epidemiology . . . . .	3
* ND 596 Capstone Experience (or 595 for Thesis A, B & C) . . . . .	3

## New Five-Year Program in Nutrition

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

## Pending Five-Year Program in Athletic Training

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

## Courses (ND) and (SNES)

### 500 Professional Practice in Dietetics/Staff Relief (1)

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 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.

### **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.

### **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)**

This course provides the application of mechanical concepts to movement problems in sport, rehabilitation, and fitness. Anatomical and mechanical principles that effect human movement will be addressed.

### **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 (1.5)**

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 (1.5)**

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 (2)**

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.

### **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.)

**596 Capstone Experience (3)**

Latest research on specific topics of present interest is synthesized, presented, and discussed. Course requires independent work and active participation in class discussions.

**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:** TBD

## **Mission**

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

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

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

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

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

## **PA Program Objectives:**

1. To provide students with the knowledge, skills, and experience to be successful, competent Physician Assistants.



2. To prepare students to participate as effective members of an interdisciplinary healthcare team in the promotion of health, prevention of illness, and care of diverse populations across the lifespan.
3. To develop effective interpersonal and communication skills within the medical community.
4. To encourage students to incorporate Marywood University's goal of learning to live and practice medicine responsibly in an interdependent world.
5. To develop as professionals and leaders at local, state, and national levels, shaping future policy and legislation to promote Physician Assistant practice.

## Academic Flexibility

### Multiple Points of Entry:

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

## 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 found in the undergraduate catalog.

### The Professional Phase

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

### Clinical Concentration/Specialty Track Options

In the **fifth year** of the program, eligible students will be able to apply for specialty tracks to focus their clinical exposure and acumen. These tracks are General



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

### **The Professional Phase Requirements:**

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

- A minimum overall QPA of 3.00
- A minimum overall QPA of 3.00 in the following required science courses:
  - 2 semesters of General Chemistry with labs
  - 2 semesters of General Biology with labs
  - 1 semester of Microbiology with lab
  - 2 semesters of Anatomy and Physiology with labs
  - 2 semesters of Organic Chemistry with labs
  - Medical Terminology course
  - In most cases these courses must have been completed within the last seven years
- GRE scores
- Three letters of recommendation
- A minimum of 500 documented direct patient care hours
- A minimum of 50 hours shadowing a PA is recommended
- Completion of Technical Standards (upon acceptance to the program)
- Submission of an application through CASPA (Centralized Application Service for Physician Assistants). The application deadline is November 1.
- Successful interview by the Physician Assistant Selection Committee. Final acceptance to the Professional Phase is ultimately based not only on performance in the prerequisite sciences and overall academic performance but also on the student's desire for and understanding of the profession, clinical experience, demonstration of maturity, self-confidence, and good interpersonal skills.
- Marywood University currently does not accept transfer credits from other Professional PA Programs nor does Marywood offer advanced placement or credit for experiential learning.
- Due to Affiliation Agreements with clinical sites, several background checks and screenings are required.

### **Degree Conferral and Certification**

Those students entering the program as undergraduates will be awarded the B.S. in Pre-Physician Assistant Studies upon successful completion of the PA curriculum

through year four. Students successfully completing the Professional Phase (years four and five) of the PA Program are awarded the Master of Science degree in Physician Assistant Studies and are eligible to take the Physician Assistant National Certifying Examination (PANCE) administered by the National Commission on Certification of Physician Assistants. Once a candidate passes the examination, he/she is certified to perform a broad range of diagnostic and therapeutic services under the supervision of a licensed physician.

## **Accreditation and Memberships**

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

### **Year 4 – PA Didactic Phase**

#### Summer

P A 510 Clinical Assessment and Diagnosis I

P A 522 Medical Anatomy and Physiology

P A 540 Medical Microbiology

P A 503 Culturally Competent Medicine and Underserved Populations

P A 542 Laboratory Medicine I

P A 530 Clinical Medicine I

#### Fall

P A 501 Clinical Correlations I

P A 511 Clinical Assessment and Diagnosis II

P A 520A Pathophysiology I

P A 531 Clinical Medicine II

P A 550 Pharmacology I

P A 571 Pediatrics I

P A 532 Orthopedics

P A 545 Laboratory Medicine II

P A 543 EKG Interpretation

P A 544 Radiology

P A 562 Psychiatry

P A 574 Obstetrics and Gynecology

#### Spring

P A 502 Clinical Correlations II

P A 533 Clinical Medicine III

P A 551 Pharmacology II

P A 521A Pathophysiology II

P A 547 Critical Care

P A 552 Emergency Medicine

P A 553 General Surgery

P A 554 Medical Nutrition

P A 563 Professional Practice  
P A 512 Clinical Assessment and Diagnosis III  
P A 573 Pediatrics II

### **Year 5 – PA Clinical Phase**

Summer

P A 600 Clinical Rotation 1  
P A 601 Clinical Rotation 2  
P A 602 Clinical Rotation 3

Fall

P A 603 Clinical Rotation 4  
P A 604 Clinical Rotation 5  
P A 605 Clinical Rotation 6

Spring

P A 606 Clinical Rotation 7  
P A 607 Clinical Rotation 8  
P A 608 Clinical Rotation 9  
P A 609 Clinical Rotation 10

## **Courses (P A)**

### **501 Clinical Correlations I (1)**

This course will include presentations and discussions by guest lecturers on end-of-life care, cultural diversity, HIPAA, ICD-10 coding/billing, dealing with the stress of illness/injury, counseling families, and legal issues. Case studies, readings, and group discussions will be used to focus on issues of concern to physician assistants. Community clinical experiences will be assigned in conjunction with the course.

### **502 Clinical Correlations II (1)**

This course will include presentations and discussions by guest lecturers on end-of-life care, cultural diversity, HIPAA, ICD-10 coding/billing, dealing with the stress of illness/injury, counseling families, and legal issues. Case studies, readings, and group discussions will be used to focus on issues of concern to physician assistants. Community clinical experiences will be assigned in conjunction with the course.

### **503 Culturally Competent Medicine and Underserved Populations (2)**

This course will begin with an examination of the concepts and principles of epidemiology, the medical science that focuses on the distribution and determinants of disease frequency in populations. This course will discuss cultural competence and examine disparities in health among protected populations and identify the potential impact on clinical decision making. Students will develop an understanding of principles and practice of medical ethics in research, to include the Professional Code of Ethics. Students will also learn about changes that are associated with the elderly and geriatric population. Emphasis will be placed on the normal changes associated with aging, so that the student may appreciate abnormal findings and develop appropriate treatment and management plans. Lastly, this

course will analyze the impact of racial, ethnic, religious, gender, sexual orientation, and socioeconomic health disparities in health care delivery and management.

### **510 Clinical Assessment and Diagnosis I (2)**

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 examination findings.

### **511 Clinical Assessment and Diagnosis II (2)**

A continuation of PA 510. The PA student will further develop and refine skills in history-taking and physical examination. This course will include systems not covered in PA 510, and signs and symptoms of disease processes relevant to these systems. Clinical assessment skills will continue to be developed.

### **512 Clinical Assessment and Diagnosis III (2)**

This course is a continuation of the detailed instruction of history-taking and physical examination techniques, as well as the formulation of differential diagnoses. The student will further integrate interviewing skills and examination techniques, through patient simulation and case studies.

### **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.

### **521A Pathophysiology II (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 (3)**

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 (3)**

This course includes instruction in disease processes as they relate to specific organ systems. Signs and symptoms of various diseases, diagnostic procedures, and therapeutic measures used in treating diseases will be covered. Instruction will be received in common disorders of the skeletal system.

### **531 Clinical Medicine II (3)**

This course includes instruction in disease processes as they relate to specific organ systems. Signs and symptoms of various diseases, diagnostic procedures, and therapeutic measures used in treating diseases will be covered. Instruction will be received in common disorders of the skeletal system.

### **533 Clinical Medicine III (3)**

This course is a continuation of Clinical Medicine I and II. The purpose of the Clinical Medicine III course is to introduce the student to clinical conditions commonly encountered in practicing medicine to people across the lifespan. Lectures will emphasize the epidemiology, pathophysiology, presentation, disease course, diagnostic methods, treatment modalities, and prognosis of each medical topic. This course teaches all listed diseases by system and specialty. Topics for the course will include the following: gastroenterology, endocrinology, neurology, and urology/nephrology.

### **540 Medical Microbiology (1)**

Medical microbiology will review the basics of bacteriology and virology. This course will instruct the student in common infectious agents in each of the systems of the human body. There will be a review of human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS).

### **542 Laboratory Medicine I (1)**

Developing an understanding of various laboratory tests used in the diagnosis of disease including disturbances of the hematologic system, the coagulation system, immunohematology, and medical microbiology.

### **543 EKG Interpretation (1)**

Interpretation of 12 lead EKG including electro-physiology, axis, rate and rhythm, as well as differential diagnosis of arrhythmias.

### **544 Radiology (1)**

Introduction to diagnostic imaging with radiographic studies, CT scan, and MRI. Recognition of normal and abnormal findings and rationale for ordering appropriate studies.

### **545 Laboratory Medicine II (1)**

This is a continuation of PA 542. Developing an understanding of various laboratory tests used in the diagnosis of disease including disturbances of the hematologic system, the coagulation system, immunohematology, and medical microbiology.

### **547 Critical Care Medicine (1)**

Covers acute and critical care medicine, emphasizing cardiac and pulmonary disease processes, treatment, and management in the ICU setting.

### **550 Pharmacology I (2)**

Pharmacology I includes pharmacokinetics, mechanisms of action, therapeutic use, adverse effects of major drug classes and prescription rationale.

### **551 Pharmacology II (2)**

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

### **552 Emergency Medicine (2)**

Emergency medicine covers recognition of emergent conditions, complaints, signs and symptoms, examination findings, diagnostic modalities, differentials, treatment, and management plans.

### **553 General Surgery (1)**

The Surgery course will cover commonly encountered surgical protocols of common diseases with an emphasis on surgical anatomy, pre-, intra-, and post-operative care, surgical approaches and considerations.

### **554 Medical Nutrition (1)**

Medical nutrition includes basics of nutrition, needs and issues throughout the lifespan, and caloric and nutritional needs of the ill.

### **562 Psychiatry (1)**

The Psychiatry component covers the recognition, assessment, diagnosis, treatment, referral, and education of patients with behavioral and mental disorders encountered in a primary care setting.

### **563 Professional Practice (2)**

This course will explore the contemporary problems in medicine, trends, and the history of the PA profession. It will also assist the student in examining all facets of the current issues in medicine, organization, administration, and function of health care systems and the health care team. In addition, students will explore ethical issues in the context of human values and conduct as they relate to the health sciences and allied health fields. The research methods section of this course is designed to introduce the physician assistant student to the utility, interpretation, and application of medical research methods.

### **571 Pediatrics I (1)**

Pediatrics I will review systems, history, and examination techniques, disease processes, diagnosis, differentials, and treatment of infants, children, and adolescents.

### **573 Pediatrics II (1)**

Pediatrics II will continue to instruct the students on pediatric development, disease presentation and processes, diagnosis, treatment, referral, prognosis, and education.

## **574 Obstetrics and Gynecology (1)**

Ob/GYN will introduce lifestyle changes, pregnancy, delivery, gynecological disorders, diagnosis, treatment, and education.

### **Clinical Phase**

Involves 10 clinical rotations.

Rotations are clinical courses that provide the PA student with experience in inpatient and/or outpatient medicine in the areas of Emergency Medicine, Pediatrics, General Surgery, Women's Health, Psychiatry, Family Medicine, Internal Medicine, and an elective. The student will be assigned to the department or facility and work directly with the supervision of the preceptor. The student medically evaluates patients and follows their progress; thereby developing the ability to elicit historical and physical findings, correlate those findings along with the patients' physiologic and biochemical data and emotional state, in order to develop an appropriate treatment plan for patient management. The ability to analyze, synthesize, and make decisions is one of the primary objectives of these clinical experiences. The student is given opportunities to develop skills and demonstrate competency in performing and interpreting certain medical procedures and tasks.

### **600 Clinical Rotation 1**

### **601 Clinical Rotation 2**

### **602 Clinical Rotation 3**

### **603 Clinical Rotation 4**

### **604 Clinical Rotation 5**

### **605 Clinical Rotation 6**

### **606 Clinical Rotation 7**

### **607 Clinical Rotation 8**

### **608 Clinical Rotation 9**

### **609 Clinical Rotation 10**



# PSYCHOLOGY AND COUNSELING PROGRAMS

**Chairperson: Edward Crawley, Ph.D.**

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

Specifically, the Department strives:

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

Programs have sufficient flexibility to permit individual students, under advisement, to plan part-time or full-time schedules appropriate to their individual needs and professional priorities. (Please note that the Psy.D. program is available only to full-time students.) Competencies are developed through formal courses, independent study, and extensive supervised practica and internships, both on and off campus.



Student advisement and review are essential components of the overall training program. Trainee progress is monitored by the faculty during periodic student progress review sessions. In order to acquire the required competencies, a student may need more than the minimum credits required. The department has a long tradition of preparing professionals for service in the educational setting. Educational Specialist certificates and/or degree programs are available in pre-K-12 school counseling; post-master's certification in elementary and secondary school counseling; and school psychology. Those interested in a broader area of service may consider the Master of Arts in Clinical Mental Health Counseling with an applied emphasis in diverse settings or Master of Arts in Psychology. Other psychology degree options are available for those who wish to develop a systematic understanding of human behavior for purposes of self-enrichment, pre-doctoral preparation, and other related purposes. Finally, a doctoral program leading to the Psy.D. (Doctor of Psychology) degree is offered.

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

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

### **Counseling Admission Requirements**

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

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

## **Advisement**

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

## **Counseling Candidacy and Degree Requirements**

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

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

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

## **Psychology Candidacy and Degree Requirements**

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

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

Students seeking admission to the Clinical Services track must also provide the following at the time of candidacy:

1. Goal statement reflecting their objectives and goals upon completion of the program and specific program in which the student intends to earn a degree.
2. List of projected courses planned for the completion of the program, including anticipated dates of courses and projected completion date.

3. Letter of support from a full-time Clinical faculty member (preferred) or a licensed psychologist.
4. Competency rating form completed by a full-time Clinical faculty member (preferred) or a licensed psychologist.
5. Appropriate clearances as detailed in the Department Handbook.

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

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

## **Department Requirements and Student Handbook**

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

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

Specific details regarding tentative two-year course schedules, course sequencing, program, and degree requirements are outlined in student handbooks for each program of study (Counseling Programs, M.A. Psychology and Psy.D. Program). Students can access the handbook for their program of study through the department website and should consult their handbook to insure timely completion of the program. Students should check with their advisor for information regarding access to the Student Handbook for their program of study.

## **Endorsement Policy**

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

## **Professional Conduct**

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

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

## **Clearances**

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

## **Professional Counseling Licensure**

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

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

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

A student enrolled in the Marywood University Master of Arts in Psychology degree program with aspirations to become a Licensed Professional Counselor in Pennsylvania must complete the 48-credit program. Students are strongly encouraged to consult with their advisors as well as the Pennsylvania Department of State licensing board for Professional Counseling (<http://www.dos.state.pa.us/bpoa>), to facilitate the most efficient completion of licensing requirements. Students who graduate from the 48-credit psychology program will need to complete additional counseling courses as well as practicum and internship experiences in order to meet licensing requirements to become a Licensed Professional Counselor in Pennsylvania. More information about licensing issues is presented in the Student Handbook.

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

## **Certification**

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

## **Psychological Services Center**

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

Counseling Programs

**Master of Science in Counselor Education (pre-K-12 School Counseling):** The pre-K-12 School Counseling program, leading to the Master of Science in Counselor Education degree, is designed to provide graduates with the professional knowledge and skills for developing competencies in PK-12 professional school counseling. These include individual and group counseling, classroom guidance, educational planning, school wide programming, career development, consultation, leadership, and advocacy. This degree meets the educational requirements of the Pennsylvania Department of Education for Educational Specialist I certification as well as Pennsylvania licensure (LPC).

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

Master of Science in Counselor Education

**Pre-K-12 School Counseling Program — Certification: Educational Specialist I**  
60 semester hours

I. COUNSELING CONCENTRATION COURSES

42 semester hours

COUN 505 Career Development .....	3
* COUN 518 Foundational Counseling Techniques .....	3
COUN 525 Theories of Counseling .....	3
* COUN 530 Ethics and Professional Conduct for Counselors .....	3
COUN 531 Psychopathology Across the Lifespan .....	3
COUN 532 Multicultural Issues for Professional Counselors .....	3
COUN 543 Group Process in Counseling.....	3
* COUN 544 Advanced Counseling Techniques .....	3
COUN 561 Testing and Assessment in Counseling .....	3
COUN 501 Research Methodology.....	3
EDUC 561 Methods, Materials, and Assessment in Teaching ESL .....	3
COUN 514 Human Development .....	3
SPED 507 Characteristics of the Mildly Impaired .....	3
SPED 539 Behavioral Management Approaches .....	3

II. SPECIALIZATION COURSES

12 semester hours

COUN 510 Principles and Practices of Professional School Counseling .....	3
COUN 540 Developing and Managing a Successful School Counseling Program.....	3



COUN 535 Consultation, Collaboration, and Critical Issues for Professional School Counselors . . . . .	3
COUN 598 Capstone Course . . . . .	3

### III. FIELDWORK COURSES

6 semester hours

COUN 500 Field Placement Prep . . . . .	0
* COUN 522 Practicum: Pre-K-12 School Counseling (Group Supervision) . . . . .	3
* COUN 522A-D Practicum: Pre-K-12 School Counseling (Individual Supervision) . . . . .	0
COUN 560 Internship in Pre-K-12 School Counseling . . . . .	3
* “B” grade required	

## Master of Arts in Clinical Mental Health Counseling

60 semester hours

### I. COUNSELING CONCENTRATION

30 semester hours

COUN 505 Career Development . . . . .	3
COUN 514 Human Development . . . . .	3
* COUN 518 Foundational Counseling Techniques . . . . .	3
COUN 525 Theories of Counseling . . . . .	3
* COUN 530 Ethics and Professional Conduct for Counselors . . . . .	3
COUN 532 Multicultural Issues for Professional Counselors . . . . .	3
COUN 543 Group Process in Counseling . . . . .	3
* COUN 544 Advanced Counseling Techniques . . . . .	3
COUN 561 Introduction to Psychological Testing . . . . .	3
COUN 531 Psychopathology Across the Lifespan . . . . .	3
* “B” grade required	

### II. SPECIALIZATION COURSES

12 semester hours

COUN 507 Principles and Practices of Clinical Mental Health Counseling . . . . .	3
COUN 584 Marriage, Couples, and Family Counseling . . . . .	3
COUN 582 Addictions Counseling . . . . .	3

### III. FIELDWORK COURSES

6 semester hours

COUN 500 Field Placement Prep . . . . .	0
* COUN 545 Practicum in Clinical Mental Health Counseling (Group Supervision) . . . . .	3
* COUN 545A-D Practicum: Pre-K-12 School Counseling (Individual Supervision) . . . . .	0
COUN 553 Internship in Clinical Mental Health Counseling . . . . .	3
* “B” grade required	

#### IV. ELECTIVES

12 semester hours

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

#### **Sequence of Counseling Courses**

Students are reminded that certain courses are sequential and must be taken consecutively. Students are not permitted to take Practicum and Internship simultaneously. Students who are seeking their M.A. degrees in Clinical Mental Health Counseling must complete their degrees prior to applying for and enrolling in school certification programs. Courses that must be taken sequentially include: COUN 518 Foundational Counseling Techniques

COUN 525 Theories of Counseling

COUN 544 Advanced Counseling Techniques

COUN 522/545 Practicum

COUN 553/560 Internship

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

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

#### **Psychology Programs**

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

- General/Theoretical Psychology
- Clinical Services

#### **A. General/Theoretical Concentration (48 credits)**

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

## 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 track. 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) . . . . . 3

OR

PSYC 532 Child Psychopathology (required) . . . . . 3

PSYC 561 Introduction to Psychological Testing (required) . . . . . 3

PSYC 562 Cognitive Assessment (elective). . . . . 3

PSYC 580 Assessment of Adult Personality and  
Psychopathology (required) . . . . . 3

OR

PSYC 581 Socio-emotional Assessment of Children and Adolescents  
(required) . . . . . 3

### III. Intervention Methods (9 credits minimum)

\* PSYC 571 Individual Psychotherapy (required) . . . . . 3

\* PSYC 577 Practicum (required) . . . . . 3

\* COUN 518 Applied Practice I (elective) . . . . . 3

COUN 584 Marital Counseling and Therapy (elective) . . . . . 3

PSYC 572 Group Psychotherapy (elective) . . . . . 3

PSYC 573 Therapy with Children (elective) . . . . . 3

PSYC 574 Cognitive-Behavioral Therapy (elective) . . . . . 3

\* "B" grade required for this course.

IV. Electives (3-9 credits)

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

V. Closure Experience (0-6 credits)

Students, in consultation with their advisor and the department chairperson, may select one of the three alternatives listed below to meet the Closure Experience requirements of this concentration. Two of these (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, three-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 immediately upon completion of the seven required courses. Further details regarding the comprehensive exam are available in the Student Handbook.

**Doctoral Program in Clinical Psychology**

**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:

- 1. To provide students with foundational knowledge of the field of psychology in general and clinical psychology in particular.

\*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.

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

### **Psy.D. Program Philosophy and Training Model**

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

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

### **Admission Application Process**

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

**Prerequisites**

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

**Transfer Credits**

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

**Admission Post-Master’s**

Up to two students will be accepted annually from post-master’s degree in psychology, to join the third-year doctoral students. Students must have completed their degrees no more than five years prior to application. Demonstrated excellence in academics and clinical work is expected. Applicants also must have completed an empirical master’s thesis or professional contribution (or equivalent) at the graduate institution. Students accepted post-master’s must pass the Marywood Master’s Comprehensive Exam upon admission, or demonstrate that they have successfully met the Psy.D. program’s score requirements on this examination if they earned their Master’s degree at Marywood. Two of the applicant’s letters of recommendation must be from full-time graduate Psychology faculty at the institution where the master’s degree was completed. All other application procedures are the same as for the post-bachelor’s admissions. Preference will be given to students who completed their psychology master’s degree in the Clinical Services track at Marywood University, to assure that all master’s level coursework and experiences are consistent with the Marywood Psy.D. total program.

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

PSYC 503 Research 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
PSYC 580 Assessment of Adult Personality and Psychopathology	3

PSYC 556 Master's Thesis .....	3
OR	
PSYC 555 Professional Contribution.....	0
PSYC 561 Introduction to Psychological Testing .....	3
PSYC 571 Introduction to Individual Psychotherapy .....	3
PSYC 574 Cognitive-Behavioral Therapy .....	3
PSYC 577 Practicum 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 who functions as the students' academic advisor. Annual written evaluations of the student's progress in the program are provided by the Director of Clinical Training. Community practicum and internship site preparation and selection occur under the guidance of the Associate Director of Clinical Training.

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

## **Curriculum**

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

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

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



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

The Marywood Psy.D. program follows the guidelines for clinical training as set forth by the American Psychological Association and the National Council of Schools and Programs of Professional Psychology.

### **Licensure and Credentialing**

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

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

### **Comprehensive Examination**

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

### **Qualifying Clinical Examination**

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

**Sample Schedule**

**YEAR 1**

Fall Semester (16.5 credits)

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

Spring Semester (15 credits)

PSYC 504 Research Methods and Statistics II	3
PSYC 517 Personality Psychology	3
PSYC 518 Advanced Human Development	3
PSYC 564 Introductory Prepracticum	1.5
PSYC 700B Professional Ethics Part 2	1.5
PSYC 815 Child Psychotherapy	3

Summer (3 credits)

PSYC 840A, 840B Elective Practicum	3
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**YEAR 2**

Fall Semester (15 credits)

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

Spring Semester (15 credits)

PSYC 522 Cognitive/Affective Bases of Behavior	3
PSYC 524 History and Systems of Psychology	3
Continuation of Professional Contribution	0
PSYC 562 Cognitive Assessment	3
PSYC 580 Assessment of Adult Personality and Psychopathology	3
PSYC 587 Practicum II	3
DEAN 074 Graduate Degree Candidacy/CHHS (M.A.)	0

**YEAR 3**

Fall Semester (12 credits)

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

Spring Semester (10.5 credits)

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

## **YEAR 4**

Fall Semester (12 credits)

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

Spring Semester (12 credits)

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

## **YEAR 5**

Fall Semester (3 credits)

PSYC 897A Internship (Predoctoral) . . . . .	3
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Spring Semester (3 credits)

PSYC 897B Internship (Predoctoral) . . . . .	3
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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 507 Principles and Practices of Clinical Mental Health Counseling (3)**

This course explores the issues of mental health service delivery in a clinical mental health setting. The course will focus on knowledge of the principles and practices of ethical standards and codes of the counseling profession, as well as the role and function of the clinical mental health counselor within a community agency setting. Students will be exposed to current professional issues within the field of counseling and psychology.

### **COUN 510 Principles and 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 Foundational Counseling Techniques 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 Practicum: Pre-K-12 School Counseling (Group Supervision) (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 522A-D Practicum: Pre-K-12 School Counseling (Individual Supervision) (0)**

Required component of the practicum experience. Students meet weekly with a university supervisor to review tapes, discuss cases, and practice counseling skills. Supervision sessions are focused on theory and technique development, intervention planning, and reinforcement of best practices, including ethical responsibilities.

### **COUN 525 Theories of Counseling (3)**

The study of contemporary individual and group counseling theory in view of recent research developments and current trends in counseling and psychotherapy. Emphasis upon the relationship between theory and practice.

### **COUN 530 Ethics and Professional Conduct for Professional Counselors (3)**

This course is designed to examine the moral implications of professional clinical practice and to familiarize students with the history and development of professional ethics and standards and their legal implications in the areas of counseling and psychotherapy. Students will be introduced to moral, legal, and ethical issues and current debates on such topics as: privileged communication, confidentiality, rights of clients, civil commitment, licensure, and mental health laws. Students will

become familiar with ethical standards for counselors as formulated by state and national professional associations.

### **COUN 531 Psychopathology Across the Lifespan (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 Professional Counselors (3)**

This course explores the issues of clinical mental health service delivery to culturally distinct clients. This course will focus on ethnicity, gender, and other salient personal characteristics, and the effects of these elements on the counseling process and outcome. Skill development will include a more flexible frame of reference for relating to and dealing with diverse clients and their cultural traditions, values, and styles.

### **COUN 535 Consultation, Collaboration, and Critical Issues for Professional School Counselors (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 Advanced Counseling Techniques (3)**

An experiential laboratory course designed to provide the counselor-in-training with a variety of strategies and techniques necessary for the effective counseling of individuals and groups. (Prerequisites: COUN 518, 525)

### **COUN 545 Practicum: Clinical Mental Health (Group Supervision) (3)**

Integrates all facets of the student's personal philosophy of counseling with theory, techniques, and skills acquired throughout the counselor training program. A field experience that emphasizes counseling skills via audiotaping and videotaping, critiquing, and test interpretation. A minimum of 100 hours of field work in a clinical mental health-type setting is required. (Admission by permission of chairperson.)

### **COUN 545A-D Practicum: Clinical Mental Health (Individual Supervision) (0)**

Integrates all facets of the student's personal philosophy of counseling with theory, techniques, and skills acquired throughout the counselor training program. A field experience that emphasizes counseling skills via audiotaping and videotaping, critiquing, and test interpretation. A minimum of 100 hours of field work in a clinical mental health-type setting is required. (Admission by permission of chairperson)

### **COUN 550 Directed Readings (1-3)**

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

### **COUN 553 Internship in Clinical Mental Health Counseling (variable credit: 0, 3)**

Field work in an approved institutional or agency setting under the direction of Counseling faculty and qualified on-site personnel. The student will become familiar with the agency, hospital, correctional, or private practice setting, especially the role of the professional counselor. 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 professional counselor should be expected to perform.

### **COUN 554 Extended Internship – Clinical Mental Health Counseling (3)**

Elective fieldwork course which includes additional experience in an approved educational, institutional, or agency setting under the supervision of counseling faculty and qualified on-site personnel. Admission by permission of program coordinator is required at least 30 days prior to registration. Approval will depend

on (1) availability in the group supervision internship course, per CACREP regulations. Priority will be given to students who are enrolled in the required 600-hour internship group supervision course. (2) availability of site supervisors. In particular, students enrolled in the required 600-hour internship will be given priority at on-campus site locations (i.e., Counseling Student Development Center, Psychological Services Center). If approved, the student will have a maximum of two semesters to complete the elective 300 hours. Semesters include Fall, Spring, and Summer. Summer I and II will be counted as 1 semester. If completing the Internship over two semesters, the student must complete a minimum of 150 hours per semester.

### **COUN 560 Internship in Pre-K-12 School Counseling (variable credit: 0, 3)**

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 Assessment and Testing in Counseling (3)**

Provides background in psychometric and measurement issues that are the basis for psychological testing (reliability, validity, structural analysis of tests, normative approaches). Introduction to various types of psychological tests (e.g., cognitive ability tests, achievement tests, personality tests, neuropsychological tests, career and interest tests, selection procedures). Covers ethical and legal issues related to psychological testing. Includes laboratory exposure to testing materials.

### **COUN 562 Extended Internship Pre-K-12 School Counseling (3)**

Elective fieldwork course which includes additional experience in an approved educational, institutional, or agency setting under the supervision of counseling faculty and qualified on-site personnel. Admission by permission of program coordinator is required at least 30 days prior to registration. Approval will depend on (1) availability in the group supervision internship course, per CACREP regulations. Priority will be given to students who are enrolled in the required 600-hour internship group supervision course. (2) availability of site supervisors. In particular, students enrolled in the required 600-hour internship will be given priority at on-campus site locations (i.e., Counseling Student Development Center, Psychological Services Center). If approved, the student will have a maximum of two semesters to complete the elective 300 hours. Semesters include Fall, Spring,



and Summer. Summer I and II will be counted as one semester. If completing the Internship over two semesters, the student must complete a minimum of 150 hours per semester.

### **COUN 582 Addictions Counseling (3)**

Explores the current techniques utilized by the counseling profession in the treatment of the abuser of drugs and alcohol. An insight into the personal dynamics of this clientele.

### **COUN 584 Marriage, Couples, and Family Counseling (3)**

Studies theoretical approaches to marital therapy, couple therapy, and marital group therapy; also describes therapeutic processes and techniques. (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 598: Special Topics in Professional Counseling**

Explores current trends, innovative techniques, special populations, and best practices in the counseling field.

### **COUN 599: Independent Study in Counseling**

Allows students to work with a faculty member to gain an in-depth understanding of a relevant topic in professional counseling. Students must prepare a proposal of intended study for approval by Counseling faculty. (Admission by permission of chairperson.)

## **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, Biotechnology).

### **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. (Prerequisite: PSYC 503)

### **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/COUN 514 Human Development (3)**

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

### **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, and 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 524 History and Systems of Psychology (3)**

This course provides an overview of the history of psychology, including the philosophical precursors to scientific psychology, the underlying assumptions and interrelationships of the multiple views of the field and various systems of thought. The nature of paradigm shifts and historical, social, and cultural influences will be discussed.

### **PSYC 525 Industrial/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, 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 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.

### **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 550 Directed Readings (1-3)**

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

### **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 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. (Prerequisite: PSYC 561)

### **PSYC 563 Assessment of Learning (3)**

The course is designed to provide students with knowledge and skills needed to measure academic skills and progress. Students will have the opportunity to administer, score, and interpret selected individually administered tests of academic achievement and implement survey assessment measures. Best practices in principles of assessment will be emphasized along with the utility of assessment results in relation to intervention planning. (Prerequisite: PSYC 561 or equivalent)

### **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 531; PSYC 571 or COUN 518)

### **PSYC 575 Forensic Psychology (3)**

Examines the nature of forensic evaluations, reports, and expert witness testimony and the professional and ethical responsibilities involved. Surveys the primary areas of law including family law, mental health law, criminal law, child abuse, juvenile law, and personal injury law. Covers evaluation and treatment of accused persons and working effectively with the criminal justice system.

### **PSYC 576 Professional Seminar (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. 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.) 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 degree closure experience 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: PSYC 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: PSYC 561 and PSYC 532 or COUN 572)

### **PSYC 585 Family-School Interventions (3)**

This course will provide an in-depth examination of family-systems theory and brief family interventions for school related problems. The process and content of intervention design and implementation will be highlighted and an off-campus practicum experience is included.

### **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 Program Courses (Psy.D.)**

### **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 895 Dissertation (3, 3, 1)**

The dissertation may involve: quantitative surveys; empirical analyses of archival data (e.g., meta-analysis); outcome research; a collection of ten or more empirical

case studies (e.g., ABAB or multiple baseline designs); or, group-based nomothetic investigations. Topics appropriate for this project must be related to theory and practice in clinical psychology. Following successful completion of 6 credits of PSYC 895 students are required to register for one credit for each subsequent academic semester until completion of the dissertation, as determined by the research mentor.

## **Consultation/Education**

### **PSYC 801 Advanced Psychopharmacology (3)**

This course provides an introduction to medications used to treat psychological disorders. The course covers issues pertaining to drug safety and effectiveness, their mechanism of action, and their clinical application to the most commonly occurring disorders. The course also addresses topics specific to doctoral level psychologists including consultation with physicians and issues associated with gaining prescription privileges in states where they are granted.

## **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 characteristics, and the effects of these elements on the psychotherapy process and outcome. Skill development will include a more flexible frame of reference for relating to and dealing with diverse clients and their cultural traditions, values, and styles.

### **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 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 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.



## **Intervention**

### **PSYC 559 A Prepracticum (0)**

This prepares students for the practicum experience in the Psychological Services Center (PSC). It involves observation of screenings, intakes, therapy sessions, and assessment procedures. Shadowing a practicum student may also be involved to learn the policies and procedures of the PSC. Students engage in weekly group meetings to help prepare them for their work as clinicians. Psy.D. students only.

### **PSYC 564 Introductory Practicum (1.5)**

This is an on-campus applied clinical experience (through the Psychological Services Center), designed to help students develop basic clinical skills. Students will provide clinical services to clients under the supervision of a faculty supervisor, building on skills learned through observation during pre-practicum. Students will also learn to measure the outcome of interventions, as well as the factors associated with effective psychotherapy. Psy.D. students only.

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

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

### **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), ADHD, 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 840A Elective Practicum (1.5)**

This is an on-campus applied clinical experience which is a continuation of PSYC 564 Introductory Practicum. Students will continue clinical work in the PSC from the Spring semester and will meet weekly with an on-campus faculty supervisor. This course runs during Summer I. Psy.D. students only.

### **PSYC 840B Elective Practicum (1.5)**

This is an on-campus applied clinical experience which is a continuation of PSYC 840A Elective Practicum. Students meet weekly with an on-campus faculty supervisor. This course runs during Summer II. Psy.D. students only.

### **PSYC 841A Elective Practicum (1.5)**

This is an on-campus applied clinical experience which is a continuation of PSYC 587 Practicum II. Students will continue clinical work in the PSC from the Spring semester and will meet weekly with an on-campus faculty supervisor. This course runs during Summer I. Psy.D. students only.

### **PSYC 841B Elective Practicum (1.5)**

This is an on-campus applied clinical experience which is a continuation of PSYC 841A Elective Practicum. Students meet weekly with an on-campus faculty supervisor. This course runs during Summer II. Psy.D. students only.

### **PSYC 842A Elective Practicum (1.5)**

This is an on-campus applied clinical experience which is a continuation of PSYC 861 Practicum IV. Students will continue clinical work in the PSC from the Spring semester and will meet weekly with an on-campus faculty supervisor. This course runs during Summer I. Psy.D. students only.

### **PSYC 842B Elective Practicum (1.5)**

This is an on-campus applied clinical experience which is a continuation of PSYC 841A Elective Practicum. Students will meet with on-campus faculty supervisors on a weekly basis. This course runs during Summer II. Psy.D. students only.

### **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 587 (Practicum II)

### **PSYC 881 A,B Community Practicum II (3)**

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)

### **PSYC 897 A,B Internship (Predoctoral) (3, 3)**

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

## **Management/Supervision**

### **PSYC 700A Professional Ethics Part 1 (3)**

In addition to its infusion across the Psy.D. curriculum, professional ethics are specifically addressed in a two-semester sequence. PSYC 700A Professional Ethics Part I, introduces students to the moral foundations of the APA Ethics Code and to

the application of the Ethics Code to practice areas, including: competence, psychotherapy, human diversity, confidentiality, and multiple role relationships. Psy.D. students only.

### **PSYC 700B Professional Ethics Part 2 (3)**

In addition to its infusion across the Psy.D. curriculum, professional ethics are specifically addressed in a two-semester sequence. PSYC 700B Professional Ethics Part 2, continues training in ethical conduct begun in PSYC 700A Professional Ethics Part 1. Topics covered during this course include: assessment, relationships with colleagues, the business of psychology, diverse work settings, and legal issues with specific focus on Pennsylvania Law. Psy.D. students only.

### **PSYC 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 or more supervisees. The supervisees will be students enrolled in Practicum I. Students will schedule at least five hours of activity per week. One hour a week will be spent in individual supervision with each of the assigned supervisee. One hour a week will be spent observing the clinical work of the supervisee. Three hours per week will be in group supervision. The student will be expected to complete at least 15 hours of individual supervision and 15 hours of observation of the supervisees' clinical work. Other opportunities for learning may be added at the discretion of the course instructor.

### **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 660 Special Topics Seminars (1.5)**

A series of special topics seminars (one per semester) will be offered, with topics such as: substance use, teaching, and forensics.

### **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.

### **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.

# SOCIAL WORK PROGRAMS

**Director: Stephen C. Burke, Ph.D.**

## **Master of Social Work**

### **Mission Statement**

The Marywood University School of Social Work M.S.W. Program, rooted in the University's core values of Catholic identity, respect, empowerment, service, and excellence, is committed to an accessible education which prepares advanced, ethical social work practitioners and leaders. Utilizing a social justice lens and a global perspective, the program prepares culturally responsive social work practitioners to provide competent, evidence-informed, interprofessional collaborative services to diverse client systems, with particular attention to the oppressed and marginalized. The program is dedicated to creating an inclusive learning environment which values diversity and difference.

### **Curriculum Structure**

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

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



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

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

500 number courses are in Social Work Practice and include field education.

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

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

800 number courses are in Social Welfare Policy and Services.

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

**Foundation Curriculum**

SW 500 Professional Foundations: Educating for Tomorrow’s Practice ..... 3

SW 501 Practice I: Social Work Practice with Individuals and Families ..... 3

SW 502 Practice II: Social Work Practice with Groups ..... 3

SW 503 Practice III: Social Work Practice with  
Communities and Organizations ..... 3

SW 591 Field Education I: Foundation Field ..... 3

SW 592 Field Education II: Foundation Field ..... 3

SW 601 Human Behavior I ..... 3

SW 621 Social Work Perspectives on Psychopathology ..... 3

SW 701 Research I ..... 3

SW 702 Research II ..... 3

SW 801 Social Justice, Welfare Policy, and Professional Legacy ..... 3

SW 971 Ethical Issues in Social Work Practice ..... 3

**Specialization Courses**

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

SW 504 Practice IV: Advanced Social Work Practice with  
Individuals and Families ..... 3

SW 505 Practice V: Administration in Social Work ..... 3

SW 506 Practice VI: Culminating Integrative Seminar ..... 3

SW 595 Field Education III: Advanced Practice ..... 3

SW 596 Field Education IV: Advanced Practice ..... 3

SW 802 Social Policy Advocacy ..... 3

**Electives**

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

SW 535 Child Welfare Practice and Services ..... 3

SW 536 Social Work Practice with Children ..... 3

SW 561 Family Focused Social Work Practice ..... 3

SW 571 Supervision in Social Work Practice ..... 3

SW 625 Critical Issues in Chemical Dependence ..... 3

SW 705 Social Work Thesis ..... 3

SW 900 Social Work Perspectives on Trauma ..... 3

SW 908 Women’s Issues in 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 940 Current Issues in Developmental and Physical Disabilities for  
Social Workers ..... 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

**Advanced Standing**

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

**Independent Study**

Independent study is open to students who have completed one year of full-time or the equivalent part-time study in Marywood’s Master of Social Work program. A 3.50 quality point average is required in order to be eligible. No more than two independent study courses may be taken by non-advanced-standing students, or one by advanced-standing students during their Master of Social Work programs. Only one independent study may be taken per semester, and no more than one independent study may be taken with any given faculty member.

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



study courses must be of comparable rigor to other courses in the curriculum of similar value.

## Field Education

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

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

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

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

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

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

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

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

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

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

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

## **Standard for Ethical Behavior**

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

## **Suitability for Professional Social Work**

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

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

1. Alleged violation of the Code of Ethics of the National Association of Social Workers by written report from the field instructor, faculty liaison, educational coordinator, faculty member, or peer.
2. Alleged violation of the Code of Academic Honesty of Marywood University by written report from the field instructor, faculty liaison, educational coordinator, faculty member, or peer.

3. Alleged failure to demonstrate the capacity to engage in appropriate social work roles, by written report from the field instructor, faculty liaison, educational coordinator, faculty member, or peer.
4. Attainment of an F or U grade in a course or field placement or a semester GPA 2.85 or below.

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

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

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

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

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

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

## **Home and School Visitor Certification**

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

interprofessional preparation for social work practice in elementary and secondary schools in Pennsylvania.

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

### **Global Studies Opportunities**

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

### **Transfer of Credits and Credit for Life or Work Experience**

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

When an applicant requests transfer of credits from another accredited M.S.W. program, the following considerations will apply. Each application will be evaluated on its own merits. Credits may be transferred provided the work is at the level of 3.00 or better on a 4.00 point scale, at least three graduate level credits, deemed relevant to the student's area of concentration, and completed not more than five years prior to the date of application. All decisions regarding the acceptability of courses transferred into the M.S.W. Program from another institution will be the responsibility of the Director in consultation with appropriate faculty in the area of the curriculum in which the course falls. It is the responsibility of the applicant to have an official copy of the transcript, listing the courses for which transfer credit is sought, sent to the Admissions Office along with a detailed description, or syllabus, of the courses in question.

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

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

## **School of Social Work Courses (SW)**

### **Foundation Courses**

#### **500 Professional Foundations: Educating for Tomorrow's Practice (3)**

This course will employ community agency-based case studies as vehicles to explore connections between foundation practice behaviors and the practice behaviors characteristic of the Advanced Concentration curriculum of the M.S.W. Program. Additionally, the course itself will be a learning experience as class sessions will be conducted as a task-centered learning group with the discussions, presentations, and projects serving as material for reflection and demonstration of group process.

Course-pack materials, journal articles, media content, instructor/student presentations, team interactions, and class projects will be utilized to illuminate how ethics, a policy advocacy role, and foundation practice skills inform the assessment, engagement, and evaluation practice behaviors characteristic of the Advanced Concentration curriculum of the M.S.W. Program. (For new Advanced Standing Students Only)

#### **501 Practice I: Social Work Practice with Individuals and Families (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. (Prerequisites: SW 601, SW 801; Co-requisite: SW 591.)

#### **502 Practice II: Social Work Practice with Groups (3)**

SW 502 Practice II is the second course in Practice Core Content Area. Following the foundation knowledge presented in SW 501 Practice I, this course continues to focus on the utilization of conceptual frameworks, including the ecological perspective (i.e., Life Model), interactional approach, and strengths perspective to assess support, therapy and task groups. This course is taken concurrently with SW Field 592 and integrates practice experience and course learning. (Prerequisites: SW 501 and SW 591.) (Co-requisite: SW 592)

#### **503 Practice III: Social Work Practice with Communities and Organizations (3)**

SW 503 Practice III focuses on the theories relevant to understanding the macro functions of communities, organizations, and institutions from a generalist perspective. This course enables students to: 1) understand and apply theories, 2) analyze social organizations and community's needs, and 3) apply phases and skills of developing strategies of the change process in community practice, in collaboration with communities and organizations. In addition, students will be encouraged to examine

how their own learning and values impact their understanding of and practice at the mezo, exo, and macro levels. (Prerequisites: SW 601)

### **591 Field Education I: Foundation Field (3) and 592 Field Education II: Foundation Field (3)**

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. (Prerequisite for 591: SW 601 and SW 801 or taking SW 601 and SW 801 concurrently. Prerequisite for 592: SW 591.)

### **601 Human Behavior (3)**

This is an introduction to biopsychosocial-spiritual factors important to understanding and assessing human growth, personal development, and behavior over the life span. Focus is on interactions among individuals, families, groups, and the social system, and diverse, vulnerable, and oppressed populations.

### **SW 621 Social Work Perspectives on Psychopathology (3)**

This course allows students to identify and develop an understanding of the issues inherent in the study and assessment of individual behavior. As the primary providers of mental health services in the United States, it is imperative that social workers develop knowledge of and skill in using the primary model for assessing and diagnosing mental health disorders, the Diagnostic and Statistical Manual of Mental Disorders 5. The inclusion of the strengths perspective counters an obvious shortcoming, from the social work perspective, of DSM V. (Prerequisite or Co-requisite: 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 Social Justice, Welfare Policy, and Professional Legacy (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. By 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.

## **Specialization Courses**

### **504 Practice IV: Advanced Social Work Practice with Individuals and Families (3)**

This course presents theories and techniques applicable to social work practice with individuals and families, including those from diverse and at-risk populations. Field education experiences serve as basis for integration and application of theories, assessment of the cultural competence of their interventions with specific populations, examination of strengths and limitations of evidence-based practice, and articulate a personal practice stance. This course is taken concurrently with SW 595. (Prerequisites: SW 501, SW 591, SW 502, SW 592, SW 503.)

### **505 Practice V: Administration in Social Work (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. (Prerequisites: SW 501, SW 502, SW 503, SW 591, and SW 592.)

### **506 Practice VI: Culminating Integrative Seminar (3)**

This course builds on foundation content and theoretical perspectives explored in SW 504. It offers advanced skills in differential interventions with a variety of systems and focuses on post-modern and trauma-informed practice, in addition to theories of loss and grief, as theoretical bases for assessment, intervention, and evaluation. As well, it promotes self-reflective practice and a knowledge of



supervision. The course examines discrimination and oppression and the complex interface between individual, family, and group needs within an organizational context. (Prerequisite: SW 501, SW 502, SW 503, SW 504, SW 591, SW 592, SW 595, SW 601, SW 701, SW 801, SW 971.)

### **595 Field Education III: Advanced Practice (3) and 596 Field Education IV: Advanced Practice (3)**

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 would 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) (Co-requisite: SW 504) (Prerequisite for SW 596: SW 595) (Co-requisite: SW 506)

### **802 Social Policy Advocacy (3)**

This course teaches policy practice skills that enable students to use evidence-based data to frame for intervention social issues that affect the lives of marginalized groups of people and populations-at-risk. Using professional values and ethics and the employment of critical thinking skills as a base, students will demonstrate their ability to evaluate the effectiveness of culturally competent policy practice interventions. (Prerequisites: SW 502, SW 503, SW 504, SW 505, SW 591, SW 592, SW 595, SW 601, SW 801, SW 701, SW 702, SW 971.)

## **Electives**

### **532 Advanced Administration in Social Work Practice: Program Development and Evaluation (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, social marketing, and resource development as a component of program development and evaluation. (Prerequisites: SW 501, 502, 503.)

### **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 501, SW 591.)

### **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, and 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 501, SW 591.)

### **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 501, SW 591, SW 502, SW 592.)

### **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, this course examines the roles of the individual and society with respect to development of chemical dependence. The course also 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. (Prerequisites: SW 501, SW 591, SW 601, SW 502, SW 592.)

### **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. (Prerequisites: SW 501, SW 591, SW 601.)

### **925 Critical Issues in Ethnic and Racial 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.

### **940 Current Issues in Developmental and Physical Disabilities for Social Workers (3)**

This course examines the life course issues among people with developmental and physical disabilities, including the collaboration of families and community, and the role of social workers and other professionals. It also presents general issues related to service delivery systems, advocacy movements and social policy. The role and responsibility of social work professionals in shaping, delivering and evaluating support services will be considered. The impact of both the physical and social environment on the lives of people with physical disabilities, both lifelong and acquired through trauma, will be addressed.

### **941 Concepts and Issues in Gerontology (3)**

Reviews social gerontological theories, social policy issues of aging, and skills integration with the bio-psychosocial 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. (Prerequisite: SW 601.)

# 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 and the two-year Master's Program prepare students to:

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



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

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

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

### **Program Overview**

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

#### **The Pre-Professional Phase**

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

#### **The Professional Phase**

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

### **Program Flexibility – Multiple Points of Entry**

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



## **Program Admission and Matriculation Requirements**

1. A minimum SAT score of 1120 (EVR+M) is required for admission to the program (Pre-Professional Phase).
2. Enrollment is limited in any given academic year due to ASHA accreditation 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 must achieve a minimum overall and CSD QPA of 3.25 by the end of the third year curriculum in order to transition from the Pre-Professional to the Professional Phase of the program.

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

4. Students may earn one "C" letter final grade in a CSD pre-professional course. If a student earns a second "C" grade, a meeting with the CSD chairperson and academic advisor will be held to determine which of those courses the student will be required to repeat. The student will be informed of the decision by their academic advisor and placed on academic probation until the course is repeated with a minimum grade of B-. Students who retake a course are only permitted to retake the course one time, and a revised plan of study will be determined. If a student fails to earn the minimum expected grade of B- once the course is repeated, he/she will be dismissed from the program. Advisement as to other career opportunities will be provided. Students who earn below a C grade in any CSD course will be required to repeat the course with a minimum grade of B-.
5. Students who have successfully met all requirements for the liberal arts core and CSD Pre-Professional Phase coursework may apply for admission to the Professional (graduate) Phase of the CSD five-year program during the spring semester of year 3. See Graduate Admissions for a CSD Transition Application to the Professional Phase and the due date for completion.
6. Students whose CSD QPA is between 2.33 and 3.24 and who meet the University's minimum overall QPA requirements to earn a degree may be granted an undergraduate degree in CSD, but will not be eligible to transition to the Professional (graduate) Phase of the five-year program.
7. Students who earn below a B- in any CSD graduate course/CSD practicum experience (Professional Phase) will be expected to develop an academic/clinical support plan with the course instructor/clinical supervisor in order to improve in those knowledge/skill areas in which the student is deemed deficient. An acceptable mastery level, based on formative assessment, must be demonstrated in all knowledge and skills areas, according to the current ASHA certification

standards. In addition, a grade of B– or better or an “S” for any practicum experience is required to advance to the next experience in the sequence.

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

- Submission of Graduate Record Examination (GRE) test scores and official undergraduate transcripts.
- Two letters of recommendation from individuals who can comment on the applicant’s academic and clinical skills and potential for successful graduate study (e.g., former professors, clinical supervisors).
- Submission of a typewritten essay. See specific essay questions and requirements included in the Graduate Admissions Application Packet or online application.
- A personal or phone interview at the discretion of the CSD department chair and/or graduate program director.

Note: Preference will be given to applicants who can attend the program full-time and take the full complement of courses offered within the context of a cohort model. Typically, students are admitted to the Professional Phase in the fall semester. Part-time students are also admitted on a case-by-case basis and are expected to carry nine credits per semester.

## **Transfer Students**

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

## **Admission to Degree Candidacy**

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

## **Degree Conferral and Certification**

Those students entering the program as undergraduates will be awarded a B.S. in Communication Sciences and Disorders upon completion of the fourth year. At the end of the fifth year, these students and those entering with an in-field bachelor’s

degree who have successfully completed the Professional Phase (years 4 and 5) of the five-year program will be awarded a Master of Science degree in Speech-Language Pathology and are eligible to pursue ASHA certification and state licensure.

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

Students with out-of-field undergraduate degrees are eligible to apply for the Professional (Graduate) Phase of the program and will be admitted provisionally. Enrollment in graduate level courses, however, requires the following:

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

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

**CSD PREREQUISITE COURSE SEQUENCE**

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 professional	
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, Physical Science)
- Mathematics: 3 credits (a course in Statistics is required)
- Behavioral/Social Science: 3 credits (e.g., Psychology, Sociology)
- Human Communication Processes:
  - Anatomy and Physiology of Speech and Hearing;
  - Phonetics; Speech and Hearing Science; Normal Speech-Language Development; Audiology and Amplification/Aural Rehab

**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
<b>Total: (5 UG CSD &amp; 13 LA). . . . .</b>	<b>18</b>

**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
<b>Total: (7 UG CSD &amp; 9 LA)</b>	<b>16</b>

**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
CSD 263 Linguistics for the SLP	3
FL Foreign Language	3
PHYS or CHEM or ASTR or ENVS Physical Science ( <i>Required for ASHA</i> )	3
<b>Total: (11 UG CSD &amp; 6 LA)</b>	<b>17</b>

**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
<b>Total: (8 or 11 UG CSD &amp; 6 or 9 LA)</b>	<b>17</b>

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

**Summer 1 (Session I)**

ENGL Upper Level English (>ENGL 301)	3
L A General Elective	3
<b>Total: (6 LA)</b>	<b>6</b>

**Third-year Curriculum: (41 credits; 36 UG credits – 5 Grad credits)**

**Fall 3**

CSD 363 Audiology	3
CSD 363L Audiology Lab	0
CSD 366 Introduction to Communication Disorders in Adults	3
MATH 155 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
<b>Total: (6 UG CSD &amp; 12 LA)</b>	<b>18</b>

### Spring 3

CSD 364 Auditory Amplification and Aural Rehabilitation. ....	3
CSD 361 or 362 Clinical Methods and Processes in SLP or AUD .....	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
<b>Total: (7 UG CSD &amp; 9 LA).</b> .....	<b>16</b>

### Summer 2 (Session I)

CSD 501 Family Systems and Counseling: Multicultural Perspective. ....	2
CSD 505 Augmentative and Alternative Communication Systems .....	3
<b>Total: (5 GRAD CSD)</b> .....	<b>5</b>

### Summer 2 (Session II)

CSD 468A Introduction Clinical Practicum in Speech-Language Pathology (begins Summer I – 10 weeks) .....	2
<b>Total: (2 UG CSD)</b> .....	<b>2</b>

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

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

This can be accomplished in one of two ways:

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

### Professional (Graduate) Phase

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

## Fall IV Graduate

CSD 502 Aphasia .....	3
CSD 504 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
<b>Total: CSD graduate credits for students completing five-year program .....</b>	<b>16</b>
<b>CSD graduate credits for two-year graduate students* .....</b>	<b>17</b>

## Spring IV Graduate

CSD 500 Research Methods in Speech-Language Pathology .....	3
CSD 507 Voice Disorders .....	2
CSD 503 Seminar in Phonological and Articulation Disorders .....	3
CSD 506L Language Sample Analysis Computer Lab .....	1
CSD 508 Fluency Disorders .....	2
CSD 514 Adult Neurogenic Motor Speech Disorders .....	2
CSD 516B Clinical Practicum in Speech-Language Pathology .....	1
CSD 521 Diagnostic Practicum in Speech-Language Pathology (½ cohort) .....	2
<b>Total: CSD graduate credits .....</b>	<b>14 or 16</b>

## Summer III Graduate (Session I)

CSD 505** Augmentative/Alternative Communication .....	3
CSD 525* Autistic Spectrum Disorders .....	2
CSD 501** Family Systems and Counseling: Multicultural Perspective .....	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
<b>Total: CSD graduate credits for students completing the five-year program depending on elective option(s)* .....</b>	<b>2</b>
<b>CSD graduate credits for two-year graduate students depending on elective option(s)* .....</b>	<b>5-7</b>
<b>EDUC credits if pursuing Teacher Certification and not already completed .....</b>	<b>3-6</b>

## Summer III Graduate (Session II)

CSD 510 Communication Disorders in Infants/Toddlers .....	3
CSD 512* Cleft Palate .....	2
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 . . . . . 5-10**  
**EDUC credits if pursuing Teacher Certification and  
not already completed . . . . . 3**

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

\*\*Five-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:** (11 CSD Graduate Credits) or (20 Graduate Credits; 8  
CSD Graduates Credits & 12 EDUC Credits if Pursuing Teacher Certification)

#### **Fall V Graduate**

CSD 511 Pediatric Neuromotor Speech Disorders . . . . . 2

CSD 513 Communication Disorders Related to Traumatic Brain Injury,  
Right Hemispheric Dysfunction, and Neuro Cognitive Disorders. . . . . 3

CSD 519I Clinical Internship in Speech-Language Pathology. . . . . 3

**Total: CSD graduate credits . . . . . 8**

#### **Spring V Graduate**

CSD 520E Clinical Externship in Speech-Language Pathology . . . . . 3

OR

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

**Total: CSD graduate credit . . . . . 3**

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

## **Master's in Speech Language Pathology Degree Requirements**

In addition to completing a minimum of 56 graduate credits with a minimum QPA of 3.00, according to the plan of study developed by the student and his/her academic advisor, students must:

1. Complete the current required number of clinical clock hours, according to standards set forth by ASHA, at least one week prior to commencement in the semester the student expects to graduate;
2. Pass a comprehensive examination given by the CSD faculty;
3. Take the National Examination in Speech-Language Pathology prior to graduation and submit PRAXIS scores to the graduate program director;
4. Demonstrate mastery on all knowledge and skills competencies delineated in the CSD Formative Assessment Manual for the master's program in SLP with appropriate evidence verified; and
5. Complete an exit interview with the graduate program director to ensure that all paperwork regarding academic coursework and clinical practicum experiences (e.g., CSD Knowledge and Skills Acquisition form–KASA) required by ASHA are accurate and complete.

## **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 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 263 Linguistics for the SLP (3)**

Designed specifically for students in communication sciences and disorders, this course introduces participants to the fundamentals of linguistic theory. Emphasis is placed on understanding concepts pertaining to pragmatics, semantics, and the internal structure of language (i.e., syntax/grammar, morphology, and phonology). Also addressed are several applied areas such as language processing, language variation, language change, and written language.

### **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 analyze and interpret a pediatric language sample using the Bloom & Lahey content-form-use model. Emphasis will be placed on examining the semantic, syntactic, morphological, and pragmatic aspects of language from a socio-communicative functionalist perspective of the language development and learning process. Typical and atypical/delayed patterns of language development will be discussed within this LSA framework. (Co-requisite: CSD 263 and 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 Introduction to Clinical Methods and Processes in Speech Language Pathology (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 362 Introduction to Clinical Methods and Processes in Audiology (3)**

This course is an introduction to the clinical aspects of audiology: universal precautions, code of ethics, patient professional relationship, diagnostic testing, rehabilitative interventions (hearing aids, assistive listening devices), and counseling. Students will be prepared to participate in entry level clinical activities, under the supervision of a certified audiologist during their undergraduate experience.

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

Fundamental aspects of hearing measurement and the nature and prevention of auditory disorders. (Prerequisite: CSD 270) 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 468A Introductory Clinical Practicum in Speech-Language Pathology (2)**

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

### **CSD 469 Special Topics in Communication Disorders (1)**

Varying topics, periodic offerings in specific areas reflecting contemporary needs and interests.

## **Elective Courses**

### **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 470A,B 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 CSD and overall QPA, successful completion of CSD 362 with a minimum final grade of B–, 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 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. (Prerequisite: CSD 524)

### **CSD 513 Communication Disorders Related to TBI, Right Hemispheric Dysfunction, and Neuro Cognitive Disorders (3)**

Communication impairments secondary to traumatic brain injury, dementia, and right hemisphere dysfunction will be addressed. Assessment procedures, treatment strategies, and educational/counseling considerations will be presented.

### **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 have not completed CSD 361.)

### **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 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 525 Autistic Spectrum Disorders (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 clinician before enrolling in CSD 468A Introduction to Clinical Practicum in SLP (see Pre-Professional Phase) or CSD 516A Clinical Practicum in Speech-Language Pathology (see Professional Phase). All clearances and updated immunizations must be on file. Students must be available a minimum of ten hours per week in order to be scheduled for clinical/diagnostic practicum experiences. Students are required to complete a clinic practicum schedule, which must be adhered to, at the time they meet with their academic advisor for registration.

## **The Pre-Professional Phase**

### **CSD 468A 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 clinician; 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 (3)**

Students are encouraged to seek placements in sites that offer experiences consistent with their clinical areas of interest. Placements must be approved by the Internship Coordinator, and a signed contract must be obtained prior to beginning the internship. Placements are arranged for students in various off-campus clinical facilities (e.g., rehabilitation facilities, schools, hospitals, clinics, private practices). Requirements for students include planning and implementing diagnostic and/or treatment procedures, data collection and analysis, and clinic report writing. Additional responsibilities such as participation in clinical staffing may be required by the off-campus supervising speech-language pathologist at the facility. Clinical

placements are arranged by the Marywood Internship Coordinator in conjunction with off-campus clinical supervisors. (Prerequisites: successful completion of CSD 516C or EDUC 597 [based on CSD grading form] and CSD 521 with a minimum final grade of B– and permission of graduate program director)

### **CSD 520E Clinical Externship in Speech-Language Pathology II (3)**

Students are encouraged to seek placements in sites that offer experiences consistent with their clinical areas of interest. Placements must be approved by the Internship Coordinator, and a signed contract must be obtained prior to beginning the 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 B–.)

### **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 Internship Coordinator to complete a plan of study for this additional track. A minimum QPA of 3.00 is also required. All coursework in education must be

approved by the Education Department chair and is subject to change based on PA Department of Education requirements.

## **Coursework and Field-Based Experience**

### **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 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 Pre-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 (Pre-K-12) by the Pennsylvania Department of Education. Placements are made by the CSD Internship Coordinator in conjunction with the Education Field Placement Officer. (Prerequisites: Successful completion of 516C or 519I and 521 with a minimum final grade of B– and completion of all prerequisite Education courses)

# College of Professional Studies

Dean: Jim Sullivan, AIA

## Mission Statement

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

## Areas of Study

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



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

**School of Education:** The School prepares teachers to make a significant, positive, and educational impact on the lives of PK-12 learners. Our programs offer diverse field placement opportunities in various educational settings, so graduates can apply theory to practice. The School offers a Master of Arts in Teaching and numerous Master of Science degrees and Certification programs. All programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP), having met the NCATE (National Council for the Accreditation of Teacher Education) standards.

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

# SCHOOL OF ARCHITECTURE

**Director: James Eckler**

## **Mission Statement**

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

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

## **Programs:** **Master of Interior Architecture**

The School of Architecture offers the Master of Interior Architecture (M.I.A.). This post-professional degree focuses on the advanced study of design strategies, history, theories, and technologies for the adaptive reuse of buildings and their interiors. Current trends in architectural design practice ensure that the imaginative reuse of



existing buildings is, and will continue to be, the primary focus of our discipline for the foreseeable future.

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

This 54-credit degree is available to students who have completed a four-year baccalaureate degree in Architecture, Interior Architecture, or Interior Design from an accredited NASAD, CIDA, or NAAB program. The degree is intended for those who wish to pursue advanced post-professional studies in Interior Architecture. A specialized track for students who have completed a four- or five-year baccalaureate degree from another discipline may be developed on a case-by-case basis.

The M.I.A. program is a full-time program consisting of a sequential four-semester, 54-credit course of study (Fall-1: 15 credits; Spring-1: 15 credits; Fall-2: 12 credits; Spring-2: 12 credits).

**Accreditation**

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

**Degree Track Master of Interior Architecture**

**Course of Study** (Typical)

**Year 1**

Fall (15 credits)	
Studio: Formal & Spatial Attitudes of Adaptive Reuse .....	6
Principles of Adaptive Reuse .....	3
History & Theories of Urban Form .....	3
Representation in Adaptive Reuse of the Interior .....	3
Spring (15 credits)	
Studio: Urban and Community Contexts of Adaptive Reuse .....	6
Materials & Methods of Adaptive Reuse .....	3
Strategies & Theories of Adaptive Reuse .....	3
Program Elective .....	3

**Year 2**

Fall (12 credits)	
Research Methods and Preparation .....	3
Hybrid Craft .....	3
Advanced Lighting .....	3
Program Elective .....	3



Spring (12 credits)

IARC 530 Studio: Master's Research Project .....	6
IARC 594A Thesis Documentation & Publication .....	3
IARC 5XX Program Elective .....	3

**Application Requirements**

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

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

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

**Courses**

**Studio: Formal and Spatial Attitudes of Adaptive Reuse (6)**

Formal and spatial issues related to adaptive reuse at varying scales and levels of complexities. Design projects examine architectural questions proposed by transformations and additions to existing buildings informed by economics, site situations, culture, and materiality.

### **Studio: Urban and Community Contexts of Adaptive Reuse (6)**

Urban and community issues related to spatial and formal strategies for adaptive reuse. Design projects examine the nature of interior spaces that are not necessarily determined by a building envelope.

### **Master's Research Project (6)**

Independent research design project on adaptive reuse in Interior Architecture. Design projects examine a clearly defined research topic through a developed method for design investigation.

### **Principles of Adaptive Reuse (3)**

Architectural, construction, and professional practice issues related to reusing existing buildings with an emphasis on interiors. Methodologies of assessment, strategies for design implementations, and professional practices addressed through lectures, readings, and various exercises.

### **Representation in Adaptive Reuse of the Interior (3)**

Architectural representation as a conceptual lens for examining the reuse of existing buildings. History, theory, and technique of representation are addressed through lectures, readings, and various exercises.

### **Strategies and Theories of Adaptive Reuse (3)**

Societal, cultural, economic, and technological issues informing adaptive reuse. Resource scarcity, climate change, increasing populations, cultural heritage preservation, increasing obsolete building stock, and urban sprawl are addressed through lectures, readings, and various exercises.

### **Advanced Hybrid Craft (3)**

Investigations into combined digitally-assisted and traditional techniques of making. Potential and limitation of various methods and techniques related to their informed and thoughtful use are addressed through lectures, readings, and built works.

# SCHOOL OF BUSINESS AND GLOBAL INNOVATION

**Executive Director: Art Comstock, Ph.D.**

## **Mission Statement**

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

## **Accreditation**

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

## **General Information and Prerequisites**

The following master's degrees are offered by Marywood University's SBGI:

Master of Business Administration (MBA)

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

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

Master of Health Services Administration (MHSA)



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

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

## **General Requirements**

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

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

## **Areas of Concentration**

### **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. Possible course selections include: Systems Analysis and Design: Database Management Systems, Accounting Information Systems, Managing an Organization in the Marketplace, Business Intelligence, Data Mining and Warehousing, etc.

**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 583 Retirement and Estate Planning	3
BUS 584 Managerial Economics	3
BUS 585 Risk Management and Insurance	3
BUS 586 SEC and the Financial Markets	3
BUS 587 International Trade and Investment	3
BUS 588 Portfolio Theory and Capital Markets	3
BUS 589 Advanced Topics in Real Estate Management	3
BUS 598 Special Topics	3
BUS 599 Independent Research	3

B. GENERAL MANAGEMENT

(Select four courses)

BUS 509 Leadership	3
BUS 510 Management Role of the Information Professional	3
BUS 513 Web-based Marketing	3
BUS 534 Business Intelligence	3
BUS 543 Human Resources 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 513 Web-based Marketing	3
BUS 514 Web-based Systems Development	3
BUS 534 Business Intelligence	3
BUS 535 Data Mining and Warehousing	3
BUS 546 Managing the Organization in 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 592 Web Application Design and Development . . . . .	3
BUS 593 Business Information Security and Continuity . . . . .	3
BUS 594 ERP Systems . . . . .	3
BUS 598 Special Topics. . . . .	3
BUS 599 Independent Research . . . . .	3
* This track requires proficiency and satisfactory completion of courses in two programming languages.	

## 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 DSST 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 509 Leadership . . . . .	3
BUS 510 Management Role of the Information Professional . . . . .	3
BUS 513 Web-based Marketing . . . . .	3
BUS 514 Web-based Systems Development . . . . .	3
BUS 534 Business Intelligence. . . . .	3

BUS 535 Data Mining and Warehousing . . . . .	3
BUS 546 Managing the Organization in 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
BUS 592 Web Application Design and Development . . . . .	3
BUS 593 Business Information Security and Continuity . . . . .	3
BUS 594 ERP Systems . . . . .	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, nine credits consisting of Financial electives, and nine credits consisting of Information Systems electives. The prerequisites for this degree include satisfaction of the CPC through the core one-credit modules offered to graduate students. The structure of this program is as follows:

### A. REQUIRED CORE

BUS 531 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 566 Telecommunications for Business Systems ..... 3

BUS 592 Web Application Design and Development ..... 3

BUS 593 Business Information Security and Continuity ..... 3

BUS 594 ERP Systems ..... 3

**Master in Business Administration Five-year Degree Option**

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

**Courses (BUS)**

**509 Leadership (3)**

This course is designed to provide students with an overview of current and emerging leadership theories, best practices in organizations, cases, and learning experiences relevant to the development of their individual and team leadership potential. Students’ leadership styles and competencies are assessed, and feedback is offered to give students the opportunity to understand and better develop their leadership competencies.

**510 Management Role of the Information Professional (3)**

This course is designed to provide students with theories, frameworks, and best practices to enable robust understanding of the management and technology issues and challenges they will confront in organizations as information professionals. Topics include current and emerging trends in management and technology, competencies and best practices of effective managers, learning organizations, change management, knowledge creation and management, information ecology, and communities of practice.

**513 Web-based Marketing (3)**

This course provides students with frameworks, concepts, and tools to effectively design, deploy, and evaluate web-based networking and marketing strategies aimed at increasing traffic, sales, and brand visibility online. Topics include web technologies, web-based networking, and marketing models, consumer behavior in the marketspace, customer acquisition and retention, search engine optimization, and web-analytics.

**514 Web-based Systems Development (3)**

The demand for web-based systems and applications that deliver complex arrays of functionality to large numbers of diverse groups of people, performance, reliability, quality, and usability has become of paramount importance. This course is designed to provide students with multi-disciplinary approaches, methodologies, techniques,

and tools to assess needs and to effectively develop and maintain web-based systems and applications that meet business and user requirements.

### **531 Advanced Topics in Management Information Systems (3)**

This course is designed to provide students with theories, frameworks, and best practices for understanding 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 rapid improvement to complex problems. Topics include current and emerging trends and challenges in technology and management, industry structure and business landscape analysis, strategy, technology infrastructure, functional information systems, enterprise solutions, knowledge management, business analytics, ethics and information security, and business.

### **534 Business Intelligence (3)**

Organizations are gathering and storing more and more data. The amount of data in the world is doubling approximately every year. This data is of little benefit unless it can be turned into useful information and knowledge. Business Intelligence (BI) is the new discipline that combines all of the tools to gain data inferences. This course thus provides an integrative foundation in the field of business intelligence at the operational, tactical, and strategic levels. BI components such as value chain, customer service management, business process analysis and design, transaction processing systems, management information systems, and executive information systems are brought together, as well as other topics relevant to the field of Business Intelligence. Additionally, this course is designed to provide students with a fundamental understanding of how Business Intelligence and Data Warehousing with Data Marts support a Knowledge Management environment. It also introduces the basic principles of Knowledge Management, focusing on the need for and use of information.

### **535 Data Mining and Warehousing (3)**

Data mining is a relatively new term used in the academic and business worlds, often associated with the development and quantitative analysis of very large databases. Its definition covers a wide spectrum of analytic and information technology topics including a set of techniques that have been designed to find interesting pieces of information or knowledge in large amounts of data most efficiently. Association rules, for instance, are a class of patterns that tell which products tend to be purchased together. There is currently a large commercial interest in the area, both for the development of data mining software and for the offering of consulting services on data mining, with a market for the former estimated in the billions of U.S. dollars. In this course, we explore how this interdisciplinary field brings together techniques from databases, statistics, machine learning, and information retrieval. We 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.

### **542 Financial Planning and Management (3)**

This course concentrates on the principles and techniques for effective use of business capital and on the decision-making ability developed for short-range and long-range financial planning. Financial theory, institutions, and capital markets as they affect national, multinational, and transnational corporations are discussed. Readings and case studies are utilized.

### **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.

### **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 the marketplace. This course also examines how organizations utilize marketplace and marketplace environments to their best advantage to achieve and sustain competitive advantage.

### **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.

### **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)**

The course focuses on production and inventory planning and control systems. The design of production facilities, location, capacity, and assembly line production are covered. Cost factors, including labor, standards, preventive maintenance, product planning, and manpower planning, 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.

### **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)**

Effective business solutions begin with an appropriate understanding of business situations and requirements. As organizations strive to bring about an improvement in business performance and sustainability, analysis and design play a critical role in ensuring timely delivery of effective solutions. This course examines the nature of the various problems confronted in business and how systems thinking and systems development concepts, methodologies, tools, and techniques can effectively deal with them. Topics include characteristics of complex, ill-structured, problematic situations; appreciative systems; systems thinking; inquiry systems, decision traps; constituency identification; problem formulation; requirements determination; project definition and system study; design and implementation; and project management.

### **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.

### **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 and Networking Systems for Business (3)**

This course provides a comprehensive coverage of technologies, enabling processes and approaches vital for the effective assessment, design, management, and security of business telecommunications and networking systems.

### **568 Legal Aspects of the Management Process (3)**

The course examines the growing importance of legal aspects as they relate to corporations, partnerships, and limited partnerships. Topics covered include: agency and employment, limited liability, managers' legal obligations, shareholders' rights, capital structure, and duties and powers of directors and officers.

### **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.

### **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.

### **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.

### **583 Retirement and Estate Planning (3)**

This course covers all the major retirement-related issues including plan design and flexibility, social security, and Medicare. Techniques for achieving various financial goals and structuring investment portfolios will be discussed. In addition, the course



examines legal, financial, and practical considerations in the creation, management, and conservation of an estate. Various types of property interests (joint tenancy, tenancy in common, community property) are reviewed and the use of revocable and irrevocable trusts, gifts, powers of attorneys, retirement, and custodial accounts are discussed. The influence of federal estate and gift taxation and state taxation rules on estate planning techniques is examined. Ultimately, students will gain a thorough understanding of the process for developing a comprehensive financial plan.

### **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.

### **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 percent 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. Recent regulatory changes (such as SOX and the Dodd-Frank Act) are analyzed and debated as to their impact on financial firms and markets.

### **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.

### **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.



### **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.

### **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)**

Manmade and natural incidents happen within and across interconnected organizations every day. Many of these events are caused by security breaches and can cascade out of control to become crises and disasters that can threaten the very existence of organizations. Topics include a systems-wide and strategic perspective of information security; technical and administrative aspects of information security



and assurance; approaches and methods for protecting information assets, determining the levels of protection, and response to security incidents; designing a consistent, reasonable information security system, with appropriate intrusion detection and reporting features; and information security and staffing functions.

### **594 ERP Systems (3)**

ERP systems enable organizations to improve processes and to consolidate data and resources from all its units into one enterprise-wide accessible resource. Organizations are increasingly relying on ERP systems to better manage their enterprise, business intelligence, supply chain, customer relationships, and business operations. This course provides students with a comprehensive coverage of various modules and functionalities of an ERP software and a hands-on platform to learn and develop expertise vital for installing, administering, and maintaining ERP software solutions in a corporate enterprise environment.

### **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.

## **Master of Health Services Administration (MHSA) 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 MHSA provides graduate education in health care administration for persons seeking careers in the management and administration of health care facilities/organizations and other healthcare settings. This degree also provides opportunities for individuals in health services to seek career improvement and development.

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

This program course will enhance the administrative training of students concerned with the provision of health care and the current health care reform. Students' needs

and goals are met, bringing the application of management skills from a theoretical model. This degree will be a step in meeting the needs of those professionals currently practicing and also will prepare the health service administrators of tomorrow.

**Master of Health Services Administration (MHSA)**

36 semester hours

**I. CORE COURSES**

24 semester hours

HSA 506 Research Theory ..... 3  
OR

HSA 533 Research Methods (BUS 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 (12 semester hours)**

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 the health services field. The program provides the knowledge and skills necessary for administrative positions in nursing homes, hospitals, rehabilitation facilities, managed care, and the many other organizations providing health care in American society. A special track focuses upon health care delivery to the elderly. This major integrates courses in the social sciences (36 credits) as well as the liberal arts (43-46 credits). An important program component is an internship in a nursing home, hospital, managed care, public health agency, or other organiza-

tion during the senior year. Advanced standing is available to qualified majors. Contact the Program Director for more information.

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

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

## **Courses (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.

### **507 Organizational Dynamics (3)**

What a supervisor needs to know about human behavior in a work setting. Emphasized are the subjects of work motivation, power and control, communication, impact of work/organization design, and management-by-objectives using a case analysis/discussion format.

### **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.

### **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.

### **511 Ethics in Management (3)**

The course 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.

### **518 Policy and Program Analysis (3)**

This course explores the policy-making processes important to an administrator and develops skills necessary for formulation and analysis of policy problems and the implementation of public policies.

### **520 Introduction to Health Services Administration (3)**

The course 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.

### **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.

### **525 Health Care Economics (3)**

This course 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; and pricing of health care services.

### **527 Geriatric and Gerontological Services Administration (3)**

This course examines the role of disciplines/professionals providing health services to the aged. Special topics will be addressed such as spiritual, religious, and psychological needs in long-term care. The economic, political, legal, ethical, and social issues which affect the administration of human service organizations will be studied. Emphasis will be placed on administrator application in health care services in U. S. and other countries.

### **528 Administration of Long-Term Care (3)**

An 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.

### **529 Planning Health Care Services for the Elderly (3)**

This course acquaints students with the planning process and resources available for meeting the needs of the elderly. Additionally, the course provides broad knowledge of health care services for the aged and their implementation.

### **532 Legal Aspects of Clinical and Health Care Organizations (3)**

The course covers topics which include the role and liabilities of 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.

### **533 Research Methods**

An 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.

### **537 Managerial Decision-Making in Health Care Organizations (3)**

This course examines operational concerns in the area of institutional administration. Included are project planning and constraints, work-load forecasting, patient scheduling, facility staffing, quality assurance, utilization review, control mechanism, and applications of institutional resources. Includes application of management and administrative skills for the hospital administrator.

### **538 Institutional Budgeting and Planning (3)**

The 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.

### **539 Overview of Managed Care (3)**

This course 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.

### **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.

### **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.

### **583 Marketing and Strategic Planning (3)**

The science of marketing and the creation of a marketing strategy to achieve corporate goals and to deliver the product to the ultimate consumer are discussed. The course explores market segmentation, strategic marketing, and the role that

advertising, pricing, and packaging play in market planning. Harvard Business Cases and other cases are utilized to illustrate the theory covered.

### **595 Independent Study**

Student interest and self-directed learning. See program director.

### **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 up to twelve weeks of full-time employment or their equivalency on an extended, part-time basis.

### **597 Management Project (3)**

A Management Project is structured 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.

# SCHOOL OF EDUCATION

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

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

## **Program Features**

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



and private centers and have participated in joint research projects. The graduate experience is further strengthened by area educational personnel and model teaching sites.

The School of Education offers the following degree programs:

M.A.T. with PK-4 Certification

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

M.S. in Higher Education Administration

M.S. in Reading Education

M.S. in School Leadership with Principal Certification

M.S. in Special Education

M.S. in Administration and Supervision of Special Education

**The School of Education participates in the Ph.D. in Administration and Leadership.**

**The School of Education offers educator certification in the following disciplines:**

Biology 7-12

Communication (Theatre) 7-12

Curriculum and Instruction Supervisor

Early Childhood and Elementary Education PK-4

Endorsement-Autism Spectrum Disorders PK-12

English 7-12

Home and School Visitor PK-12

Mathematics 7-12

Music PK-12

Principal PK-12

Program Specialist – English as a Second Language (ESL) PK-12

Reading Specialist PK-12

Social Studies 7-12

Spanish PK-12

Special Education PK-8/PK-4

Special Education 7-12/Mathematics

Special Education 7-12/English

Special Education PK-8 or 7-12 (second certification)

Special Education Supervisor

Superintendent 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.**



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

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

All applicants seeking certification must meet the following requirements:

	Application	Letters of Recommendation	Baccalaureate Q.P.A
Initial Certification Program*	x	x	3.00
Advanced Certification Program*	x	x	3.00

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

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

**Professional Contribution**

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

**The School Leadership Academy**

The School Leadership Academy provides current and aspiring school leaders with a distinctive approach to ensuring school success. The overall goal of the program is to develop building level and district level administrators (District Superintendent, Principal, Special Education Supervisor, Curriculum and Instruction Supervisor) who are motivated to serve children, families, teachers, and communities by applying solid research and best practices of the discipline to their role.

A dynamic part of the Marywood program is that each semester we offer a careful hybrid program that incorporates Powerful Learning Experiences (PLE) that brings together all School Leadership Academy once per term for a timely topical discussion

that addresses the standards and is led by a prominent scholar or practitioners in the field with a panel made up of local principals and program alumni.

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

30 semester hours

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

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

In addition to an initial interview with the chair of the School of Education or a designated faculty member and the successful completion of coursework, the degree candidate is required to complete a Professional Contribution under the guidance of a faculty mentor and give a public presentation of the Professional Contribution. To be eligible for Pennsylvania certification, the candidate must complete state testing requirements and provide a chief school administrator’s verification of the completion of three (3) years of relevant professional experience defined as “professional experience in an educational setting that is related to the instructional process.”

**I. PROFESSIONAL EDUCATION AND CORE COURSES**

9 semester hours

EDUC 501 Research Theory . . . . .	3
COUN 532 Multicultural Issues In Counseling . . . . .	3
EDUC 605 Theories of Educational Organizations . . . . .	3
EDUC 555 Professional Contribution . . . . .	0

**II. CONCENTRATION**

18 semester hours

*EDUC 545 Administrative Theory for School Leaders . . . . .	3
*EDUC 547 Curriculum Planning for Schools . . . . .	3

*EDUC 548 Supervision and Evaluation of Instruction . . . . .	3
*EDUC 549 Law and the School . . . . .	3
*EDUC 551 School Finances . . . . .	3
*EDUC 593 Administrative Internship . . . . .	3

III. ELECTIVES

3 semester hours

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

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

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

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

**Superintendent’s Letter of Eligibility**

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

1. Follow normal application procedures for admission to the graduate program, indicating a desire to seek this certification. Candidates must possess a 3.00 average in all prior graduate work.
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 Theories of Educational Organizations . . . . . 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 School of Education will determine if the candidate has met all competencies as outlined by the State Department of Education. If it is determined that a candidate is lacking in an area typically part of the first administrative endorsement (principalship), more than 18 hours may be required.

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

- 4. Provide evidence of six years of instructional, educational specialist, and supervisory and administrative service, of which at least three of the six years must have been in a supervisory or administrative capacity.
- 5. Pass the School Superintendent Assessment (use Praxis SLS Bulletin to register).

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

**Supervisor of Curriculum and Instruction**

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

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

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

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

- 1. Follow normal application procedures for admission to the graduate program, indicating a desire to seek this certification. Candidates must possess a 3.00 average in all prior graduate work.
- 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 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 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 Theories of Educational Organizations . . . . . 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 |
4. Provide a chief school administrator's verification of the completion of five years of satisfactory professional school experience, at the time of application for certification.
  5. Pass the Educational Leadership: Administration and Supervision (5411) Praxis test.

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

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

30 semester hours

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 University's School Leadership program requirements, and the shared courses are intended to integrate the knowledge base of school leadership with the administrative challenges of specialized programming. This program is committed to the training of individuals in administrative and interpersonal skills in order to ensure the development of effective education programs for all, in a variety of settings. Additionally the program is directed at reflective practice and the development of leaders as agents and facilitators of change.

In addition to an initial interview with the chair of the School of Education or designated faculty member and the successful completion of coursework, the degree candidate is required to complete a Professional Contribution under the guidance of a faculty mentor and give a public presentation of the Professional Contribution. To be eligible for Pennsylvania certification, the candidate must complete state testing requirements and provide a chief school administrator's verification of the completion of five years of professional experience as a special education teacher.

### **I. PROFESSIONAL EDUCATION AND CORE COURSES**

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

### **II. CONCENTRATION**

*SPED 500 Law and Special Education ( <i>Prerequisite</i> ) . . . . .	3
*SPED 507 Characteristics of Students with Disabilities . . . . .	3
*SPED 511 Curriculum Adaptations for Special Learners . . . . .	3
*SPED 539 Classroom Behavior Management . . . . .	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 548 Supervision and Evaluation of Instruction . . . . .	3

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

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

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

**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, it grounds students in a theoretical framework necessary to guide current and future study and career development in higher education.

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

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

**I. PROFESSIONAL EDUCATION AND CORE COURSES**

12 semester hours

EDUC 501 Research Theory . . . . .	3
EDUC 502 Multidisciplinary Foundations of Education . . . . .	3

EDUC 554 Contemporary Learning Theories . . . . .	3
PSYC 514 Human Development . . . . .	3

## II. CONCENTRATION

24 semester hours

HE 525 Student Issues in Higher Education . . . . .	3
HE 530 College Finance Strategic Planning . . . . .	3
HE 605 Theories of Educational Organizations . . . . .	3
HE 609 Law and Public Policy in Higher Education. . . . .	3
HE 640 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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## Teacher Preparation Programs

### Reading Education Program

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 (PK-12), or obtain only the Reading Specialist certification (PK-12).

The areas of study include:

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

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

**Master of Science in Reading Education**

33 semester hours

**I. PROFESSIONAL EDUCATION AND CORE COURSES (Required for Degree)**

9 semester hours

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

**II. CONCENTRATION**

24 semester hours

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, (3 credits) in educational psychology, (9 credits) in special education, and (3 credits) in Teaching ESL plus an initial certification are prerequisites for this program. Students who do not have this background will need to complete any missing credits.

**\*Certification Program in Reading Education** — Persons seeking a PK-12 Reading Specialist certificate in the Commonwealth of Pennsylvania, who do not wish to receive the Master of Science degree, may do so by taking only courses under II concentration above. An initial interview is also required.

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

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

**Special Education Programs**

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

- To be cognizant of normal growth and development patterns and the range of deviations which can occur from these patterns.



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

**Special Education Certification Only—PK-8 or 7-12 (non-degree program that builds on another education certification)**

**CONCENTRATION**

30 semester hours

SPED 500 Special Education Law and Service Delivery . . . . .	3
SPED 511 Curriculum Adaptations for the Special Needs Learner . . . . .	3
SPED 522 Career Education for Students with Disabilities* . . . . .	3

OR

SPED 523 Programming for the At-Risk Infant/Preschool Child** . . . . .	3
SPED 536 Cognitive Assessment and Remediation . . . . .	3
SPED 539 Classroom Behavior Management . . . . .	3
R ED 530 Reading Disabilities and Diagnosis. . . . .	3
R ED 533 Remedial Techniques . . . . .	3
EDUC 520 Universal Design for Learning . . . . .	3
EDUC 561 Methods, Materials, and Assessment for ESL . . . . .	3
SPED 519 Practicum . . . . .	3

\*Required for Special Education 7-12 Certification

\*\*Required for Special Education PK-8 Certification

**Master of Science in Special Education**

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

36 semester hours

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 academe preparation and professional experiences may permit variations.

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

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

I. PREREQUISITES\*

SPED 507 Characteristics and Remedial Strategies Impaired Learner ..... 3

SPED 511 Curriculum Adaptations for the Special Needs Learner. .... 3

EDUC 561 Methods, Materials, and Assessment for ESL ..... 3

SPED 539 Classroom Behavior Management. .... 3

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

II. CONCENTRATION

SPED 500 Special Education Law and Service Delivery ..... 3

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

OR

SPED 522 Career Education for Students with Disabilities ..... 3

SPED 536 Cognitive Assessment and Remediation ..... 3

R ED 530 Reading Disabilities and Diagnosis. .... 3

R ED 533 Remedial Techniques ..... 3

EDUC 520 Universal Design for Learning ..... 3

SPED 519 Practicum ..... 3

I. PROFESSIONAL EDUCATION AND CORE COURSES

\*EDUC 501 Research Theory ..... 3

EDUC 554 Learning Theories ..... 3

\*SPED 555 Professional Contribution. .... 0

\*EDUC 501 and SPED 555 should be taken concurrently

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

Special education Pre K-8 or 7-12

**Autism Spectrum Disorders Endorsement Program**

The Autism Spectrum Disorders Endorsement offers educators, school psychologists, counselors, and other professionals coursework and practicum to work effectively with children and youth diagnosed with ASD. The 12-credit, fully online program is designed to develop and enhance effective educational, assessment, and collaborative practices to support educators, school districts, and community organizations. A total of 80 hours (20 hours per class) of field practicum working with individuals with ASD is required.

- 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. A background in education, psychology, communication disorders, or another related discipline is recommended.
3. Successfully complete twelve (12) semester hours in the following areas:  
 SPED 590 Introduction to Autism Spectrum Disorders .....3  
 SPED 591 Applied Behavior Analysis Basic Principles.....3  
 SPED 592 Advanced Interventions & Instruction in ASD.....3  
 SPED 593 Family-School Intervention.....3
4. Level I or II Certification is required if seeking PA Department of Education (PDE) endorsement.

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

**ESL Endorsement Program Overview**

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

Credits: 16

EDUC 561 Methods, Materials, and Assessment for Teaching ESL .....	3
EDUC 562 Linguistics for Second Language Teachers .....	3
EDUC 563 Perspectives on Teaching ESL.....	3
EDUC 564 Structure of English for ESL. ....	3
EDUC 565 Internship for ESL .....	1
EDUC 567 Academic Literacies for English Language Learners .....	3

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

59-62 semester hours (Variable)

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

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

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

- Six hours in core courses, providing the student with the opportunity to integrate theory and practice in both research and learning theory.

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

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

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

**Level I** – 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 40 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)

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

**Student Teaching** – Candidates are assigned as a full-time student teacher for one semester, usually during the last year of their program. This typically will include two placements representative of all content and levels of the certificate involved. Placements are made by the Director of Professional Education Field Experience and are within an established radius from the University. Candidates seeking PK-4 certification are required to take SPED 511: Curriculum Adaptations for Special Needs Learners during the student teaching semester; 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 513 Child Development . . . . .	3
*SPED 507 Characteristics of Students with Disabilities . . . . .	3
*SPED 539 Classroom Behavior Management . . . . .	3
*EDUC 591 Student Teaching. . . . .	5
EDUC 598B Special Topics in Student Teaching . . . . .	1

## II. CONCENTRATION

29 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 Curriculum and Instruction: Mathematics . . . . .	3
*EDUC 470G Curriculum and Instruction: Science . . . . .	3
*EDUC 470H Curriculum and Instruction: Social Studies. . . . .	3
*EDUC 005E Practicum . . . . .	1
*Courses leading to certification.	

Candidates may also seek dual certification in Special Education PK-8 with the M.A.T. in PK-4 Education. The following coursework will be required for dual certification instead of EDUC 508 and EDUC 510:

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

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

## **Master of Arts in Teaching and Certification in Secondary/PK-12 Education**

40 semester hours

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

The M.A.T. program in Secondary/PK-12 Education is designed for the teaching candidate whose goals include initial certification in Secondary/PK-12 Education and an M.A.T. degree. This program consists of a minimum of 34 hours of graduate work. Candidates with no education courses may need to take up to 49 semester

hours. **Credit totals do not include any work needed in the content area.** The courses include:

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

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

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

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

**Level I** – 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)

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

**Student Teaching** – Candidates are assigned as full-time student teachers for one semester, usually during the last year of their program. This typically will include two placements representative of all content and levels of the certificate involved. Placements are made by the director of professional education field experience and are within an established radius from the University. Candidates seeking

Secondary/PK-12 certification are required to take SPED 511: Curriculum Adaptations for Special Needs Learners during the student teaching semester. No additional coursework may be taken during student teaching.

I. PROFESSIONAL EDUCATION AND CORE COURSES

21 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 . . . . .	5
EDUC 598B Special Topics in Student Teaching . . . . .	1

II. CONCENTRATION

19 semester hours

*EDUC 005E Practicum . . . . .	1
*EDUC 411A Effective Instruction Secondary/K-12 . . . . .	3
*R ED 526 Teaching Content Area Reading . . . . .	3
*SPED 507 Characteristics of Students with Disabilities . . . . .	3
*SPED 511 Curriculum for Special Needs Learners . . . . .	3
*SPED 539 Classroom Behavior Management . . . . .	3
*EDUC 561 Methods, Materials, and Assessment ESL . . . . .	3
*Courses leading to certification.	

III. CONTENT AREA SPECIALTY

Semester hours vary by teacher certification program area (see following section).

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

Teacher Certification Programs

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

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

The following are requirements for all PK-12 and 7-12 certifications in Art, Biology, Communication (Theatre), English, Mathematics, Music, Social Studies, Spanish, and Home School Visitor:

(34 credits)

Education Core Requirements:

EDUC 411A Effective Instruction in Secondary and K-12 Education	3
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
EDUC 561 Methods, Materials, and Assessment ESL	3
PSYC 514 Human Development	3
R ED 526 Teaching Content Area Reading	3
SPED 507 Characteristics of Students with Disabilities	3
SPED 511 Curriculum for Special Needs Learners	3
SPED 539 Classroom Behavior Management	3
EDUC 005D Practicum	1
EDUC 442A-Q Student Teaching	2.5, 2.5
EDUC 598B Special Topics in Student Teaching	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.

## Biology 7-12

Education Core 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 221 & 221L Organic Chemistry (Preq. CHEM 132, 132L)	4
ENVS 420 & 420L Ecology	4
PHYS 303 & 303L General Physics (Preq. MATH 170 or 201)	4
MATH 155 Statistics for the Behavioral and Social Sciences	3



MATH 170 Mathematical Applications in Biology . . . . .	3
OR	
MATH 201 Calculus/Analytic Geometry . . . . .	3

**Communications 7-12**

Education Core Requirements, plus:

**THEATRE CORE**

COMM 112 Communication Theory . . . . .	3
THEA 130A Practicum . . . . .	1
THEA (varies) Practicum . . . . .	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 341 Theatre History . . . . .	2
THEA 342A Tragedy and Dramatic Literature . . . . .	2
THEA 342B Comedy and Dramatic Literature . . . . .	2
THEA 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**

Education Core Requirements, plus:

ENGL 170 Introduction to Literary Studies . . . . .	3
ENGL 180 World Literature . . . . .	3
ENGL 310-329 One course from Genre . . . . .	3
ENGL 330-349 One course from Theme . . . . .	3
ENGL 350-359 One course from American Period. . . . .	3
ENGL 360-369 One course from British Period . . . . .	3
ENGL 370 Shakespeare . . . . .	3
Three survey courses selected from . . . . .	3,3,3
ENGL 357A Early American Literature . . . . .	3
ENGL 357 American Literature 1865 - present . . . . .	3
ENGL 360 Medieval & Early Modern British Writers . . . . .	3
ENGL 364 British Literature II . . . . .	3
ENGL 400 Structure of Linguistics . . . . .	3
ENGL 412A Teaching Writing . . . . .	3
ENGL 412B Teaching Literature . . . . .	3
ENGL 460-490 One Course in Upper-Level Writing . . . . .	3

**Mathematics 7-12**

Education Core Requirements, plus:

CS (or MATH) 142 Programming in C++	3
MATH 155 Statistics for the Behavioral and Social Sciences	3

OR

MATH 220 Introduction to Probability and Statistics	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 219 History of Mathematics	3
MATH 271 Transitions to Advanced Mathematics	3
MATH 321 Abstract Algebra	3
MATH 322, 322L Linear Algebra with Lab	3
MATH 323 Number Theory	3
MATH 324 College Geometry	3
MATH 411B Curriculum Methods and Materials in Mathematics	3
MATH 495 Senior Seminar	3
PHYS 303, 303L General Physics I	4

**Music PK-12**

Education Core 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 315C Instrumental Lab	0
MUSC 315D High Brass Methods	2
MUSC 315E Low Brass Methods	2

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

Education Core 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
OR	
HIST 105 Ethnicity and Diversity in the Modern World .....	3
HIST 125 Ancient and Medieval World History .....	3
HIST 252 U.S. History to 1865 .....	3
HIST 253 U.S. History since 1865 .....	3
HIST XXX Modern Europe Elective .....	3
HIST XXX Modern Developing World Elective .....	3
HIST 320A-J Topics in American History .....	3
SSCI 411 Curriculum & Methods .....	3

## Spanish K-12

Education Core requirements plus:

ENGL 400 Structure of Linguistics .....	3
LANG 411B Curriculum Methods and Materials for Languages .....	3
SPAN 101* & 102* Elementary Spanish .....	3, 3
SPAN 211 & 212 Intermediate Spanish .....	3, 3
SPAN 223 Spanish for Reading and Review .....	3
SPAN 275 Conversation Spanish .....	3
SPAN 300 Intensive Grammar Review .....	3
SPAN 325 Latin America: Civilization and Culture .....	3
SPAN 330 Advanced Spanish Composition and Conversation .....	3
SPAN 333 Spanish Civilization .....	3

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

## Home School Visitor PK-12

Education Core Requirements, plus:

EDUC 502 Multidisciplinary Foundations of Education .....	3
EDUC 549 Law and the School .....	3
EDUC 554 Contemporary Learning Theories .....	3
EDUC 561 Methods, Materials, and Assessment of ELL .....	3
SPED 507 Characteristics and Remedial Strategies for Impaired Learners .....	3
SPED 511 Curriculum Adaptations for Special-Needs Learners .....	3
SPED 539 Behavior Management Approaches .....	3
SW 501, 502 Theory and Practice I and II .....	3, 3
SW 591 Practicum Instruction I (200 hrs) .....	3
SW 592 Practicum Instruction II (240 hrs) .....	3

SW 536 Social Work with Children ..... 3  
SW 601 Human Behavior I: Psychosocial Analysis of Human Behavior ..... 3  
SW 503 Social Work Practice III ..... 3  
SW 801 Social Welfare Policy I ..... 3  
SW 971 Ethics ..... 3

**Courses**

**Education (EDUC)**

**Education 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.

**EDUC 005E Practicum Graduate Student (1)**

This course involves supervised practicum at the graduate level. The field experience involves transportation, which is the student’s responsibility. Students must have all updated clearances in the field office in order to complete course requirements. All requirements must be met and a satisfactory grade received for completion of the practicum.

**EDUC 411A Effective Instruction in Secondary/PK-12 Education (3)**

This course emphasizes developing a selection of teaching strategies that recognize individual and group differences. Students will learn the importance of building classroom management skills, teaching techniques and strategies, establishing evaluative procedures, using appropriate instructional approaches, and analyzing professional responsibilities. Course content provides an overview of reading in the content area, development and remedial techniques.

**EDUC 442 Student Teaching/A-Q (4,4)**

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 Curriculum and Instruction**

Develops teaching strategies, PK-4 curriculum elements and instructional resources in the context of research while modeling best practice. Requires related field experience participation.

**EDUC 470F 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 Curriculum and Instruction: Science (3)**

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

**EDUC 470H 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 (3,3)**

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. Students must meet entrance requirements and be enrolled in Marywood University's intern certification program; meet all certification testing requirements; and submit an online application with fee to the PA Department of Education through the Teacher Information Management System (TIMS).

**EDUC 500 First Semester Graduate Seminar (0)**

Scheduled each fall and spring semester, this two-hour seminar orients elementary, secondary, specials, and K-12 students to academic requirements and procedures. Includes observational skills, data-gathering techniques, methods of evaluating data from field experience and related general topics.

**EDUC 501 (D/AL 1015) Research Theory (3)**

Students in this course will design a research project which may be developed into a professional contribution. A variety of research approaches will be covered, as well as the use of appropriate statistical methods. Application and interpretation, rather than computation, of statistics will be emphasized. Course is designed to be appropriate for majors in all behavioral and social science areas and at all levels of research experience. Students will also be introduced to computer applications in research.

**EDUC 502 Multidisciplinary Foundations of Education (3)**

Basic principles of educational theory derived from a study of major works and integrated theories from the history of education, philosophy, and social sciences; research of the social sciences on educational problems, processes, and values; contemporary issues and multicultural issues explored.

**EDUC 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 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 510 Emergent Literacy: An Interdisciplinary Approach (3)**

The course focuses on the development of a child's literacy-related understanding from birth through age 5. Theoretical perspectives on the language and literacy development of young children are explored. Research-based strategies and appropriate assessments related to language and literacy development are modeled and practiced.

### **EDUC 511 Children's Literature for Early Childhood 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. Implementation techniques will also be discussed and action plans for mentoring colleagues, utilization of technology resources, and integration of UDL in the classroom will be developed.

### **EDUC 523 Seminar: Psychology of Education (3)**

Course deals with the dynamics of teacher-student-other relationships with consideration of learning and assessment. 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. A number of theorists are emphasized.

### **EDUC 555 Professional Contribution (0)**

Thesis, project, series of demonstrations, or professional performance. (Prerequisites: prior topic approval by department faculty; EDUC 501)

### **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. Fieldwork required.

### **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 U.S. culture. Fieldwork required.

### **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. Fieldwork required.

### **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 566 Developing Academic Literacies for English Learners (3)**

This course will prepare the ESL teacher to develop the language and literacy skills ELLs need to be successful in academic settings and to develop a repertoire of strategies that will make content area concepts comprehensible to ELLs across a range of proficiency levels. The course will also address issues related to assessment of language and content area learning for ELLs. The goal of this course is to prepare ESL teachers not only to instruct and assess ELLs effectively, but also to serve as a resource to classroom teachers in the public school setting. Field work required.

### **EDUC 591 M.A.T. Student Teaching (4,4) – 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 the chair of the School of Education.

### **EDUC 598B Special Topics in Student Teaching (1)**

This seminar meets every other week and is an opportunity for support, advice, sharing ideas, and preparing for job interviews. Special topics may include writing resumes, behavior management strategies, and support during the Teacher Work Sample project. There will not be assignments or a textbook. \*\*STUDENT TEACHERS ONLY\*\*

## **School Leadership/Instructional Leadership (EDUC)**

### **EDUC 545 Administrative Theory for School Leaders (3)**

Explores the nature of administrative and leadership theory within the current context of school administration in the 21st Century. This course is a graduate level Principal Leadership Academy component course for students studying to receive state certification and become educational leaders in both public and/or private organizations. The course identifies the administrative responsibilities of a school principal in the 21<sup>st</sup> Century and studies an array of classical and modern leadership, ethical and change theories and the application of these different theoretical approaches in the students own development as a school leader.

### **EDUC 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)**

This course has been designed to provide student with the opportunity to develop an understanding of the separate processes of supervision and evaluation at a theoretical and practical level as well as the ability to apply these understandings to the design and implementation of supervision and evaluation tools in a wide range of setting, in order to foster teacher growth and development.

### **EDUC 549 (D/AL 1109) Law and the School (3)**

This course serves as an introduction to school law. It seeks to provide an overview of basic principles of law in areas particularly vital to school operation. Cases, decisions, and laws that impact every day administrative planning and decision making will be stressed. Legal issues affecting both public and private schools will be explored.

### **EDUC 551 (D/AL 1030) School Finances (3)**

Business and Facilities Management will trace the development of school finance theory and practice from its earliest period, through a variety of changes, to its present day realities, particularly as they relate to facilities management and budget planning. A broad spectrum of timely topics that deal with the management and financing of facilities will be discussed. The participant will be given the knowledge necessary to manage a variety of school related facilities in the public and nonpublic sectors. Sources of finance acquisitions for local, state, and federal government will be covered. Participants will gain the knowledge necessary for facilitating school construction of renovation projects. Legal and environmental issues concerning school construction and renovation will be stressed. Management of a variety of facilities and the means of financing the facilities will be a significant part of the course.



**EDUC 593 A,B,C Administrative Internship (1,1,1)**

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

**EDUC 604 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/AL 1012) Theories of Educational Organizations (3)**

This course focuses on understanding and viewing organizations (e.g., education) from various perspectives and acting within organizations using organizational frameworks/theories. Students will explore various theoretical models of organizations and how those models are reflected in organizations reflective of their current fields (e.g., lower [K-12], higher education [postsecondary]). Students will explore how organizational theory can be applied to professional practice in education administration and higher education administration.

**EDUC 606 Labor Relations and Negotiations (3)**

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

**EDUC 607 Business and Facilities Management (3)**

Business and Facilities Management will trace the development of school finance theory and practice from its earliest periods, through a variety of changes, to its present day realities, particularly as they relate to facilities management and budget planning. A broad spectrum of timely topics that deal with the management and financing of facilities will be discussed. The participant will be given the knowledge necessary to manage a variety of school-related facilities in the public and nonpublic sectors. Sources of finance acquisitions for local state and federal government will be covered. Participants will gain the knowledge necessary for facilitating school construction or renovation projects. Legal and environmental issues concerning school construction and renovation will be stressed. Management of a variety of facilities and the means of financing the facilities will be a significant part of the course.

**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 Models of Teaching (3)**

Provides graduate students with contextual knowledge and understanding of the professoriate and issues facing faculty in postsecondary education. Topics will include the changing nature of faculty roles, the integration of service learning in college curriculums, and ethical issues in academe.

### **EDUC 611 Instructional Design: Theory and 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 Dynamics of Leadership and Change (3)**

This course provides a thorough examination of contemporary leadership theory and styles. Essential leadership skills for 21<sup>st</sup> century institutions of learning will be explored through the use of case studies and simulations. Models of change and communication strategies will be addressed.

### **EDUC 614 Practicum in 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 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 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 by developing a building level and district wide understanding of the administrative necessities of special education regulations.

## **Higher Education Administration (HE)**

### **HE 525 Student Issues in Higher Education (3)**

This course will discuss the multifaceted issues related to a student-centered campus. It will present practical problem-solving strategies in dealing with adult learners.

### **HE 530 (D/AL 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) (D/AL 1012) 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)**

This course 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/AL 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.

## **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)**

The purpose of this course is to provide an overview of the legal rights of students and their facilities in the field of special education. Students of the course will explore the source, history, and current status of Special Education Law. Examination and study of the pertinent federal and state legislation, as well as case law, will be emphasized.

### **SPED 507 Characteristics of Students with Disabilities (3)**

Designed for general educators, special educators, counselors, supervisors, and administrators, this course examines characteristics of students with special needs and differentiated instruction in general education schools and classrooms. Participants review the legal foundations and requirements of special education and the collaborative role of general and special educators in the implementation of individualized instructional programs.

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

The purpose of this course is to acquaint the educator/school psychologist with curriculum strategies, specialized methods and current materials that are appropriate for the diverse learners. The graduate student will demonstrate the ability to utilize “best practice” in modifying and adapting general education curriculum for the special needs learner in an inclusive setting. It is assumed that students have a basic understanding of diverse learners’ needs and curriculum design, since the course focuses on adapting curriculum for diverse learners. This course requires a service-learning project of student teaching placement (for MAT students). Current clearances are required to work with students.

### **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. Field work required. 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 purpose of this course is to familiarize students with informal and formal assessment types and procedures, progress monitoring, best practice instructional design and lesson planning, with accommodations to facilitate learning and inclusion. Students will complete hands-on projects designed to facilitate an applied knowledge of the content being learned.

### **SPED 539 Classroom Behavior Management (3)**

This course provides instruction in research-based proactive behavior management strategies for whole school, classroom and individual students. The development, implementation and evaluation of behavior change programs for applied settings are emphasized, focusing on building student centered educational communities and positive behavioral support interventions. A combination of personal reflection and application-based projects will be the evaluation tools for the course.

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

Administrative Theory for School Leaders will explore the nature of administrative and leadership theory within the current context of school administration in the 21<sup>st</sup> Century. This course is a graduate level Principal Leadership Academy component course for students studying to receive state certification and become educational leaders in both public and/or private organizations. The course identifies the administrative responsibilities of a school principal in the 21<sup>st</sup> Century and studies an array classical and modern leadership, ethical and change theories and the application of these different theoretical approaches in the students own development as a school leader.

### **SPED 544 Practicum in Special Education Supervision (3)**

The purpose of this course is to give the student practical experience in supervision. A minimum of 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 555 Professional Contribution (0)**

Thesis, project, series of demonstrations, or professional performance. (Prerequisites: prior topic approval by department faculty; EDUC 501.)

### **SPED 590 Introduction to Autism Spectrum Disorders (3)**

This introductory course examines the characteristics and learning traits of students with autism spectrum disorder (ASD). The etiology, assessment, identification, and diagnosis related to students with ASD are explored. Evidence based practices, interventions, and strategies for students with ASD are surveyed in the course. Emphasis is on Content Area 1 of the Pennsylvania Department of Education's Autism Endorsement. (Course requires 20 hours of a field experience in a setting serving students with ASD.)

### **SPED 591 Applied Behavior Analysis Basic Principles (3)**

This course introduces students to the concepts and principles of Behavior Analysis, as applied to students with Autism Spectrum Disorder. (A 20-hour field based experience is required.) This course emphasizes Content Areas 2 & 3 of the Pennsylvania Department of Education's Autism Endorsement Program.

### **SPED 592 Advanced Interventions & Instruction in Autism Spectrum Disorders (3)**

This course provides an overview of effective instructional strategies and interventions for students with Autism Spectrum Disorder (ASD). The focus will be on learning and applying evidence-based interventions and instruction to promote communication and verbal behavior, social competence, and academic success in students with ASD. A 20-hour field based experience is included. This course emphasizes Content Areas 2 & 3 of the Pennsylvania Department of Education's Autism Endorsement Program.

### **SPED 593 Family-School Intervention (3)**

This course will provide an in-depth examination of family-systems theory and brief family interventions for school-related problems of children with Autism. The process and content of evidence-based intervention design and implementation will be highlighted. A 20-hour field based experience is included. This course emphasizes Content Areas 3 and 4 of the Pennsylvania Department of Education's Autism Endorsement Program.

# PH.D. PROGRAM IN ADMINISTRATION AND LEADERSHIP

**Director:** TBD

## **Program Philosophy**

With a strong emphasis on research, this program challenges students to further develop their administrative and leadership roles in the public, non-profit, or corporate organizations. Through a cross-disciplinary approach, students are prepared to meet the challenges of the 21st century by applying their knowledge of ethical administrative and leadership skills to a increasingly interdependent world.

## **Mission**

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

## **Program Goals**

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

## **A Cross-disciplinary Approach**

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

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



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

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

**Program Structure**

The total number of credits for this program is 60, however up to 12 Master’s level course credits may be applied upon the acceptance of the student into the program and based on the discretion of the Ph.D. Program Director: (1) Law & Public Policy, (2) Finance & Strategic Planning, (3) Qualitative Methodology, and (4) Communication Theory & Organizational Dynamics. These four courses are offered each academic year in several Marywood Master’s programs within the departments of Business, Public Administration, and Education. Students who do not have these 12 transfer credits will be required to take them in year one of the program. The program format is online.

Dependent upon the number of Master’s credits transferred to the program, students can earn their doctoral degree within three years. Because this is an online program, students are required to participate in an extended weekend residency on campus, during the summer session each academic year. Continuous registration each semester is required. Degree completion is expected within five years of program entry.

**Curriculum**

This 60-credit program leading to the degree of Doctor of Philosophy (Ph.D.) combines cross-disciplinary and research courses common to all students in the program.

**Cross-disciplinary courses (30 credits)**

D/AL 1031 Diversity & Social Justice . . . . .	3
D/AL 1100 Ethical Foundations of Administration & Leadership. . . . .	3
D/AL 1012 Communication Theory and Organizational Dynamics . . . . .	3
D/AL 1030 Financial & Strategic Planning. . . . .	3
D/AL 1109 Law & Public Policy . . . . .	3
D/AL 1112 The Grantsmanship Process . . . . .	3
D/AL 1140 Program Development & Evaluation . . . . .	3
D/AL 1151 Academic Writing . . . . .	3
D/AL 1152 Internship/Practicum . . . . .	3
D/AL 1162 Organizational Leadership Theory & Research. . . . .	3

**Research Courses (12 credits)**

D/AL 1011 Advanced Statistical Analysis I. . . . .	3
D/AL 1013 Applied Statistical Analysis II. . . . .	3
D/AL 1015 Qualitative Methodology. . . . .	3
D/AL 1017 Quantitative Methodology. . . . .	3

**Qualifying Experience (6 credits)**

D/AL 1049 Qualifying Paper .....	3
D/AL 1050 Qualifying Presentation.....	3

**Dissertation Seminar**

D/AL 1051 Selected Topics: Dissertation Seminar .....	3
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*is a three-credit course taken after completing all coursework (48 credits).*

**Dissertation (9 credits)**

**Qualifying Experience**

Upon successful completion of 30 credits in the program, students complete six credits of a Qualifying Experience, assessing both written and oral competencies. The written component requires an integrative review of the current literature, reflecting a cross-disciplinary response to a complex question of the student’s choice. This written work of approximately 25 pages is reviewed blindly by three university faculty reviewers. If the paper is deemed to be satisfactory, then students present their topic orally before the faculty review committee and interested members of the University community. Successful completion of the oral competency qualifies the student for Ph.D. candidacy.

**Transfer of Credits**

Up to 12 Master’s-level course credits may be applied upon the acceptance of the student into the program and based on the discretion of the Ph.D. Program Director: (1) Law & Public Policy, (2) Finance & Strategic Planning, (3) Qualitative Methodology, and (4) Communication Theory & Organizational Dynamics. These four courses are offered each academic year in several Marywood Master’s programs within the disciplines of Business, Public Administration, and Education. Students who do not have the 12 transfer credits will be required to take these courses in year one of the program. No other transfer of credits will be accepted.



## **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 required to meet with the Ph.D. Program Director and a corrective action plan will be enforced. Typically, one or two semesters will be allowed for the student to re-establish the required 3.25 average; otherwise, the student will be dismissed from the program. A minimum letter grade of B is also required for all coursework. Continuous registration each semester is required; otherwise, a student may be administratively withdrawn from the program. Students must successfully complete their Qualifying Experience and all coursework prior to registration for dissertation credits. Professional conduct is expected at all times.

## **Time Limitation Policy**

All work must be completed within five years of program entry. An extension of the terminal date is considered only when there is substantial evidence that the student has made regular and consistent progress toward completion of degree requirements. An extension will be granted only if either: (1) the student has been granted a leave of absence for medical or other acceptable reasons or (2) permission has been granted by the Program Director. *Written application for extension, with full documentation of serious cause, must be made to the Program Director.* It should be noted that this period of time is rarely extended and only in dire circumstances. An extension is only granted once.

## **Stop Out Policy**

Matriculating students in the Ph.D. program who decide not to enroll in courses at Marywood during a term (Fall, Spring, and/or Summer) and want to maintain an active and continuous status with the program, will be required to pay a placeholder fee of \$250 per term. This fee will be applied in certain circumstances such as, but not limited to: (1) failure to register for courses after an unsatisfactory attempt in the qualifying experience and (2) not registering continuously for credits during the dissertation phase. To initiate the placeholder, the student must consult with the Ph.D. Program Director and register for the stop-out (D/AL 1000 – Qualifying Experience or D/AL 1001 – Dissertation). For each subsequent term the student will be registered automatically for the stop-out with fee, up to a maximum of two years, after which time the student will be administratively withdrawn from the program. Students who fail to fulfill the fiscal obligation associated with the continuous enrollment policy will move immediately to administrative withdrawal from the program.

## **Admission**

Admission to the Ph.D. program in Administration and Leadership is competitive with a cohort cap of 12 students. The faculty seek a diverse student body, who manifest superior academic achievement, a sensitivity to research inquiry, and

evidence of the potential for administrative leadership in their respective careers. The admission requirements include:

1. A master's degree from a regionally-accredited college or university with a cumulative QPA 3.00  $\geq$ ;
2. An official transcript from each college, university, and/or professional school attended at all levels;
3. Three letters of recommendation from course instructors or current supervisors addressing the applicant's qualifications for doctoral study;
4. A reflective essay of approximately 1,000 words, addressing the applicant's professional goals and research interests and how they can be achieved in this program;
5. A copy of the applicant's resume;
6. Graduate Record Examinations (GRE) or Miller's Analogy Test (MAT) general test scores taken within the last five years from the date of application submission.\*\*\*
7. A Test of English as a Foreign Language (TOEFL) score, if an international student.
8. Invited on-campus interview.

\*\*\*The GRE or MAT scores will be waived if the student has an earned Master's degree within the last five years from the date of application submission and a cumulative QPA 3.50  $\geq$ .

## **Cross-disciplinary Courses**

### **D/AL 1031 Diversity & Social Justice (3)**

The purpose of this course is to increase students' awareness, knowledge, and understanding of the issues related to diversity, social, and economic justice. Explore the social identity and theories related to social justice and oppression. Examine the personal and interpersonal connections to power, privilege, and human rights, and how social justice practices are applied to organizations, institutions, and society.

### **D/AL 1051 Selected Topics: Dissertation Seminar (3)**

This will be a capstone course that provides the opportunity for students to integrate all coursework completed in the program and to formulate a dissertation topic. Content will be organized around the research interest of the student. The final outcome of this course will be to develop a dissertation research proposal that may be used in her/his dissertation.

### **D/AL 1100 Ethical Foundations of Administration and Leadership (3)**

This course will cover the basic principles of professional ethics related to various leadership and administrative roles in organizations such as business, education,

health care, and others. The knowledge base of moral and ethical behavior will be highlighted.

### **D/AL 1012 Communication Theory and Organizational Dynamics (3)**

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

### **D/AL 1030 Financial & Strategic Planning (3)**

This course explores the financial management tools and budgeting techniques related to revenue policies, resource allocation, and other fiscal management concerns.

### **D/AL 1109 Law and Public Policy (3)**

The analysis, development, implementation, and evaluation of policy will be the common theme of this course. Law and policy-making structures will be identified and examined.

### **D/AL 1112 The Grantsmanship Process (3)**

Practical introduction to the process of securing grants from foundations, corporations, and government agencies. Emphasis is given to developing a comprehensive needs assessment, researching sources, planning, and proposal writing.

### **D/AL 1140 Program Development and Evaluation (3)**

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

### **D/AL 1151 Academic Writing (3)**

This course will expose doctoral students to the process of submitting a manuscript for publication. Students will use a research paper or proposal written in a previous course and reformat their paper according to the author guidelines of a suitable peer-reviewed journal. Students will learn the implicit rules of peer-review publishing and the process of manuscript revision. This course will also address how to handle reviewer feedback and editorial decisions.

### **D/AL 1152 Internship/Practicum (3)**

An individually designed internship or practicum chosen in consultation with the course instructor and other doctoral faculty that may include college classroom teaching, working in industry, working in administration, etc. The internship/practicum will provide the student with practical working experience related to their area of research interest.

### **D/AL 1162 Organizational Leadership Theory & Research (3)**

This multi-disciplinary seminar course integrates classic and contemporary leadership theories and views with current-day practices in individual, team, and organizational settings. Through notable articles, biographies of world class leaders, and case studies, students will examine leadership issues in stable and turbulent situations from multiple perspectives. Topics include self-assessments and leader capacity

development, leading in team-based environments, promoting organizational learning and health, implementing motivational strategies, and leading organizational change.

## **Research Courses**

### **D/AL 1011 Advanced Statistical Analysis I (3)**

This course teaches the principles and methods of conducting and evaluating empirical research. The course focuses on research methodology and advanced analysis of variance. Examines issues of complex experimental designs and planned contrasts.

### **D/AL 1013 Applied Statistical Analysis II (3)**

The focus of this course is on advanced correlation and the application of procedures, multiple regression, factor analysis, meta-analysis, and research design for quantitative research.

### **D/AL 1015 Qualitative Methodology (3)**

This course teaches design and methodology for qualitative research. The focus of this course is on participant observation, unstructured and life history interviews, and document analysis.

### **D/AL 1017 Quantitative Methodology (3)**

This course provides coverage of quantitative research methodology. Primary emphasis is on survey and experimental research, with some coverage of quasi-experimental methods. Students develop a quantitative research proposal based on a current literature review.

## **Qualifying Experience**

### **D/AL 1049 Qualifying Paper (3)**

In this course students will work with doctoral faculty to write an integrative review of the current literature that reflects a cross-disciplinary response to a complex question of the student's choice. The final project in the course will be reviewed and scored based on a Rubric.

### **D/AL 1050 Qualifying Presentation (3)**

In this course, students will work with doctoral faculty to prepare an oral presentation of their qualifying paper. The final project in the course will be reviewed and scored based on a Rubric.

# PUBLIC ADMINISTRATION PROGRAM

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

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

### **Program Objectives**

The Master of Public Administration program at Marywood University is an online program. The general purpose of the program is the administrative training of men and women concerned with public policy and administration issues on local, state, national, and international levels. Specifically, the program strives to:

1. Expose students to a wide range of public affairs and administrative issues, as well as processes, practices, and responsibilities involved in providing public service.
2. Train public administrators on local, national, and international levels within cooperative networks through active engagement in problem solving.
3. Train public managers and administrators on all levels to adapt ethical responses toward issues of public service.
4. Identify problems and issues among groups, organizations, and nation-states in order to arrive at realistic and non-violent approaches to both local and global issues through cooperative association.
5. Develop collegial and supportive associations within the profession to share resources and expertise on local, national, and international levels.
6. Prepare students in planning, organizing, staffing, implementing, and administering public service.



7. Facilitate the students' understanding and command of theories of management and supervision and applied social science theory related to the delivery of public service.
8. Help students develop analytical and evaluation skills and techniques leading to effective managerial decision-making applied to the complex task of providing public service.
9. Help students develop an awareness of equity and public interest concerns and the political process through which they arise.
10. Provide advanced education in management issues related to the provision of public service, especially in the areas of public policy and administration, state and local government, the federal government, international relations and foreign policy, national security, disaster management, and nonprofit leadership.

The Master of Public Administration (M.P.A.) provides entry-level, post-entry-level, and mid-career participation from a variety of public, private, and nonprofit settings on local, regional, national, and global levels with cutting-edge education in administrative sciences involved in research, theory, case studies, assimilations, group discussion and analyses, interpersonal development exercises, audiovisual media, field observation, and intensive coursework.

The M.P.A. at Marywood University is engaged in network development on local, regional, national, and international levels to promote practical approaches to administrative systems in the public sphere. Rather than focusing on the institutionalization of outdated policy and administrative issues, the program focuses on developing cooperative efforts to engage in networking and promote social justice, peace, and ethical leadership. The program seeks to give voice to the global. The program also seeks engagement and cooperation with NGOs on the global level.

The Master of Public Administration program (M.P.A.) at Marywood University is involved in researching issues of public and administrative affairs, nonlinear dynamics, homeland security and disaster management, and peace and non-violence in resolving conflicts and comparative international administrative systems. Accordingly, the program is engaged in the development of the following activities:

1. Coordinating and organizing annual and periodic conferences on public affairs and administration through international dialogue. These conferences will include local, regional, national, and international participants.
2. Publishing a peer-reviewed journal on public policy and administration as a tool for peace studies, security, public service, dialogue, and conflict resolution.
3. Offering workshops to local governments and nonprofit organizations on public management.
4. Integrating research as critical part of both the education and network dimensions of the program.



## Degree Program Overview

The M.P.A. at Marywood University follows the National Association of Schools of Public Affairs and Administration (NASPAA)'s guidelines. It bridges theory and practice while developing research and analytical skills, all of which students need to become effective administrators. The program is an exclusively online graduate degree. The program welcomes mid-level practitioners in public and nonprofit agencies, in addition to full- or part-time students of both genders and all ages, nationalities, and experiences. The curriculum presents the cutting edge in public policy and administrative studies, while emphasizing interconnectedness, globalization, sound governance, and care for the environment. The online classroom dynamic reflects discussion, analysis, and studies of various administrative, political, and public affairs issues in various parts of the world in comparison with those in the United States. The program offers three specializations: General Public Administration, Nonprofit Leadership, and Homeland Security and Disaster Management.

## Departmental Admissions Requirements

1. Online application
2. Statement of purpose (500-1,000 words): Identify your educational goals, expectations from the program, and background. All applicants should also demonstrate any experience in public or nonprofit organizations that involve administrative skills in areas such as planning, organizing, staffing, directing, coordinating, reporting, or budgeting. Lack of administrative skills will not impact admission but provides the program with useful information on how to provide the student with internship projects once admitted to the program.
3. Professional résumé: Current résumé including job responsibilities, relevant experience, and educational history.
4. Two letters of recommendation: From individual(s) with either academic or professional knowledge of your capabilities, such as a faculty member, current employer, mentor, or colleague.
5. Official transcripts of prior education, including undergraduate degree documentation.
6. Proof of English language proficiency: Only for students for whom English is not their primary language and who did not graduate from a university at which the language of instruction was English.
7. No general tests are required.

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

The Capstone is a closure requirement which provides the student with an opportunity to work with faculty on a LEAD research project. The Capstone applies

theoretical knowledge to a practical situation. Refer to detailed guidelines for project requirements.

**The M.P.A. PROGRAM** (30 Semester Hours; Online)

I. REQUIRED COURSES: 15 semester hours

PADM 501 Principles of Public Administration ..... 3

PADM 502 Public Policy Analysis ..... 3

PADM 503 Human Resource Management..... 3

PADM 504 Research Methodology ..... 3

PADM 505 Public Budgeting and Finance ..... 3

II. ELECTIVE COURSES: 12 semester hours

PADM 506 Law and Public Affairs ..... 3

PADM 507 Ethics ..... 3

PADM 508 Communication, Strategic Planning,  
and Organizational Dynamics..... 3

PADM 509 Introduction to the Nonprofit Sector ..... 3

PADM 510 Fundraising and Grants Writing in Nonprofit Organizations..... 3

PADM 511 Program Assessment and Evaluation ..... 3

PADM 512 Issues in National Security ..... 3

PADM 513 Introduction to Homeland Security ..... 3

PADM 514 Domestic and International Terrorism ..... 3

PADM 515 International Relations and Globalization ..... 3

PADM 516 American Foreign Policy ..... 3

PADM 517 Intelligence for Homeland Security ..... 3

PADM 518 Natural Disasters ..... 3

PADM 519 Crisis Mapping for Humanitarian Action..... 3

PADM 520 Emergency Management and Geographic Information Systems..... 3

PADM 521 Negotiation, Mediation, and Facilitation ..... 3

PADM 522 Information Security, Technology, and Risk Management ..... 3

PADM 596 Internship ..... 3

III. CAPSTONE COURSE: 3 semester hours

PADM 600 LEAD Project..... 3

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

The Public Administration Program and the School of Social Work offer a dual-degree program designed to assure the acquisition of both management and social work skills necessary for competence as a manager/administrator in the social work field. Today, 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 administrator in a community program.

Admission to the M.P.A./M.S.W. program is selective. Prerequisites and admission processes adhere to all guidelines and policies of the College of Health and Human Services, the College of Professional Studies, the Public Administration Program, and the School of Social Work.

A Capstone 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.

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

81 semester hours (combination of 51 Social Work and 30 Public Administration 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. . . . . 39

MSW Classroom Credits (36 semester hours)

SW 501 Practice I: Social Work Practice with Individuals and Families. . . . . 3

SW 502 Practice II: Social Work Practice with Groups . . . . . 3

SW 503 Practice III: Social Work Practice with Communities and Organizations. . 3

SW 504 Practice IV: Advanced Social Work Practice with  
Individuals and Families . . . . . 3

SW 505 Practice V: Administration in Social Work . . . . . 3

SW 506 Practice VI: Culminating Integrative Seminar . . . . . 3

SW 601 Human Behavior I. . . . . 3

SW 621 Social Work Perspectives on Psychopathology. . . . . 3

SW 701 Research I . . . . . 3

SW 702 Research II. . . . . 3

SW 801 Social Justice, Welfare Policy, and Professional Legacy . . . . . 3

SW 802 Social Policy Advocacy . . . . . 3

SW 971 Ethical Issues in Social Work Practice . . . . . 3

Social Work Practicum (12 semester hours)

SW 591 Field Education I: Foundation Field . . . . . 3

SW 592 Field Education II: Foundation Field . . . . . 3

SW 595 Field Education III: Advanced Practice . . . . . 3

SW 596 Field Education IV: Advanced Practice . . . . . 3

M.P.A. Core Courses (12 semester hours)	
PADM 501 Principles of Public Administration . . . . .	3
PADM 502 Public Policy Analysis . . . . .	3
PADM 503 Human Resource Management. . . . .	3
PADM 505 Public Budgeting and Finance . . . . .	3
MPA Electives (15 semester hours)	
PADM 506 Law and Public Affairs . . . . .	3
PADM 508 Communication, Strategic Planning, and Organizational Dynamics . . .	3
PADM 509 Introduction to the Nonprofit Sector . . . . .	3
PADM 510 Fundraising and Grants Writing in Nonprofit Organizations . . . . .	3
PADM 511 Program Assessment and Evaluation . . . . .	3
PADM 512 Issues in National Security . . . . .	3
PADM 513 Introduction to Homeland Security . . . . .	3
PADM 514 Domestic and International Terrorism . . . . .	3
PADM 515 International Relations and Globalization . . . . .	3
PADM 516 American Foreign Policy. . . . .	3
PADM 517 Intelligence for Homeland Security . . . . .	3
PADM 518 Natural Disasters . . . . .	3
PADM 519 Crisis Mapping for Humanitarian Action. . . . .	3
PADM 520 Emergency Management and Geographic Information Systems . . . . .	3
PADM 521 Negotiation, Mediation, and Facilitation . . . . .	3
PADM 522 Information Security, Technology, and Risk Management . . . . .	3
MPA Capstone (3 semester hours):	
PADM 600 LEAD Project. . . . .	3

## **Master of Public Administration (MPA) Courses**

### **PADM 501: Principles of Public Administration (3)**

Provides an overview of the field of public administration in its economic, political, and social dimensions and an orientation to public administration as a profession.

### **PADM 502: Public Policy Analysis (3)**

Explores the policy-making processes important to an administrator. Develops skills necessary for formulation and analysis of policy problems and the implementation of public policies.

### **PADM 503: Human Resource Management (3)**

Survey course of personnel practices used in the public sector. Discusses all human resources phases, from recruitment to retirement. Special emphasis on unionization, personnel problems, and leadership styles.

### **PADM 504: Research Methodology (3)**

Introduction to the methodology of research-historical, descriptive-survey, experimental design, critical interpretation, and case study techniques, with attention to specialized data-gathering procedures, such as the questionnaire, the interview, and observation. Introduction to statistical concepts. Directed toward the writing of the Capstone as a degree requirement.

**PADM 505: Public Budgeting and Finance (3)**

Study of financial management tools and budgeting techniques applicable to the public sector and to the private, nonprofit sector. Students deal with cases and other course work materials regarding various forms of output budgeting and financial decision-making with regard to revenue policies, resource allocation, cash flow, borrowing, and other fiscal management concerns.

**PADM 506: Law and Public Affairs (3)**

Deals with the processes and problems of law as they affect the administrator, including important cases, precedents, and future implications.

**PADM 507: Ethics (3)**

Provides an introduction to the field of ethics and an opportunity to increase understanding, knowledge, and competence in dealing with the ethical challenges and dilemmas that are found in the public, private, and nonprofit employment sectors. Course materials will focus on individual as well as corporate systems of responsibility and accountability and the ethical dimensions of public as well as private life.

**PADM 508: Communication, Strategic Planning, and Organizational Dynamics (3)**

Stresses the behavioral aspects of organizational communication, such as impact of power, persuasion, values, status, and role of the communication process; barriers to communication; conflict management, and group communication. The courses will also look at the theory and practice of strategic planning applied in the private, nonprofit sector. Students study several planning models, including strategic planning models, and apply specific elements of the strategic planning process to an actual case. The components of study will include environmental scanning, problem identification, SWOT analyses, strategy formulation, implementation planning, and various sub-elements of the process such as the construction of scenarios. The course will provide students with the opportunity to apply the strategic planning model as a tool for sustaining and strengthening organizational achievement. Finally, the course examines what a supervisor needs to know about human behavior in a work setting. Stressed are the subjects of work motivation, power and control, communication, impact of work/organization design, and management-by-objectives using a case analysis/discussion format.

**PADM 509: Introduction to the Nonprofit Sector (3)**

Provides an overview of the issues and trends within the nonprofit and voluntary sector in order to lay a strong foundation of knowledge and comprehension for those who are pursuing careers in the voluntary sector and/or working in fields that intersect with nonprofit organizations. The course will consider the historical and philosophical roots of voluntarism, the structure of the sector, operational dynamics, and current and future trends.

### **PADM 510: Fundraising and Grants Writing 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. The course will also introduce practical processes for securing grants from foundations, corporations, and government agencies. Emphasis is given to developing a comprehensive needs assessment, researching sources, planning, and proposal writing.

### **PADM 511: Program Assessment and Evaluation (3)**

This course presents the concepts, techniques, and applications of program assessment and evaluation in public and nonprofit organizations. The course includes topics such as the role of program assessment and evaluation, methodologies, operational and ethical issues of program assessment, and evaluation as practiced in public and nonprofit organizations.

### **PADM 512: Issues in National Security (3)**

Examines the changes in American policy fostered by the terrorist attacks of September 11, 2001. Studies the organizations and resources developed since that time to defend national security. Also examines the role played by all the components of the criminal justice system in providing for the security of the nation. Explores the policies and practices that have been developed for this purpose by the various agencies that represent the criminal justice system. Specifically studies the adjudication process as it relates to issues of national security and the correctional practices employed to maintain national security.

### **PADM 513: Introduction to Homeland Security (3)**

This course provides foundational knowledge about homeland security, including policy, organization, and legal issues in the American context. The course also provides an overview of the essential ideas that constitute the emerging discipline of homeland security. Has two central objectives: to expand the way participants think, analyze, and communicate about homeland security; and to assess knowledge in critical homeland security knowledge domains, including strategy, history, terrorism, fear management, crisis communication, conventional and unconventional threats, network leadership, weapons of mass destruction, lessons learned from other nations, civil liberties and security, intelligence and information, homeland security technology, and analytics. The course is organized around an evolving narrative about what homeland security leaders need and how the United States Department of Homeland Defense helps address those needs. The course will also provide a foundation for understanding homeland security history, the development of its policies and organizations, and current management approaches.

**PADM 514: Domestic and International Terrorism (3)**

Provides an overview of the domestic and global issues related to homeland security. The course also includes a general introduction to the overt as well as underlying ideology, history, reasons, and causes of terrorism. Both domestic and international terrorism are discussed. Domestic hate groups also receive particular attention. The roles of politics and the media are discussed. Students are exposed to the philosophies of terrorists and terrorism. Counterterrorism is also discussed at length.

**PADM 515: International Relations and Globalization (3)**

A survey of traditional and contemporary conceptual frameworks and theoretical approaches for the analysis of international relations and the role of public administration in increasingly globalized dynamics.

**PADM 516: American Foreign Policy (3)**

Principles of American foreign policy; processes of policy formulation; roles of the President, Congress, the State Department, and other government agencies.

**PADM 517: Intelligence for Homeland Security (3)**

This course examines key questions and issues facing the U.S. intelligence community and its role in homeland security. Students have an opportunity to fully address policy, organizational, and substantive issues regarding homeland intelligence support. Course reference materials provide an overview of diverse intelligence disciplines and how the intelligence community operates. Course emphasis is on issues affecting policy, oversight, and intelligence support to homeland security and national decision-making. The 2004 Intelligence Reform and Prevention of Terrorism Act is addressed, and the course is shaped to focus on homeland intelligence support issues at the state/local/tribal levels.

**PADM 518: Natural Disasters (3)**

Case studies of the causes and consequences of natural disasters; analysis of disaster impact in different economic, cultural, and social conditions.

**PADM 519: Crisis Mapping for Humanitarian Action (3)**

Theories and methods used to introduce students to key trends and challenges faced in the humanitarian field today. Training modules are designed to familiarize students with (1) commercial satellite imagery analysis applied in a conflict setting; (2) digital crowd-sourced methods to map real-time crisis management and social media-based geographic information; and (3) mobile data collection survey tools to generate population, health, and event-based information. The objective is to learn how to perform crisis mapping in the real world and reflect on ethical, political, and practical challenges that come from working in this field.

**PADM 520: Emergency Management and Geographic Information Systems (3)**

Explores how emergency management activities can best utilize Geographic Information Technologies (GIT) to solve real-world issues in emergency management. This includes planning and response for both natural disasters and manmade events

(accidental and terror-related incidents). Through the use of a variety of tools and analytical techniques, the nexus between emergency management and GIT is demonstrated and explored. Students are exposed to an understanding and appreciation for that relationship as well as the tools and skills for appropriate utilization of them.

### **PADM 521: Negotiation, Mediation, and Facilitation (3)**

Introduces the techniques of dispute resolution. Emphasizes the processes of mediation, facilitation, and negotiation. Examines techniques suggested by practitioners and researchers regarding best practices for effective negotiation. A central part of the course requires students to participate in and evaluate negotiation simulations.

### **PADM 522: Information Security, Technology, and Risk Management (3)**

Government agencies in today's Information Age are more dependent than ever on technology and information sharing. This course offers students a broad overview of crisis management technology, information systems, inspection and surveillance technology, communication, and knowledge management. The course focuses on technology as a tool to support crisis management personnel regardless of functional specialty. The methodology used in the course frames technology in terms of its contribution to deterrence, preemption, prevention, protection, and response after a manmade or natural disaster. The course also provides students with a comprehensive understanding of the multifaceted nature of information security and examines the fundamental elements of crisis, disaster, risk, and emergency management.

### **PADM 596: Internship (only for students lacking administrative work experience) (3)**

A Management Project/Internship is required to increase knowledge and skills in theoretical application. The student, upon completion of course work, must do either a research oriented management project or an internship. Students are to consult with their advisers early in the program to determine the internship to pursue. The objective is to develop research skills, capacity to improve organizational effectiveness, and the development of leadership potential, including stimulating creativity as well as interpersonal and communication skill development.

### **PADM 600: Learning, Experiencing, Applying, and Discussing (LEAD) Project (3)**

Students follow up on work completed during the Research Methodology course in having a proposal that outlines the student's project title, problem statement, background of the problem, literature review, research questions, type, design, and theory, as well as bibliography. IRB approval must be obtained prior to the collection of data. Learning: Students integrate the substance of previous courses in order to develop a capacity for strategic management based on the role of the professional manager in the policy making process. Experiencing: Students develop a holistic perspective in their projects to emphasize the leadership role of the professional manager in defining the basis for an ethical approach toward problem solving or



capacity development. Students' learning outcome then must be complimented with their own experiences, reflecting on assessing the substantive issues within an administrative setting. Applying: Students make the next logical step in the project by applying a sound resolution to the issues that they are examining in their projects based on a comprehensive and strategic plan that applies ethical standards and a logical, theoretical and research-based model. Discussion: Finally, students need to arrive at a set of recommendations that address the analyzed issues. They need to discuss each recommendation and their rationale for choosing them, as well as their impact on the administrative practices of the involved agency. Prerequisite: PADM 504 Research Methodology (or SW 701 and SW 702 for MSW students).

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\*Cor Mariae Pro Fide et Cultura

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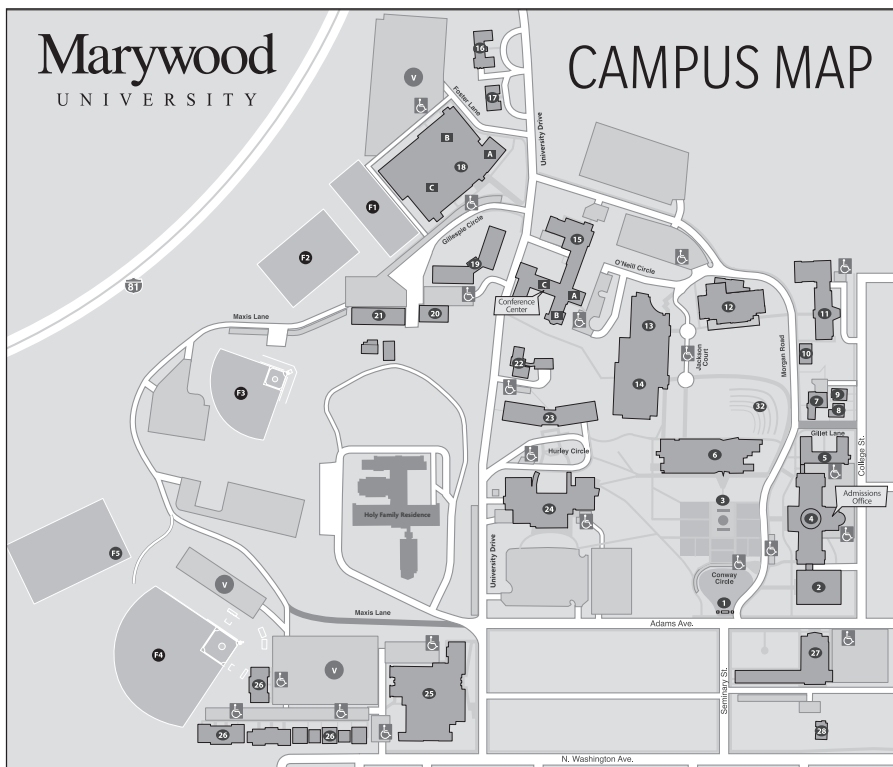
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Marywood University, Scranton, Pennsylvania, prepares students to have a positive impact on society at regional and global levels while providing each student with the foundation for success in an interdependent world. Marywood University is an independent, 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 coordinator for Act 504 and Title IX, Marywood University, Scranton, PA 18509-1598.



## Alphabetical Buildings Listing

- |  |  |
|--|--|
| <b>18C</b> Aquatics Center                       | <b>28</b> Marywood Veterans Resource Center                    |
| <b>32</b> Calabro Delfino Amphitheatre           | <b>15B</b> Marian Chapel                                       |
| <b>14</b> Center for Architectural Studies       | <b>8</b> McCarty Hall  |
| <b>18</b> Center for Athletics and Wellness      | <b>25</b> McGowan Center for Graduate and Professional Studies |
| <b>11</b> Center for Natural and Health Sciences | <b>1</b> Memorial Arch   |
| <b>15C</b> Conference Center                     | <b>3</b> Motherhouse and Seminary Morgan Memorial Garden       |
| <b>22</b> Emmanuel Hall                          | <b>24</b> Nazareth Student Center                              |
| <b>16</b> Frichione Day Care Center              | <b>19</b> O'Neill Center for Healthy Families                  |
| <b>5</b> Immaculata Hall                         | <b>9</b> Perpetual Help Hall                                   |
| <b>18B</b> Insalaco Arena                        | <b>20</b> Physical Plant                                       |
| <b>12</b> Insalaco Center for Studio Arts        | <b>7</b> Printing/Mailing Center                               |
| <b>6</b> Learning Commons                        | <b>2</b> Regina Hall   |
| <b>4</b> Liberal Arts Center                     | <b>27</b> Sette LaVerghetta Center for Performing Arts         |
| <b>15</b> Loughran Hall                          | <b>13</b> Shields Center for Visual Arts                       |
| <b>18A</b> Lynett-Haggerty Fitness Center        | <b>15A</b> Swartz Center for Spiritual Life                    |
| <b>23</b> Madonna Hall                           | <b>17</b> Tony Domiano Center                                  |
| <b>21</b> Maintenance Building                   | <b>26</b> Woodland Residences                                  |
| <b>10</b> Maria Hall                             |  |

## Parking

- V** Visitor Parking (Please go to the Campus Safety Office in Nazareth Student Center to obtain a visitor parking pass.)
- P** Parking for Physically Disabled

## Fields and Courts

- |                          |   |
|--------------------------|---|
| <b>F1</b> Tennis Courts  | <b>F4</b> Baseball Field                    |
| <b>F2</b> Grass Field    | <b>F5</b> Multipurpose Synthetic Turf Field |
| <b>F3</b> Softball Field |   |

## 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.